University of Prizren
“Ukshin Hoti”
Self Evaluation Report
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1. Brief description of the institution’s history

1.1 Establishment
University of Prizren is established on 09.10.2009 with the decision number 01/87 of the government of the Republic of Kosovo and after an intensive preparation work with international consultants started officially in 2010. Tradition of higher education in Prizren starts earlier with its Higher Pedagogical school in 1962 which University of Prizren inherited. HPS got independent from the University of Prishtina which is the oldest HE institution. HPS in Prizren has been transformed to Faculty of Education in Prizren under the umbrella of the University of Prishtina. Since 2010/2011 Faculty of Education which until that time was under UP got transferred to UPZ. Specifics of the Faculty is that studies are offered also in community languages (Bosnian, Turkish)

1.2 Location
All facilities are located within one campus on the following address: Rruga e shkronjave no.1 in Prizren.

1.3 Accredited Programs at UPZ
Among first accredited study programs at UPZ are: Law, Business Administration, International Management, German Language, Information Technology and Software Design. Today there are in total 14 study programs in 6 faculties.

1.4 External Evaluation

<table>
<thead>
<tr>
<th>Study Programs</th>
<th>Year of Accreditation</th>
<th>Accredited until</th>
<th>Level of studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Business Administration</td>
<td>2015</td>
<td>2018</td>
<td>BA</td>
</tr>
<tr>
<td>2. International Management</td>
<td>2015</td>
<td>2018</td>
<td>BA</td>
</tr>
<tr>
<td>3. Law</td>
<td>2015</td>
<td>2018</td>
<td>LLM</td>
</tr>
<tr>
<td>4. Software Design</td>
<td>2015</td>
<td>2018</td>
<td>BSc</td>
</tr>
<tr>
<td>5. TIT</td>
<td>2015</td>
<td>2018</td>
<td>BSc</td>
</tr>
<tr>
<td>6. School Education</td>
<td>2013</td>
<td>2016</td>
<td>BA</td>
</tr>
<tr>
<td>7. Pre-School Education</td>
<td>2013</td>
<td>2016</td>
<td>BA</td>
</tr>
<tr>
<td>8. German Language and literature</td>
<td>2015</td>
<td>2018</td>
<td>BA</td>
</tr>
<tr>
<td>10. Albanian Language and Literature</td>
<td>2014</td>
<td>2017</td>
<td>BA</td>
</tr>
<tr>
<td>11. English Language and Literature</td>
<td>2014</td>
<td>2017</td>
<td>BA</td>
</tr>
<tr>
<td>12. Accounting and auditing</td>
<td>2014</td>
<td>2017</td>
<td>MA</td>
</tr>
</tbody>
</table>
2. Mission statement

2.1 Mission and vision of UPZ

The University of Prizren serves the region of Prizren and The Republic of Kosovo by recruiting, developing and educating students to be successful graduates in the labour market of Kosovo, the region and Europe.

The University of Prizren and its Management is committed to quality enhancement of its learning and teaching and associated activities of the University, in order to strengthen its comparability and standing with other institutions in the region and Europe.

Mission of UPZ as states in its statute (article 5 of UPZ statute):

- To act as a leading center for advancing the institution's knowledge, ideas and research in the higher education system in Kosovo;
- To act as an institution and play a leading role in the development of education, science, culture, society and economy of Kosovo;
- To assist in the process of promoting democratic citizenship;
- Aim to create and maintain the highest standards in field of teaching and learning, research and artistic creativity;
- Utilize its resources in the most efficient way;
- Fully cooperate and participate in all higher education activities at national, regional and international;
- Adapt to European standards;
- Fully integrated in the European area of higher education

Research is one of the priorities of UPZ. One of the first steps the UPZ did is establishment of the committee for research, as the result of, the first research paper was published and a number of scientific conferences are held at our university.

2.2 The Strategy on implementing the mission

Attached to the SER you can find the strategy for quality assurance of UPZ. Quality assurance strategy is the first strategic development document at the UPZ, which defines basic priorities of the higher education in the field of quality assurance and the way of its realization. This paper work denotes relevant and permanent nature of the University which in meanwhile, depending on the possible needs and reasons, which can be periodically reviewed and changed, respectively added and it can serve as a compilation of action plans in the short, medium and long term in the field of quality assurance.
The main goal of drafting this strategy is the achievement of the presented legal aims and the vision of further development of the higher education at the university and abroad.

In order to achieve its long-term fundamental goals the University commits itself on the following:

- Progress of the comprehensive higher education quality at the university and its programmes.
- Enhancement of the study efficiency.
- Improvement of the quality in study programs, teaching and learning and working conditions.
- Improvement of the scientific-research and pedagogic work of the academic staff at the university.
- Increase of the contribution, academic life of the University and the contribution that is to be provided to the local and Kosovar community in general.

For more details of the quality assurance strategy please refer to the document attached on CD.

2.3 Relation of the institution’s/ unit’s mission with the overall mission of the institution

Guideline of development for our university is our QA strategy which is presented to all units and the same are obliged to harmonize their daily work on it.

2.4.1 How does the institution/ unit monitor the changes developed in other institutions/ units in the country and abroad.

The public higher education institutions of Kosovo, including University of Prizren (UPz), are legally supported by the Ministry of Education, Science and Technology of Kosovo (MESTK), to sustainably conduct, develop, shape and evaluate the reforms based on the following principles: effectiveness and efficiency; the role of management, academic and administrative staff; participation of students in the governing bodies; student support; promotion of academic and student mobility; creation of opportunities for staff development; cooperation with relevant stakeholders; guaranteeing transparency, freedom of study and scientific and artistic research, respecting inclusive education; compliance and comparability of the study programs with the European standards and guidelines; institutional social responsibility.

2.4.2 How does the institution/ unit change aiming at improvement

UPZ sends academics and other staff on regular bases on trainings and conferences. Staff is able to see and learn from others about the new trends and experiences and bring knowledge and implement at UPZ. One of the conference is Quality assurance forum, where we regularly follow and try to bring best practices back at university.

2.4.3. How does the institution/ unit adapt to new requirements

UPZ is still a program of MEST. All of the decision made by MEST are automatically implemented at UPZ. As known MEST and all state HEI follow European Union Guidelines regarding higher education. UPZ also clearly stated in its Quality Assurance Strategy that as base for further development of the institution will be the following documents:
1. Bologna Declaration;
3. Lisbon Convention;
4. Kosovo Law on Higher Education;

Many of the reforms in education cost. It is sometimes hard to follow trends. Fortunately we beneficiary of many TEMPUS projects and were able to improve many things that could be difficult to fulfill with our possibilities. More than 1000 new titles are bought as part of a TEMPUS project on Increasing Quality Assurance at UPZ. IT labs, Conference rooms, training of staff abroad.

2.4.4 How does the institution/unit draft its strategic plan in order to achieve its mission?

As already mentioned UPZ follows its Quality Assurance strategy in its reformation and development. All of the priorities forseen in the strategy are also planned to be fulfilled in particular time. Below you may find the strategic plan for implementation of the Quality Assurance Strategy.

<table>
<thead>
<tr>
<th>principles and Efficiency</th>
<th>Activities</th>
<th>Timing</th>
<th>Responsible body</th>
<th>Measure instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student enrollment</td>
<td>Continuously</td>
<td>Management of UPZ</td>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td>Infrastructure</td>
<td>Continuously</td>
<td>Office for infrastructure</td>
<td>Budget for infrastructure</td>
<td></td>
</tr>
<tr>
<td>Student Profile</td>
<td>Continuously</td>
<td>Office for infrastructure and IT department</td>
<td>IT Performance</td>
<td></td>
</tr>
<tr>
<td>Digitalization</td>
<td>Continuously</td>
<td>Office for infrastructure and IT department</td>
<td>IT Performance</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff akademik</th>
<th>Activities</th>
<th>Timing</th>
<th>Responsible body</th>
<th>Measure instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and enhancement of the educational process</td>
<td>Continuous</td>
<td>Academic staff and university facilities</td>
<td>Adequate assessment instruments</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>Continuous</td>
<td>Center for Scientific Research</td>
<td>Statistical data</td>
<td></td>
</tr>
<tr>
<td>Participation and presentation of publications in local and international conferences</td>
<td>Continuous</td>
<td>academic Unit of QHSH</td>
<td>Statistical data</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>administrative staff</th>
<th>Activities</th>
<th>Timing</th>
<th>Responsible body</th>
<th>Measure instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implements the policies and decisions of the University</td>
<td>Continuous</td>
<td>Office of general secretary</td>
<td>Assessment tool for administrative staff</td>
<td></td>
</tr>
<tr>
<td>Trainings</td>
<td>Based on needs</td>
<td>Office of general secretary</td>
<td>Assessment tool for training and performance</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
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<th>The election of the leadership of the student parliament.</th>
<th>In accordance with the statute of UPZ</th>
<th>Election Commission</th>
<th>election result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of various educational activities and scientific</td>
<td>continuously</td>
<td>Student Parliament</td>
<td>Statistical data</td>
<td></td>
</tr>
<tr>
<td>Student support</td>
<td>The creation of adequate conditions for study</td>
<td>continuously</td>
<td>UPZ Structures</td>
<td>Questionnaires, surveys, complaints box</td>
</tr>
<tr>
<td>Promoting mobility for academic staff and students</td>
<td>Activities by 1.5 points Strategy</td>
<td>continuously</td>
<td>UPZ Management, International Relations Office, Parliament QISH and students</td>
<td>Statistical data</td>
</tr>
<tr>
<td>Ensuring transparency, freedom of scientific research and study and artistic</td>
<td>Issuance of regulations</td>
<td>as needed</td>
<td>Senate</td>
<td>Assessments from various interest groups</td>
</tr>
<tr>
<td>Consistency and comparability of study programs with European guidelines and standards.</td>
<td>Placement, alignment and implementation of European standards of higher education</td>
<td>continuously</td>
<td>UPZ</td>
<td>SER and EER</td>
</tr>
</tbody>
</table>

**2.4.5 Does the institution/unit has mechanisms for quality assurance?**

UPZ has its Vice rector for quality assurance and coordinator for quality assurance. Both of bodies are responsible to harmonize their daily work on QA strategy (find attached) and follow the dynamic plan of implementation of priorities comming out from the quality assurance strategy.

**Responsibilities of QA coordinator:**

- Raising awareness activities within the institution with regard to Quality Assurance (QA) importance.
- Coordinates with other staff members of the institution development of a QA Strategy for the UPPz.
- Develops other necessary documents/guidelines on QA as it will be necessary based on the previous developed Strategy for the internal and external QA system and based on the needs of the UPZ.
- Actively contributes in the institution on performing QA related activities:
  - Compiles internal self-evaluation reports;
  - Collects/develops necessary documents as required by the Kosovo Accreditation Agency.
  - Supports overall accreditation process of the UPZ.
3. Organization, Management and Planning

Organization and management of the UPZ is based on Statute of UPZ article 15, approved in the Parliament of the Republic of Kosovo.

1. Name of the institution: University of Prizren “Ukshin Hoti”
2. Organization Chart of UPZ
2.2 1. The main governing authorities of the University are Board, Rector and Senate.

- All university governing authorities operate the on the principle of majority voting, unless specified otherwise in this Statute.
- The mandate of all government officials and ruling authorities members shall commence on October 1, unless otherwise provided in this Statute Statute. (For more details please refer to the statute attached to the report on electronic form on cd, article 17-47)

2.3 Participation of the student representatives in different bodies of UPZ is also regulated by the statute of UPZ, article 79.

- Student Council shall discuss and decide on all matters regarding the rights and responsibilities of students in college.
- The Student Council conducts its own interests related to the performance the learning process, through their representatives on the council of the faculty.
- Members of the faculty council students participate in proposal the candidates for the dean.
- Students have the right to establish student organizations which student interest will be represented within the university with the following bodies:
  - Parliament students at university level;
  - The students at academic unit.
  - Student Parliament is the highest authority of students’ representatives.

2.4.1. All academic staff shall be appointed by the Rector according Senate decision based on the proposal of the council of respective academic units.

2. If the proposal is rejected, he returns to council review to the academic units.
3. If the council of the academic unit upon reconsideration bring the same proposal, the Senate takes a final decision.
4. Procedures for appointment will be made in a transparent manner with public advertisement for the vacancy.

2.5 Academic Staff can be appointed in these titles:

1.1. Academic Teaching;
1.2. Scientific research;
1.3. Artistic.
2. The academic staff consists of:
2.1. Full professors;
2.2. Associate professors;
2.3. Assistant professors;
2.4. Assistant University;
2.5. Lecturers.

3. Official abbreviations for academic staff are:
3.1. Full Professor - Professor dr .;
3.2. Associate Professor - Professor Assoc. dr .;
3.3. Assistant Professor - Professor ass. dr .;
3.4. Assistant University - Asst.
For more details regarding this titles please refer to the article 171-179 of the Statute of UPZ.
4. Study Programs

1.1 Regulations for development, reviewing and approval of new curriculums

Ideas for new study programs may come from any stakeholder including rector, deans of faculties, students. The idea is presented in Senate which decides if the study programs fulfills criteria for further development and is the program in harmony within the university and state policy.

Some of the conditions that have to be taken into consideration before applying for new study program are: Study of the labor market, State policy, lack of professionals in particular field.

1.2 Regulations on student evaluations

There are three regular and two extraordinary examination terms. Exterminations are organized by respective faculties and professors are obliged to present the syllabus at the beginning of the semester which also contains the procedure of evaluation of the students. It is up to professor to decide about the criteria.

- Exams serve as a regular form of knowledge assessment.
- Examinations can be organized separately for each subject or combined for more subjects in accordance with the study program (examination committee).
  - Exams are public and are held in the following ways:
    - In writing;
    - Oral;
    - Written and oral;
    - Practice.
    - Combined oral exams and written made will be hold within seven days.
    - Examinations by an examiner or by committee exams.
    - Examinations can be held by an examination commission if:
      - The student has complained in writing;
      - Is assigned to the program of studies.
      - The procedure of examination is set in the program study.
      - The method of determining the knowledge and the exam will determined by the curriculum of the subject - the syllabus.
    - Exams for bachelor and master held during the term of exams.
    - Examination schedule include the winter term (January), spring (June) and autumn (September). The exact period for each term is determine the general calendar of studies, which is the adopted by the Senate and open to the public. Details about the date of start and end of each period are determined by
      - councils of academic units.
• The schedule of examinations, which included daily schedules, published at the beginning of the academic year.
• The schedule of examinations will be determined in such a way that the student will not have no more than one exam per day.
• The schedule of exams, after being announced, are binding as to the examiner and the student.

1.3 Regulation for BA and MA thesis is attached to this report.

• *Thesis for bachelor and Master Degree*
  • Bachelor’s programs end up with thesis for bachelor or by commission examination in accordance with programstheir studies.
  • The Bachelor thesis work individually by the student proving that the theoretical skills achieved during the course of study can successfully used for solving practical problems in fields specific scientific.
  • The Bachelor thesis can be jointly elaborated by two or three students (research group) and there must be clearly marked contribution of each candidate.
  • The request for elaboration of a Bachelor of two or three students decided by the council of the academic unit.
  • Procedure for application, elaboration, defence and evaluation of operating the Thesis bachelor determined the council of the academic units.

• Master study programs end with thesis Master, in accordance with study programs.
• Master thesis work individually by the student, proved that the theoretical skills achieved during the course of study can be successfully applied to solving complex research specific scientific fields.
• Masters theses elaborated by two or three students (research group), and it must be clearly marked contribution of each candidate.
• Application to elaborate master thesis by two or three students decided by the council of the academic unit.
• Procedure for application, elaboration, defense and grading of paper Masters degree determined by the council of the academic unit.
2.1 Agrobusiess (B.sc.)

1. General information of the Faculty / Organizational structure

The initiative for the establishment of new study programs related to food sciences, environment and agriculture started by Rector Prof. Dr. Rame Vataj. In December 2014 the Senate of the university proposed the establishment of a professional committee that will deal with the research of the labor market and the capacity of the university for a new faculty and new study programs. Commission consists of Dr. Bekim Gashi, Dr. Iusuf Lushi, Dr. Hysen Bytyqi. After a broad consultation with various experts, but also with other universities in Kosovo, Albania, Macedonia, Slovenia and Italy as well as the different institutions of the state, the Rector proposed establishment of a new faculty in the field of life sciences within framework of the University "Ukshin Hoti" in Prizren. Based on study programs that will be offered in this faculty and other examples from the Western world but also based on Erasmus study program codes, the commission drew up the report and proposed to Senate and Board the name of this unit: Faculty of Life Sciences and Environment.

Based on the specifics of UPZ and requirements of the labor market in the region of Prizren, but also throughout Kosovo, new programs of study in this report will contribute in increasing the performance of UPZ in general but also the identification of the university in particular. Considering the tradition of Prizren region but also geographical position, these programs will directly or indirectly affect on continuous growth and economic development but also on scientific research in this region through training of experts in different fields.

Pursuant to the provisions of Article 55 and 56 of the Statute of the University "Ukshin Hoti" in Prizren, and the proposal of the Commission and the Rector, the Governing Council of UPZ supports the initiative (Decision no. 183/2015, dt. 03.06.2015) To establish the Faculty of Life Sciences and Environment within the University "Ukshin Hoti" in Prizren.

The mission of the Faculty

The fundamental mission of the Faculty of Life and Environmental Sciences (FLES) will be to provide graduate and postgraduate studies. One of the priorities will be scientific research and consultative work dealing with life sciences, Environment and Agribusiness. Within the orientation itself which is study of natural resources and their sustainable management, the faculty is one of the institutes for which each country has crucial need in order to establish and maintain its identity. Protection of landscape and nature, protection of natural, sustainable and friendly natural resources, production and processing of quality food, together with modern technology pose a global challenge that can be addressed positively by applying more and more advanced research.

The mission of the faculty will be supported by the academic community of professors, scientific researchers, technical staff and students, who are responsible for maintaining and contribution within faculty with activities and initiatives, permanent work, professional knowledge and results of quality work.

The vision of the Faculty

Vision of the Faculty of Life Sciences and Environment is the advancement of knowledge through the training of skilled professionals, and its application in the development of human
potential for the development of a modern society in Kosovo aiming the acquisition of modern social and educational trends.

With its educational and scientific programs, FLES speeds and encourages interdisciplinary and multidisciplinary cooperation in the field of life sciences and integral research of the problems that are greatly more tier associated with the interests of the different professions. Therefore the faculty will provide high quality research and cooperation in all scientific disciplines and programs, international recognition and professional character based on excellence.

Another guarantee of the level of educational, research and activities within the FLES is its international comparability. Faculty needs to have solid professional position and look at all practical social issues in all areas relevant to its programs. Actively participate in policy-making nature, rural development and policies dealing with the technology of forestry and food technology, as well as other relevant areas is of crucial importance.

**Departments and Study Programs**

Because of specifications and different disciplines, the faculty will be divided into the following departments:

1. Department of Agribusiness;
2. Department of Food Science (*in projection and strategy for the near future*);
3. Department of Environmental Science.

Study programs that are proposed within the faculty are:

**Department of Agribusiness:**
- Program: Agribusiness

**Department of Food Science:**
- Program: Food Science and Nutrition (*in projection and strategy for academic year 2017/18*)

**Department of Environmental Science:**
- Program: Spatial Planning (*in projection and strategy for academic year 2017/18*)
- Program: Forest and Environmental Sciences

All these research programs will be 3 years (Bachelor of 180 ECTS) and later have to be continued with the second cycle of MA studies, in order to achieve basic knowledge for a job as well as scientific research.

**The organizational structure of the faculty / faculty organizational chart**

The organizational structure of the Faculty of Life and Environmental Sciences will consist of Dean, vice-dean for teaching and vice-dean for finance and infrastructure.
**Faculty Council** - by statute (Article 73) The Council shall have at least 15 members elected among professors, up to 2 members elected among the assistants, Dean, two vice deans, one of the administration and a representative of the Students' Council. Board members are elected by the academic staff with regular elections organized at the University Ukshin Hoti in Prizren.

Study Commission is an advisory body to the Faculty Council, composed of 9 members, and is chaired by the Dean of Faculty. This committee consists of vice-dean for educational issues, five teachers, one assistant and two students.

Disciplinary Commission and the Commission for verification will operate within the faculty of FLES. All commissions are appointed by the Faculty Council proposed by the Dean.
### 1.1 Basic data for the study program Agribusiness – Bachelor Level (B.Sc.)

<table>
<thead>
<tr>
<th>Name of study programe</th>
<th>Agribusiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of qualification according to KKK (abbreviations BA, B. Sc, MA, PhD)</td>
<td>B. Sc. (Bachelor of Science)</td>
</tr>
<tr>
<td>Academic grade and diploma title (in full and with abbreviations)</td>
<td>Agribusiness (B.Sc. Agribusiness)</td>
</tr>
<tr>
<td>The study area according to Erasmus Subject Area Codes (ESAC)</td>
<td>01.2</td>
</tr>
<tr>
<td>Academic program profile (Specialization)</td>
<td>Life Sciences (Agribusiness Management)</td>
</tr>
<tr>
<td>The minimal study length</td>
<td>3 years</td>
</tr>
<tr>
<td>Study cycle (full time; part-time etc)</td>
<td>Full time</td>
</tr>
<tr>
<td>Numbers of ECTS (total and per year)</td>
<td>180 ECTS</td>
</tr>
<tr>
<td>Modules</td>
<td>Mathematic&lt;br&gt;Plant Production&lt;br&gt;Economics&lt;br&gt;Rural Sociology&lt;br&gt;English Language I&lt;br&gt;Principle of Marketing&lt;br&gt;Animal Production&lt;br&gt;Agricultural Economy&lt;br&gt;Basics of Statistics&lt;br&gt;English Language II&lt;br&gt;Elective module&lt;br&gt;Accounting&lt;br&gt;Business Statistics&lt;br&gt;Business Rights&lt;br&gt;Business Informatics&lt;br&gt;Horticulture&lt;br&gt;Introduction to Finance&lt;br&gt;Marketing of agricultural products&lt;br&gt;Agribusiness management&lt;br&gt;Human Recourse Management&lt;br&gt;Business Communication&lt;br&gt;Elective module&lt;br&gt;Financial Management&lt;br&gt;Farm Management&lt;br&gt;Agribusiness projects&lt;br&gt;Prices and Markets of Agricultural Products</td>
</tr>
</tbody>
</table>
Processing Technology of vegetable products in Agriculture
Consumer Behaviour
Production in Greenhouses
Organic production
Rural Development
Elective subjects
B.Sc. Thesis

**Elective modules:**
- Business Administration
- International Business
- EU Common Agricultural Policy
- Public Administration
- Plant Protection
- Post harvesting Technology
- Advanced Agribusiness Logistics
- Animal disease prevention
- Aromatic and medicinal plant and their management
- Viticulture and Enology
- Agritourism Management

| Number of students to be enrolled | 50 |
| Working group                    | Dr. Isuf Lushi  
|                                  | Dr. Ilir Kapaj |
| The permanent academic staff     | 8 - Assistant professors (Prof. Ass. Dr.) |
|                                       (according to the academic grade) |
| Tuition fee                       | 50 €*/student/year |

*Study fee will be set according to the MASHT directives!

### 1.2 Program reasoning for the labor trade

Agribusiness industry in Kosovo is growing very rapidly and with significant contribution in the Kosovo economy. Agriculture sectors such as livestock and food industry are priority in the development of our country. According to statistics by KTA (Kosovo Tax Administration), it shows that in Prizren region 200 agribusiness enterprises (food production) run their activity. This number is expected to grow in the future, despite the effects of the global crisis and decreasing demand in Kosovo.

Any form of business (in all of the food chain), in rural areas or not, that brings economic and social benefits for local residents and which enables the interaction between production resources and the population's needs for food, can be defined as Agribusiness enterprise. These enterprises are diverse and can include all companies that find themselves in the system of agribusiness; industries providing inputs for agricultural farms, agricultural farms,
and industries processing agricultural products, industry that market these products and all stakeholders (businesses) that make it possible to move the product to the final consumer. Agribusiness enterprises are guided by experience, are developed especially in areas that are relatively populous and focus more on areas that have significant agricultural production activity (the case of Prizren and surrounding municipalities).

Just finding out an immediate need for Agribusiness management specialists, University of Prizren (UPz) undertook the initiative of opening a new study program in Agribusiness. Graduates of this program, which is oriented mainly by the agribusiness economy and its direction, will be the future leaders of the increasingly growing agribusiness industry in the Prizren region.

Considering the above, but not only, the goal of the opening of the new course of first cycle studies Bachelor, in “Agribusiness” profile, is for students to obtain sufficient knowledge and be able to contribute as part of the rural community to the good use of productive opportunities and the management of Agribusiness, which beyond short term are beneficial to themselves as well as for families in rural areas. An Agribusiness system that works well provides direct and indirect benefits to all stakeholders involved, including farm families.

Following the first Bachelor cycle in "Agribusiness" profile, will give them a better opportunity to find themselves involved in entrepreneurship and management of agribusiness activities. Requirements for this study profile will be increasing, because in general, Agribusiness is the basis of economic development prospects in developing countries such as the case of Kosovo.

UPz so far has had an Agribusiness study profile within the Faculty of Economics, where students of the Business Administration department in the third year had the opportunity to select two profiles, one of them has been Agribusiness. But given the needs of labor market for genuine Agribusiness specialists, UPz find it necessary opening a new study direction such as Agribusiness.

We need to make it clear that in our university space lacks such an authentic course of studies, while international experience, but also countries that have an economic status comparable to that of Kosovo (case of Albania), shows that such study profiles are very much present and highly required.

For this reason, during the drafting of the study curriculum we have been consulting with many universities programs abroad that have similar study areas, such as the University Brno, Czech Republic; University of Nitra, Slovakia and Agricultural University of Tirana, Faculty of Economics and Agribusiness. Ukshin Hoti University has the necessary basis for drafting and implementation of this curriculum; because the advantage of leading, developing and proposing for accreditation this curriculum, is based on the indisputable need that agribusiness system in the region of Prizren and also in Kosovo has for young specialists in this field.

**Supposed/possible student’s employment after completing the studies**

Graduate students at the first studies level in the "Agribusiness" program, have the necessary qualifications to work in a number of areas such as:

**Management of enterprises that provide inputs to agricultural farms**
Companies/businesses involved in the provision of seeds, fertilizers, agricultural machinery. These companies require specialists who have managerial, marketing, finance and accounting knowledge, as well as basic knowledge in terms of crop and animal production, knowledge that we pretend our graduate students in Agribusiness to possess and be able to apply.
Management of market oriented agricultural/livestock farms
Many oriented market farms (selling over 50% of their production in value) are interested for specialists/managers who are knowledgeable in the areas of agriculture and livestock production, management and marketing of their products. They are also concerned about the competencies and skills in finance and accounting of their farms.

Management of agricultural products processing enterprises
Many agricultural products processing and food production companies have an immediate need for agribusiness specialists/managers, such as those specialized in vegetable processing, meat processing, milk processing, fruit and grapes processing. Students graduating in this study direction can serve in the company as general managers, marketing directors, sales agents, financial specialists as well as accountants.

Various governmental agencies
Graduate students in “Agribusiness” are capable and worthy of respect (in terms of knowledge gained) to work in governmental institutions (eg relevant ministries dealing with agriculture or economic development in general or other agencies which focus on rural development in general and the development of the agribusiness sector in particular). Institutions and public agencies need specialists with knowledge in agribusiness management, marketing or finance of agribusiness enterprises. Other basic knowledge in the field of crop production, animal and horticultural completes the future specialists we aim to prepare with this new diploma.

Microfinance and banking system
Based on the fact that graduates in Agribusiness also gain knowledge about microfinance agencies and banking system, they may very well find themselves as employees in these institutions. Particularly is worth mentioning the great possibility that these specialists will have to be employed in microfinance agencies that can or will operate in Kosovo in support of the development agricultural sector in general and agribusiness in particular. They can be employed in these institutions as well as credit analysts or managers of different levels.

Policy-making level
Graduates in Agribusiness can continue their career, and being engaged at the policy-making level of agricultural development in Kosovo. With the knowledge gained during their studies they can be competent to be active participants in this process. This would mean membership of the working groups for the drafting of the relevant ministries of agriculture or employees in other departments with direct or indirect link with policy-making.

Other public or private institutions
There are many career development opportunities for graduate students in the field of agribusiness. Students can work for insurance companies and especially those that include in their portfolio and agriculture insurance. They can develop their careers as private entrepreneurs in agribusiness, can be self-employed as agribusiness consultants and assist entrepreneurs and agribusinesses with business-plans and also with management or marketing consulting. They can also be employed as specialists for various government bodies and NGOs dealing with rural and agricultural development issues, and in more particular with agribusiness development.

1.3 International comparison of the study program
Faculty: Faculty of Life Sciences and Environment
Study program: **Agribusiness**

Bachelor ☑️ Master ☐ PhD ☐

ECTS for the proposed study program: **180**

The study program of European universities comparable with “Agribusiness” study program in the Faculty of Life Sciences and Environment (University # 1 means the University with which programs of study are in compliance 75% and University # 2 means the Universities of Whom are similar)¹.

<table>
<thead>
<tr>
<th>University</th>
<th>University #1</th>
<th>Universities #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukshin Hoti University, Prizren</td>
<td>Mendel University in Brno (Czech Republic)</td>
<td>a Agricultural University of Nitra (Slovakia)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b Agricultural University of Tiranës (Albania)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c Rhine-Vaal University of Life Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Faculty of Agronomy Mendel University in Brno</th>
<th>a Faculty of Economics and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>b Faculty of Economy and Agribusiness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c Faculty of Life Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study program name</th>
<th>Agribusiness</th>
<th>a Economy and Management of Agribusiness sector</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>b Agribusiness Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c Agribusiness</td>
</tr>
</tbody>
</table>

| Comparability %              | 75%                                                | 25%                                                  |

1.4 **Target group for which is dedicated the program**

In the first year of the study program in Agribusiness can enrol all students who have completed Senior High School (high schools or professional schools), have passed the graduation exam and pass the pilot test of knowledge of science and basic mathematics. Admission of candidates is done by the list formulated by the number of scores of candidates. Other conditions can be set by the UPz Senate.

¹Attached to the self-evaluation report will find copies of the program of the Mendel University in Brno, Slovak Agricultural University in Nitra, Agricultural University of Tirana and Rhine-Vaal University of Life Sciences.
1.5 Orientation of the study program according to the institution’s guiding principles

Agribusiness management studies curriculum is in accordance with the rules and criteria of Bologna and two academic years have elective courses, while the distribution of ECTS is done by the importance of the subject. The number of credits per year is 60 ECTS, meaning 30 credits for semester. So the total credits number in the BA studies is 180 ECTS. Students can choose elective courses under a special list provided within the curriculum (table of elective courses) and their number is determined by completing the credits number for the given semester. Study programs of the first cycle are completed by 180 European credits (ECTS) and their normal duration is three academic years.

Forms of learning

a. The main forms of learning are lectures, laboratory work, seminars, exercises, written assignments, projects and tasks of the course, practice (excursions) teaching, professional practice, examination of the course topics (thesis) diploma and final exam.

b. Department, with the approval of the Dean office, can set other form of learning.

c. Responsible for the organization and development of the lectures is the academic staff, in accordance with the duties set by the department.

d. For the mutual benefits, in the faculty of Faculty of Life Sciences and Environment will be organised open lectures or seminars for all the academic staff categories.

Student evaluation and learning forms.

a. The learning is based on lectures, laboratory work, seminars, exercises, written assignments, project courses, practices, etc.

b. Each of the above elements is evaluated with points, according to the module program and learning plan of the department.

Knowledge Control

Student’s obligations

a. The lecturer determines the score of each of the learning elements during the academic year. The total point of these elements is to be decided in the faculty regulation.

b. Each of the learning elements is evaluated according to the attendance and also to the knowledge gained.

The student’s participation in the lectures:

a. Lectures attendance is required at 50%;

b. Seminars and exercises attendance is requires at 80%;

Ways of Knowledge control

a. The basic form of knowledge control during the academic year are; mid-term exams (Colloquium). This way of control is determined by the syllabus in the Department/Faculty.

b. The exam is the main form of control for assessing the level of knowledge that the student has acquired during the theoretical and practical course of a module. The exam is given in written, orally or in combination, based on the judgment of the professor and the approval of the department and is an integral part of the module program and department curriculum itself.

c. Colloquium is a form of module acquisition control completed within the period of instruction. Colloquium can be repeated within a week thereafter.

d. The student has the right of entry the exam/colloquium, when he has completed all the obligations of the module and this is confirmed by the professor in the Statement of
Obligations and Examination Results reflecting also the amount of points earned during the learning process.

e. Knowledge control is realized in 2 phases:
f. Control of the first phase includes checking the learning process, where control of knowledge is realized through the participation and commitment of the students in lectures, seminars, exercises, laboratory work, written assignments (exams intermediate), papers, projects of the course, teaching practice etc.
g. Despite the amount of points, the student who has been absent or is negatively assessed in the course assignments, course projects, or in practice is obliged to repay them in the last week of the teaching process. If assessed negatively, he loses the right of the entrance exam.
h. Control of the second phase includes checking through the final exam. The final assessment includes results achieved by the student during the year and in the final exam.

**Conditions for entering the exam and knowledge control**

a. The student has the right of entering the exam after the course instructor communicated to him that right at the end of the lesson.
b. The names of students who have earned the right to enter the examination are written in the Statement of Obligations and Examination Results.

**Knowledge control and students evaluation**

a. Ways of knowledge control (examination/colloquium) are specified in the module program and curriculum studies.
b. The exam is a form control that should be completed within the period prescribed. The exam can be in written form, oral or combined (written and oral).
c. Colloquium is a control form of module acquisition completed within the teaching period. Colloquium can be repeated within a week thereafter.
d. Exam/Colloquium is developed through exam theses/questions which are prepared by the module professor with his assistant (if applicable) and approved by the Head of Department.
e. For each examination are developed alternative theses/questions and the selection for each exam as a rule is done in the presence of the head of academic and research group.
f. During the examination is not allowed to change his thesis/questions.
g. The Examination Committee of the Faculty is responsible for the organization of the exams.

### 1.6 Purpose and program profile

The purpose of this study program is to prepare specialists with theoretical and professional training, well-oriented in the areas of agribusiness, able to recognize the managerial aspects of Agribusiness regulatory framework. It is a field of study (within the Faculty of Life Sciences) still not elaborated on our part so far and according to our observations the graduates of this study program will be highly demanded in the labor market.

The study program of the first cycle degree in "Agribusiness" is in support of the needs and requirements for further diversification types of degrees offered by UPz in the benefit of students admitted to our university.

Graduates of this study program will be able to respond well to the needs of the country, especially rural and agribusiness system for implementing natural resource efficiency. Taking the needed education in the Agribusiness management, they (graduates) will be a promoter and a good enough potential in favor of the organization of new businesses in the agribusiness sector and management efficiency of the sector. They will also be leaders of
sustainable development of rural areas and orientation of the development of agricultural enterprises towards their functioning.

It is also intention of this study program to enable students to continue their studies in the second cycle program - Master of Science.

1.7 Expected learning outcomes

By the end of the study program student should:

- Gain knowledge of economic and business processes, on the microeconomic implications of markets, microeconomic and macroeconomic principles and market effects on business performance.
- Gain knowledge on economic management and development of agribusiness in general. Understand the important role of marketing in the agricultural and livestock products’ trade.
- Be able to handle the factors that influence the development of the agricultural economy and the characteristics of agricultural production, forms of organization in agriculture production, types and structure of agricultural markets and features of the demand and supply of agricultural products and agricultural products.
- Be able to use accounting skills to enable its use in the agribusiness enterprises accounting value, in compiling the balance sheet and the calculation of performance indicators of enterprises based on accounting information.
- Be able to analyze the interdependence between two or more variables affecting the economic and business performance, to study the relationship between them based on simple and composed modeling, analyze correlative link between variables. The student must also be able to analyze various phenomena using dynamic time series analysis, make prognosis for the future and also study seasonal effects.
- Have knowledge of the financial key concepts. Take a basic knowledge of management in financial flows entities, to be able to assess the risk in a business and also to know three basic components of the financial system.
- Recognize agricultural marketing functions, additional benefits, market structures and agri-food products marketing institutions. Also the student must contribute to marketing decision making alternatives to producers and intermediaries should provide knowledge on market structure, the production position and market prices.
- Be able to interpret the agribusiness system in the national economy of a country, as well as to recognize and evaluate the totality of the factors that influence the emergence and development of the agribusiness system. In the role of manager of an agribusiness firm, students will be also trained in terms of the decision-making process for all the problems that business may face.
- Have advanced knowledge, about the specific use of concepts, theories and methods of human resource management. They should be able to be involved in the human resources management, from work organization to the motivation, evaluation and rewarding the work performance.
- Have knowledge on agricultural holdings’ organization models, and recognize the role of leadership (principles, functions and its areas) in the agricultural business success. The student should be able to use economic principles in identifying profitable levels of production factors, and size of specific activities.
- Be capable and possess the theoretical and technical knowledge for the development, evaluation and implementation of various projects in agribusiness. Also, the student becomes able to recognize and understand the functioning of markets in terms of pure and
not pure competition, with more emphasis on not pure competition as a form which occurs most often in practice.

- Gain knowledge about consumer behavior, and understand how consumers undertake certain decisions and change their behavior under the influence of certain factors. Students understand the influence of psychological factors on consumers, external environmental factors and situations which influence the customers' decision to buy something.

- It should be noted that the student is able to understand not only the purchase itself but also before and after the purchase process, even how possession or lack of things can affect consumer behavior in general. The student already possesses advanced model to understand consumer decisions, which serves as a program for the success of businesses in the market economy in highly competitive time.

- Gain contemporary knowledge and skills in the areas of management of public and private organizations. This includes the necessary knowledge on the concept of management and its role in society, identifying and explaining the basic functions of management (planning, organizing, leadership & motivation and control). Special emphasis is given to the practical aspects of leadership theory and managerial behavior and the identification of management environmental factors.

- Have information about the support schemes widely used for agricultural policy and in particular to the General Agricultural Policy (GAP) of the EU. Also to know the effects of different GAP and trade policies in domestic and international prices, consumption, production and trade incomes.

1.8 Theoretical versus practical part
In each of the modules described by the curriculum is given also the relationship between the theoretical and the practical part of the course. In general, reports vary according to the time it takes a student to absorb knowledge in certain subjects. Subjects and implicating calculus modules have ratios from 3:2 to 4:2, while other management courses have ratios ranging from 2:2 to 2:1.

1.9 ECTS calculation
Study Program in Agribusiness will be full –time running. The study program which is 3 years (180 ECTS) is divided into six semesters (1 semester 30 ECTS). All modules are assigned with the ECTS value, and one (1) ECTS is equal to (20) twenty to thirty (30) hours. They are calculated according to the example of the table as follows:

**Volume and required work quantity: ECTS number**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>Weeks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>3</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>Exercises</td>
<td>2</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Office hours (Contact with the module professor)</td>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Mid-term exams</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Home work</td>
<td>1</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Students study time</td>
<td>2</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Exam preparation</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Time on the evaluation (tests, final exam)</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Project etc.</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total overload</strong></td>
<td></td>
<td></td>
<td><strong>152 hours</strong></td>
</tr>
</tbody>
</table>
1.10 Professional practice– internship

Through the coordinator (pro-Dean for teaching process), a learning tutorial to the food industry or the relevant fields is organised. The main goal is to enable our students to visit partner universities especially the Agricultural University of Tirana. We do have cooperation agreements with these universities (see Annex Prot. 1016 dated 20 / 06/2013). Also students will have the opportunity to visit farms, companies that offer impute for agricultural farms, processing enterprises of agricultural products and livestock, public agencies concerned with providing information to agricultural farms and agribusiness processing industries, public entities that focus on business development assistance and agriculture and also Ministry or relevant institutions.

1.11 Foreseen research plan in this program

The research plan will be focused in the following research areas:

a. Efficiency and good management of inputs and outputs in Agriculture:
Based on neoclassical microeconomic fundamentals the research will be focused on efficiency of agricultural input usage, optimization in using these production factors and in maximization of revenues earned constrained from limited availability of the production factors. Furthermore, it will be focused in determining the optimal production quantity in agribusiness enterprises of any kind.

b. Strategies and policies of Agribusiness management.
The management science, its coherence and the factors that affect the management performance and its nature. Measurement of the effect of these factors on manager’s performance. Research on modern trends related to management methods (Lean Management) manager personality, the financial and non-financial performance and its measurement.

c. Policies and methods for farmers integration into the market
Within this research priority focus will be on ways that enable farmers getting more from 1 euro that pays the final consumer for food. Which are and how can be applied the contemporary models of farmer’s market integration. Is it the role of contracts necessary for the Agribusiness system in enabling farmer’s integration into the market? Is it collaboration between the farmers and between other actors in the agribusiness system a proper way for better chances for farmers elated to market integration.

d. Problems of management and marketing along the value chain:
Type of actors in the value chain and the role of each actor typology in the chain. Functionality of this chain and the leadership in the chain. The producer and consumer view on the chain and their understanding on value chain outcomes. Recommendations on who is going to govern the chain and be leader in the chain and mutual benefits, exp. milk and meat cluster.

e. Strategies and financing policies for private enterprises
The research will be focused in identification of an agribusiness typology, with potential for fast development, and capable of creating and transferring the positive effect along Agribusiness system (down to the farm) as well as along the value chain. Recommendation for financial institutions that borrow money in the agribusiness area. Moreover, the research will be focused also in assessing the business financial indicators and in determining the business capabilities in to borrow and to pay back the loans. The research will attempt to
offer the model for the agribusinesses when to finance a project with own money and when to finance it with loans.

In the future we are confident that lecturers will collaborate with each other and their scientific work (papers, posters) will be presented in the international conferences and their papers will be published in scientific national and international journals. Each individual research from lecturers involved in this program aim at individual carrier but at the same time enrich the scientific curricula of the program.

1.12 Students admission and registration criteria

Total number of the students registered in the first year of studies in Agribusiness will be 50. In the first year of studies can be enrolled students who have completed their high schools (gymnasium or professional school), also have given the graduation exam and pass the pilot test of knowledge of science and basic mathematics. Admission of candidates is done by the list based on candidates’ scores.

In this program, as in other university programs, can be accepted candidates from all over Kosovo, Albania, Montenegro, etc. Candidates from abroad Kosovo before the competition, verify their education conducted abroad.

Academic Degree title and name of the diploma in full and abbreviated

Studies in this program are BA level (3 years), with 6 semesters with 30 ECTS each, in total 180 ECTS. Upon successful completion of studies, the candidate receives the title Bachelor of Science in Agribusiness.
1.13 Study program

Program: Agribusiness –Bachelor of Science (Bsc)

<table>
<thead>
<tr>
<th>First Year</th>
<th>First Semester</th>
<th>Hours / week</th>
<th>ECTS</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nr. O/E</td>
<td>Subject teaching</td>
<td>Lec</td>
<td>Sem</td>
<td></td>
</tr>
<tr>
<td>1. O</td>
<td>Mathematic</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>2. O</td>
<td>Plant Production</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3. O</td>
<td>Economics</td>
<td>3</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>4. O</td>
<td>Rural Sociology</td>
<td>2</td>
<td>2</td>
<td>5</td>
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Sixth semester

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Abbreviations:
Lec – Lectures; O – Obligatory; E – Elective
1.14 Description of course

Title of the Course: Mathematics


The aim of the course: The goal of this module is to give students of economics the basic mathematical concepts for a proper understanding of the current economic literature and mathematical skills they need to work with more sophisticated and realistic economic models.

Expected learning outcomes:

- Develop practical thinking of the mathematical and statistical concepts by combining with other subjects taught in the field.
- Students will be introduced to basic concepts in mathematical methods, and gain practical knowledge in both mathematics and statistics in order to be able apply them in their respective fields.
- Students will be also introduced to the main principles and theories of probability and statistics and will be able to gather and process data and information applying the above.
- The goal of this module is to give students of economics the basic mathematical concepts for a proper understanding of the current economic literature and mathematical skills they need to work with more sophisticated and realistic economic models.

Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 15%, Second evaluation: 15%, Laboratory activities and expeditions works: 10%, Final exam: 60%. Total 100%.

Concretization tools: Computer, projector, tables, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 3:1 (4 + 2 hours).

Literatura:

- Rrapo, Tabaku, Matematika e lartë dhe e Aplikuar, 1986
- Mitre, Stringa. Etj, Matematika I (ribotim) 2004
- Ruseti, Shundi, Leka, Ushtrime të Matematikës(ribotim) 2004
- Rrapo, Memetaj, Belegu, Probabilitet dhe Statistikë 2006
- Rrapo, Belelegu, Matematika, Tekst për studentët e Fakultetit të Ekonomisë dhe të Agrobiznesit 2009.
- Rrapo, Memetaj, Belegu, Probabilitet dhe Statistikë, 2006.
- Fundamental Methods of Mathematical Economics Alpha C. Chiang
Title of the Course: Plant Production

Content of the course: The first part includes knowledge of land which includes physical attributes and physical - mechanical, chemical and physic - chemical soil, Ground Water, soil organic matter etc. The second part explains in a simplified way the physiological bases of crop production and conversion of energy intake and nutrient, and Lows of plant growth and development. The third part of the module addresses the impact of climatic factors on growth and development of plants. In this chapter are explained in order to share the influence of temperature, humidity and CO₂ lighting. in plant growth and development. The fourth and most important module is dedicated to describing the technology of cultivation of plants. Human interventions and decision making during plant cultivation explained as an attempt to better match the requirements of different plants climatic factors-land and climate and soil characteristics in different areas.

Course objective: The main objective of this course is to increase students' knowledge about the development of a basic understanding of the role of plants in agriculture to provide knowledge on plant production functions, climate-ground conditions, yields, quality of production and sustainability. Will contribute to production alternatives in decision making to producers and intermediaries. To provide necessary knowledge for market structures, production position and market prices, and the processors so: the power of firms in the market regarding the sale and purchase agreements. Moreover, the course aims to help students understand the broad scope of disciplines and opportunities that exist in the plant industry and their contribution to human.

Learning outcomes:
- The student must know the soil characteristics, morphological and physiological characteristics of the plant and climatic factors affecting the growth and development of plants.
- Define a basic understanding of the concepts and principles of plant science;
- The student to know what are the factors that influence decision-making at the main production plant and how do them affects cultivation.
- Students recognize key levels of plant production technology and basic parameters of the main plant cultivation.
- Students be proficient in the interpretation and analysis of various conditions climatic and knows the decisions for the production of plants in relation to these conditions.
- The student to be proficient in the interpretation and analysis of different conditions and climatic knowledge to make decisions for the main plant breeding in relation to these conditions.

Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 15%, Second evaluation: 15%, Laboratory activities and expeditions works: 10%, Final exam: 60%. Total 100%.

Concretization tools: Computer, projector, tables, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2 + 1 hours).

Main Literature:
Course: Economics

Content of the course: Purpose: CASE DESCRIPTION In this course student will gain knowledge of general economic and business trends. In the context of this subject will include all political and economic categories that are relevant to the modern economy. The content of the course is such that students will bring you enough knowledge for economic and business processes.

Course objective: PURPOSE The main purpose of this course is for students to gain knowledge related to economic processes and ask businesses. In this context it is worth mentioning that the case was brought students sufficient knowledge of contemporary economics from the general area with interactive form, students expand their knowledge and fulfill functions from economy and business

Learning outcomes: The successful completion of this course will enable students to: After successful completion of the course, students will develop skills and will be able to:

- EXPECTED RESULTS OF TEACHING A. Knowledge: Acknowledging program object with words, it can be said that the student will gain sufficient knowledge about business processes.

- Skills: With the acquisition of this course, students will be able to gain basic knowledge on the subject.

- With the knowledge gained from the subject entering into business economics students will feel professionally prepared to contemporary economic and business problems.

Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.
Assessment methods: First evaluation: 20%, Second evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.
Concretization tools: Computer, projector, tables, farm and production unit visits, etc.
The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

Literature:
- Gani Gender: Foreign trade as a factor in economic development of Kosovo. Prizren, 2005
Subject: Rural Sociology


Objectives of the subject: The main objective of this course is to provide students on basic knowledge and modern approach on basic categories of sociology in general, particularly in rural areas. They need to understand the overall trends of social development, political and democratic contemporary society, to develop a sense of tolerance and respect for the opinion of others in terms of processes and various social phenomena.

- Achieving learning outcomes: Upon successful completion of this course, students will be able to:
  - gain scientific knowledge on rural sociology as a science on rural society and conditions - historical circumstances of its birth,
  - Be able to understand the rules of life in the rural community, rural community types and their reports in the rural community,
  - To understand and to know more about the importance of interaction and interest of the people of rural areas as well as some current issues related to the emergence of new settlements,
  - To understand the importance and the mentality of the market economy and agricultural production and state aid to the human factor in rural areas and the impact of natural factors, social, economic, physical and psychological life of the population in rural areas;
  - To be able to realize the right issues that have to do with social groups, with social movements and migration as a form of social movements - with mobility and rural exodus and above all, the causes of the rural exodus in the world, etc.

Methodology of teaching: Lectures, discussions, term papers, expeditions, consulting, independent projects, home work, colloquiums, exams, etc.

Evaluation methods and criteria for passing: Assessment of the first Colloquium: 20%, regular attendance: 10%, seminars and other commitments: 10%, Final exam: 60%, Total: 100%.

Concretization means: Computer, projector, board, etj.

The ratio between the theoretical and practical part of the study: The ratio between the theoretical and practical part is: 2+2 (4 classes)

Literature:
Subject: English Language I

Course Description: The course focuses on four main aspects of language such as: Topics; Language; Vocabulary/Pronunciation and Skills Work which among others will include titles (Meeting People, Telephoning, Companies, Exchanging Information, Reporting, Socializing, Meeting, Making Arrangements, Describing Trends, Progress Updates, Planning, Comparing Information, Business travel, Company Visit Tackling Problems) and grammatical units that correspond to this level.

Objectives of the course: The aim of this course is to help students with the necessary knowledge of the business sphere with the aim of acquisition and active use of basic theoretical and practical knowledge of the English language in the field of Business. Also, students will be enabled to acquire the knowledge necessary for communication at a satisfactory level in English, be able to understand and express their opinions basic and create the basis necessary for the enhancement of their knowledge terminology in the field of business as well as for moving on to higher levels of learning and communication in English. After the end of the semester, students should be able to understand and use common expressions and terminology of economic and business with the aim of acquiring the material provided with the curriculum and meet their specific needs.

Learning outcomes:
- After the end of the semester, students should be able to understand and use common expressions and terminology of economic and business with the aim of acquiring the material provided with the curriculum and meet the needs of their specific.
- The inalienable presence of students in lectures and exercises, to do tasks during exercises in class, the performance in time homework,
- Realizing ii two colloquiums (one in the middle and one at the end of the semester),
- Participation in working groups, use literature the obligatory and supplementary reading texts, constant activity during exercise and oral presentation etc.

Methodology of teaching: Lectures, discussions, exercises, expeditions, consulting, independent projects, homework, Colloquium, exams.

Assessment methods and criteria for passing: first evaluation (Colloquium): 20%, seminars or other commitments: 10%, regular attendance: 10%, Final Exam: 60% Total: 100%

Tools materialization / IT: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study, the ratio between the theoretical and practical is 1: 1 (2 + 2 hours).

Literature:
Title of the Course: Principle of Marketing

Course description: Introduction to the course, marketing concepts and definitions. Marketing research objectives. The main and other principles of marketing. The process, activities, tasks and actions of marketing. Functions and direction on the principles of micro and macro marketing. The concept and tools of the mix marketing and integral marketing. Research methods of marketing and their use. Marketing research plan and implementation of researched results. Organization of research and the role of marketing in the satisfaction of consumer needs and demands. The impact of the macro-environment and the factors that influence consumer behavior, as well as internal factors of the enterprises that influence consumer behavior. Research methods of customer behavior. Modeling techniques for the establishment of marketing strategies, sales and profit model, “Cost – Volume – Profit (CVP)” analysis, application of mathematical models for the enterprise. The product line, Cash-Flow, the time value of money, financial evaluation, assessment of market strategies and consideration of risk and non-reliability, product positioning matrix and model for performance evaluation.

The aim of the course: The purpose of the curriculum is the acquisition of knowledge and skills in management and economic development of agribusiness in general. In terms of marketing, students are introduced to the methodology of scoring developmental effects according to micro-economic aspect and macro-economic marketing as well. The aim of the course is to dominate the methodology for the preparation of entrepreneurial programs in economics, agribusiness as well as learning managerial skills to manage marketing in the appropriate ways. Students will gain knowledge, skills, theoretical and methodological skills during the lectures, which will be organized using modern methods with: projector, computer, media etc.

Expected learning outcomes: Students will develop the skills needed for a successful marketing promotion.

- They will analyze the specific aspects which will face during the development of marketing concepts in agribusiness and will acquire the skills necessary to manage resources efficiently.
- The content of course is expected to affect the level of knowledge, skills and attitudes of students.
- The course will transmit to students knowledge of basic marketing concepts in agribusiness, such as research methods of customer behavior, marketing policies and those of its management, which are essential for applications in their work.
- Students are expected to be trained in the practical application of the concepts of the course and develop according to these concepts and criteria of educational models intellectual hours in university academic and scientific institutions in the respective fields.
- Students are expected to be aware and understand the importance of developing the professionalism of teaching physical education and professional marketing bases in universities and evaluate the knowledge gained from this course.

Methodology of teaching
Lecture, discussions, laboratory activities and expeditions, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods
Partial Exam: 20%, Seminars and other activities: 10%, Regular attendance: 10%, Final exam: 60%. Total 100%.

Concretization tools
Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study
The relationship between the theoretical and practical is 1.5:1 (3 + 2 hours).

Literature:
- Rexha Nexhmi, “Marketing”, University of Prishtina, Faculty of Economics, 1982, Prishtinë.

Title of the Course: Animal Production

Content of the course: The course will put a special emphasis on the role of animals, such as cattle, sheep, poultry, pigs, goats, etc., to serve the people. Moreover, this course provides basic scientific basis of livestock production, animal breeding and genetic improvement in the application of improved animal production systems and markets, as well as animal industry in general.

Course objective: The Animal Production course aims the increasing knowledge of students regarding the development of a basic understanding of the role of animals in agriculture (in Kosovo, region, EU and beyond). The program of this subject will help to organize information and provide a conceptual framework to facilitate students' understanding and mastery of animal sciences and contribute to the preparation of experts in livestock sciences, veterinary, food and food production to increase existing production level. Moreover, this course aims to help students understand the broad scope of disciplines and opportunities that exist in the livestock industry and their contribution to human.

Learning outcomes: The successful completion of this course will enable students to:
- Define basic understanding of the concepts and principles of animal production;
- Describe the evolution of domestic animals and taxonomy of the different species;
- Explain the basics of energy efficiency and protein utilization of agricultural products for specific types of production systems;
- Describe the biological basis of different technologies and animal production;
- Recognize the fundamental principles of selection in animal production.

Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretization tools: Computer, projector, tables, farm and production unit visits, etc.
The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

**Main Literature:**

**Title of the Course: Agricultural Economy**

**Content of the course:** Economy of agriculture in the system of economy sciences. The concept, object and its methods. The connection of economy of agricultural with the other national economic fields. The main characteristics of agricultural output. Agricultural development theories and agricultural systems. Agriculture technique progresses. The goods and costumer selections. Agricultural market analyses, perfect competition, market institutions. Agricultural development theories, type of agrarian systems, factors that influence it and sustainability to the agrarian systems. The typical production factors, classification, use of the factors and their depreciation. Natural and institutional factors, technical progress, their effects. Agrarian markets, processing, the role of storage and product distribution. Consumer demand and Engel curve. Agricultural supply and Engel curve. Agricultural supply and demand, affecting factors, the specifics of demand-supply in agriculture. Consumer and producer surplus and relation with demand and supply.

**Course objective:** The students, is necessary to know, that economy of agriculture it is considered as a important economic science, the features of economy of agricultural, its role, its contribute, development factors of agricultural, technique progress, agricultural market and its important features.

**Learning outcomes:** The successful completion of this course will enable students to:
- To know the principles of the Agricultural Economy as an economic science.
- To understand production factors and its use.
- To understand and interpret the theories of the agricultural development and factor that affect that development, type of agrarian systems factors that influence it and sustainability to the agrarian systems.
- To understand and interpret agricultural supply and demand, consumer and producer surplus and relation with demand and supply.
- To understand the role and contribution of the agricultural economy into the country’s economic development.

**Methodology of teaching:** Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

**Assessment methods:** First evaluation: 15%, Homework and other engagements: 15%, Regular attendance: 10%, Final exam: 60%. Total 100%.

**Concretization tools:** Lectures material, Computer, projector, tables, etc.
The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 3:2.

**Main Literature:**
- Christopher Ristan, *Agricultural Economics*, University of Riding, V.1988
- Economia dell”Azienda Agraria, Bologna, V.1994

**Title of the Course: Basics of Statistics**

**Content of the course:** Statistics and its use, gathering the data, validity of the statistical data. Statistical grouping, grouping techniques. Statistical series, statistical tables. Graphical ways of showing statistical data. Statistical rapports, their use and importance. Analysis of variation series, localization indicators, variation indicators, statistical distributions. Analysis of locative series, indicators of territorial distribution. Sampling methods, punctual and interval evaluation.

**Course objective:** Students will be able to identify statistical data, group them, present them in different ways and use them according to the aim of the study. Students will be able to realize an analysis of the distributions according to qualitative and quantitative data, calculating indicators like the mean, mode, median, quartiles, variation coefficient, etc.

**Learning outcomes:**
- Students should be able to understand the different types of statistical variables
- In the case of a survey, the student will be able to face the problems regarding the representative sampling, the appropriate sample size, the sample analysis, and interpretation for the whole population
- The student must be able to calculate and interpret the parameters from the time series analysis.
- Students should be able to complete a simple descriptive analysis of the data
- Students should be able to conduct a graphical analysis according to the statistical data they are dealing to.

**Methodology of teaching:** Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 15%, Homework and other engagements: 10%, Regular attendance: 15%, Final exam: 60%. Total 100%.

**Concretization tools:** Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:2.

**Main Literature:**
- “Statistika I”, J. Vathi, A. Mane, I. Pagria, 2008
- “Statistics for business and economics”, H. Kohler, 1989, Amherst College
- “Statistics for Business and Economics”, D. R. Anderson, 2005, 9e South – Wester, Ohis Sweeney, D.J. Williams, T.A
Subject: English Language II

Course Description:

Language: prepositions-finance, verbs of change, Adjectives and adverbs.

Objectives of the course The aim of this course is to help students with the necessary knowledge of the business sphere with the aim of acquisition and active use of basic theoretical and practical knowledge of the English language in the field of Business Again, students will allow you to gain knowledge necessary for communication at a satisfactory level in English, be able to understand and express their opinions basic and create the basis necessary for the advancement of knowledge in the field of termologjisë business and to move on higher levels of learning and communication in English.

Learning outcomes:
- After the end of the semester, students should be able to understand and use common expressions and terminology of economic and business with the aim of acquiring the material provided with the curriculum and meet the needs of their specific.
- The presence of inalienable lectures and exercises, to do tasks during exercises in class, the performance in time homework,
- Realizing ii two colloquiums (one in the middle and one at the end of the semester),
- Participation in working groups, use literature the obligatory and supplementary reading texts, constant activity during exercises and oral presentations etc.

Methodology of teaching: Lectures, discussions, exercises, expeditions, consulting, independent projects, homework, Colloquiums, exams.

Assessment methods and criteria for passing: first evaluation (Colloquium): 20%, seminars or other commitments: 10%, regular attendance: 10%, Final Exam: 60% Total: 100%

Assessment methods and criteria for passing: first evaluation (Colloquium): 20%, seminars or other commitments: 10%, regular attendance: 10%, Final Exam: 60% Total: 100%
Tools materialization / IT: Computer, projector, tables, laboratory equipment, etc.
The ratio between the theoretical and practical study, the ratio between the theoretical and practical is 1:1 (2+2 hours).

**Literature:**
A Modern English Dictionary, bilingual Dictionary English / English economic terminology, English-Albanian-English dictionary, tapes, CDs, newspapers etc.
Title of the Course: Accounting


The aim of the course: It aims to provide students with the average level of the concepts, the role, duties and areas of decision-making in the field of management accounting.

Expected learning outcomes:

- To familiarize students with the basic accounting concepts and its importance in the decision.
- To learn theoretically and practically-entry techniques through double entry system.
- Implement the theoretical and practical training of various recording financial transactions related to Property, Plant, short-term assets.
- Implement the theoretical and practical training of various recording financial transactions related to depreciation, inventories, etc.
- To perform as theoretical and practical training of students in the design of financial statements and balance sheets.

Methodology of teaching: Lecture, discussions, laboratory activities and expeditions, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 15%, Second evaluation: 15%, Laboratory activities and expeditions works: 10%, Final exam: 60%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 3:2.

Literature:

- Standardet e Kontabilitetit; botim i vitit 2008.
- Plani Kontabël; botim i vitit 2008.
- Teksti i Kontabilitetit; autor Prof. As. Dr. Agim BINAJ dhe Prof. Dr. Flutura KALEMI; Botim i vitit 2011.
- Ligji për “Kontabilitetin dhe Pasqyrat Financiare”; viti 2008
- Leksione – Agim BINAJ (www.agimbina.com).
Title of the Course: Business Statistics

Content of the course: Analysis of Variance, 1-factorial ANOVA, 2-factorial ANOVA, Linear regression and correlation, evaluation and interpretation of the regression model, testing the importance of the regression coefficient, testing the importance of the model, ANOVA under the regression analysis, testing the importance of the correlation coefficient, non-linear regression, multi factorial regression. Non parametric methods. Dynamic analysis under time series and forecasting, components of a time series, secular trend, cyclical, seasonal and irregular variation, linear trend, the moving-average method, exponential method, forecasting, correlation. Index numbers, simple index numbers, price, quantity, value indexes, Decision making under uncertainty, payoff table, expected payoff, opportunity loss, decision tree, value of perfect information.

Course objective: Students will be able to analyze two or more variable schemes, to analyze the effect of one or more factors involved in the scheme, to compare two or more different groups’ based on the results of the ANOVA table, etc. Students will be able to analyze the relationship between two or more variables using simple and multi variable models, to calculate and interpret the model’s parameters, to analyze the correlation between the variables, etc. Students will be able to analyze different phenomenon in time, using the dynamic analysis of the time series, to make forecasting for the future, studying the seasonal effects, studying the covariate, etc. Students will be able to take a strategic decision under the uncertainty based on the payoff table, using the decision making analysis.

Learning outcomes:
- Students should be able to conduct a factor analysis
- Students will be able to analyze the relationship between two or more variables using simple and multi variable models, to calculate and interpret the model’s parameters, to analyze the correlation between the variables, etc.
- Students should be able to analyze the importance and to test the variables based on the interpretation of different indicators.
- Students will be able to analyze different phenomenon in time, using the dynamic analysis of the time series, to make forecasting for the future.
- Students should be able to understand and use different indices.
- Students should be able to conduct a decision theory analysis.

Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 15%, Homework and other engagements: 10%, Regular attendance: 15%, Final exam: 60%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:2

Main Literature:
- “Statistikë Biznesi”, J. Vathi, A. Mane, I. Pagria, 2008
- “Statistics for business and economics”, H. Kohler, 1989, Amherst College
- “Statistics for Business and Economics”, D. R. Anderson, 2005, 9e South – Western, Ohio Sweeney, D.J. Williams, T.A
Title of the Course: Business Rights

Content of the course: This course provides basic knowledge of general and local and international business law, students this course will provide the opportunity to develop knowledge of the legal system of business and way of functioning. Consideration will be given to activities in general commercial law. An analysis in detail will be paid to laws, legal acts on which the right business functions, objects and subjects of law, sources in the creation of obligations, contracts and their classification of the students a general vision about the dynamics the relations of the right to business, legal relations of ownership. This course is designed to help students improve their personal context within business law in Kosovo. Importance will be given to economic law- business problems. Knowledge acquisition and rights in the case in agribusiness.

Course objective: The main objective of this course is that student with theoretical knowledge and practical aspects of operation and the right to business in general and the role of the right of business in Kosovo in particular.

Learning outcomes: After completion of the course (course), the student is expected to be able to:

- Understand the basic principles of law in the business.
- To clarify the position and role of this subject now and in the future in our country, over the interests of the matter was;
- To criticize and debate, defend current affairs based on the principles and rules of national and international law.
- To increase the ability of the student to understand the weight of business law.
- To increase capacity of the student to understand the proper habits of law in business.
- To increase the student’s skills in personal and professional terms - in European and global trend as the theoretical and the practical and the role of the law in this area....

Methodology of teaching: Lectures, discussions, exercises business practices in companies in the country and the region, independent business projects, homework, exams.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 10%, Final exam: 60%. Total 100%.

Concretion tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is; (2 + 1 hours).

Literature:

- Prof. Dr. Mazllum Baraliu “E Drejtë Biznesore”, Prishtinë 2010;
- Riza Smaka, E drejta Biznesore, Universiteti Ilira Prishtinë-Tiranë 2008; Mehdi J. Hetemi: E drejta me njohurit themelore të së Drejtës Afariste, Prishtinë 2006;
• Boucher, Dale “An Ethical Code …..not a code of conduct”, 1996.

Mundësi shtesë për studim dhe thellim të dijes në këtë fushë paraqesin edhe faqet e ndryshme të internetit.

**Title of the Course:** Business Informatics

**Content of the Course:** Database design, class diagrams, event. Relational databases. Data normalization, tables, classes and keys. Converting a class diagram to normalized, one-to-many relationships, many-to-many relationships. MS Access, database management system. Tables and forms. Information from the database, Queries, and Reports. Introduction to SQL. Building applications and introduction to VBA. MS Excel. Functions and formulas. Converting data to information. Automating repetitive tasks, macros. Scenarios and forecast. Goal Seek. Matrices and Excel. Solver, a tool for optimization. Applications.

**Course objective:** To understand and know models which are important in designing systems of database. To recognize the three main rules of normalization and the types of rules that a DBMS can enforce to ensure data integrity. To know and use the MS Access as database management system.

**Learning outcomes:**

- To demonstrate the knowledge applications of Ms Access, Ms Excel and VBA into different organizations.
- To define a macro to facilitate the execution of repetitive tasks.
- To recognize the solver this is an optimization and resource allocation tool that helps to achieve a desired goal.
- To understand and apply functions and MS Excel formulas.
- To understand the nature and the methods for transforming data into information
- To be able to design scenarios helping the decision making process and the planning process in Agribusiness enterprises

**Methodology of teaching:** Lecture, discussions, consultations, seminars, individual research and teaching, partial exam, final exam.

**Assessment methods:** First evaluation: 15%, Homework and other engagements: 15%, Regular attendance: 10%, Final exam: 60%. Total 100%.

**Concretization tools:** Learning materials, Computer, computers lab., software, projector, tables, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:2.
Main Literature:

- Robert T. Grauer, Maryann Barber, Microsoft Office 2000 Professional, Volume(I+II), Prentice Hall, 1999
- Papakroni H., Programme e Përdorimi Kompjuteri (2), Pegi 2010
- Papakroni H., Programme e Përdorimi Kompjuteri (1), Pegi 2002
- Papakroni H., Sistemet e Administrimit Database dhe Analiza e Informacionit, Erik 2006

Title of the Course: Horticulture


The aim of the course: The course aims to present:
Introduction,
Course classification of horticultural development, including the assessment of priorities and new technologies to the production of horticulture plants,
Factors: environmental, biological, physical.
Plant nutrition, pesticides and other agro-technical measures, etc.
Sapling cultivation of new technologies.
Knowledge of: Vegetables, fruit, vineyards, ornamental plants,
Organic products, Integrated protection, etc.
The course provides basic knowledge on production issues and practice in the field of horticulture and prepares students for management in public and private enterprises, testing ideas, evaluating opportunities, manufacture, market, marketing of products etc.

Expected learning outcomes: After the lectures, students will be able to:
- Develop and understand the aspects of horticulture.
- Critically analyzes the current operations and analyze their potential impact in horticulture.
- Expand the knowledge about horticulture in Kosovo and beyond.
- Develop critical thinking skills, assess and act in the horticulture sector.
- Broaden personal knowledge about links between horticulture and other branches in agriculture.
- Gain general knowledge of the connection between: Production, conservation of natural resources.

Methodology of teaching: Lecture, discussions, laboratory activities and expeditions, consultations, seminars, individual research and teaching, partial exam, final exam.
Assessment methods: First evaluation: 15%, Second evaluation: 15%, and expeditions works: 10%, Final exam: 60%. Total 100%.
Concretization tools: Computer, projector, tables, laboratory equipment, etc.
The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2 + 1 hours).

**Literature:**
- T. Efendija, Pemëtaria e përgjithshme, 2000, Prishtinë.
- Competences: In-depth understanding of horticultures.
- Introduction to Horticulture-Hunt, JD, 2000, Greater Perfections; the practice of Garden theory, Thomas and Hudson.

**Title of the Course: Introduction to Finance**


**Course objective:** To learn the students with the principals concept of Finance, To learn the students’ knowledge about the management of cash flow of enterprises and other economic subject, The students to be able to evaluate the risk on business, The student must be familiar with knowledge the base concept about three components of Financial System.

**Learning outcomes:** The successful completion of this course will enable students to:
- To know the basic concept of the finance
- To understand and identify the linkages between finance and other sciences
- To understand and interpret the linkages between financial institutions and to understand the meaning of the interest rate as cost of capital.
- To understand the risk of capital investments, and to use the risk calculus in helping decision making process.
- To understand and calculate the enterprise budget, cash flow and to know the ways of using the money.
- To be able to use the methods for calculating net circulating capital and debt investments alternatives.

**Methodology of teaching:** Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

**Assessment methods:** First evaluation: 15%, Homework and other engagements: 15%, Regular attendance: 10%, Final exam: 60%. Total 100%.

**Concretization tools:** Learning materials, Computer, projector, tables, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:2
Main Literature:
- H.MAY Finance 2002
- SALKO D: Courses «Introduction on Finance”.
- Articles and other materials.

Title of the Course: Marketing of agricultural products


The aim of the course. This course provides a broad introduction to agricultural and food products in Kosovo. Production of food and agricultural products constitute a very important component for consumers including laws, regulations, decisions, actions and other institutions that affect agricultural production and food distribution and their consumption. The course will take into account not only students concerns related to the economic interests of farmers, but also for the consumer including food, sustainable agriculture, ecological environment and food safety. The student will have knowledge of agricultural marketing functions, benefits, bonus, market structures and institutions of agro-products marketing. It will contribute in the decision making marketing alternatives to farmers and intermediaries. To give knowledge necessary for market structures, the position of farmers on production and market prices, and processors: the market power of firms in relation to the sale and purchase agreements. At the end of study, the student will be able to: develop a view of the economy in general application to agricultural marketing issues, monitor and analyzes critically current events and their potential impact on agricultural marketing.

Expected learning outcomes: Upon completion of this course, students will be able to:
- Upon completion of the classes, the student will be able to:
- Develop and realize the marketing of agriculture and food.
- Critically analyze the current actions and their potential impact on agricultural marketing
- Expand knowledge on agriculture and food marketing in Kosovo and beyond.
- Develop critical thinking skills, assess and act in regard to the marketing of agricultural products.
- Analyze the causes and possible solutions for the marketing of agricultural products.
- Expand personal knowledge on the linkages between agricultural and food marketing.
- Gain general knowledge of the connection between: production, food industry, and conservation of natural resources and marketing in general.
• Integrate theories of trade between manufacturing economy to assess current issues and the future of agricultural marketing.
• Make decisions that bring positive business result in commercial production environments

**Methodology of teaching:** Lecture, discussions, laboratory activities and expeditions, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 15%, Second evaluation: 15%, and expeditions works: 10%, Final exam: 60%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2 + 1 hours).

**Literature:**
- Kotler, Ph. "Principles of marketing".
- Perreault, McCarthy, "Basic marketing".
- Fred Emerson Clark "Principles of Marketing”-Marketing Principle in Agriculture.

**Title of the Course: Agribusiness management**


**The aim of the course:** The student is able to interpret the agribusiness system in the national economy of a country, as well as to recognize and evaluate the totality of the factors that influence the emergence and development of agribusiness system. In the role of manager of an agribusiness firm, to enable the student in terms of the decision-making process for all the problems that firms may face.

**Expected learning outcomes:**
- Upon completion of the lectures, students will be able to:
- Develop and understand the agribusiness management.
- Critically analyzes the current actions and analyze their potential impact on management.
- I will expand knowledge on the management of agriculture in Kosovo and beyond.
- Analyze the causes and possible solutions for the management of the agricultural sector.
• Expand personal knowledge of the linkages between agriculture and food management.
• Gain knowledge of the connection between: Production, food industry, conservation, natural resources and general management.
• Integrate theories of trade between manufacturing economy to assess current issues and in the future.
• Will be able to make decisions that lead to positive business results in manufacturing facilities, processing and trade.

**Methodology of teaching:** Lecture, discussions, laboratory activities and expeditions, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 15%, Second evaluation: 15%, Final exam: 60%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 3:2.

**Literature:**
- Drejtim Agrobiznesi”, B. Musabelliu, 2003, 2009

**Title of the Course:** Human Resource Management


**Course objective:** This subject aims to provide advanced knowledge, to train students to use specific theories, concepts and methods of human resource management. The teaching program-curriculum is focused on presentation of early development of theories that affect resource management, and then manner of the works organizing till motivation of the employees, evaluation and reward of their performance as well as safety at work. Students shall understand why it is necessary human resources management. Students shall gain knowledge on planning, recruitment, selection, motivation, communication, development, and performance evaluation.

**Learning outcomes:** At the end of learning the subject, students should be able to:
- Understand that human resource management it is a process to ensure the right people in the right place and at the right time;
- Students shall understand the basic elements of human resource management;
- Understanding the theoretical and practical aspects of Human Resource
• Management;
• Compile, analyze the compensation plan (remuneration), planning and selection in an enterprise;
• Identify necessary factors to ensure a motivated and successful staff.

**Methodology of teaching:** Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretization tools: Computer, projector, tables, farm and production unit visits, etc.
The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

**Main Literature:**
  - Human Resource Management, Case Studies, Exercises; Dr. Ilirjan LIPI
  - Human Resource Management, University Textbook, Dr. Ymer HAVOLLI, 2003
  - Human Resource Management, Enver KUTLLOVCI, Prishtinë, 2004
  - Methodology of Scientific Research Work: Ali JAKUPI, dispense, Prishtinë;
  - Methodology of Business Scientific Research Work, Nexhmi REXHA, Authorized lectures, 2005 Prishtinë; Various literature and different materials from internet.

**Title of the Course: Business Communication**

**Content of the course:** Communication is a very important concept in business and the ability to communicate effectively is a key factor in achieving success. This course examines the means by which individuals and companies communicate business showing how they can be used effectively. Contents include: ways of building effective messaging, professional context, cultural and social communication, good will stimulate communication, analysis of written communication, interpersonal communication skills, prepare visual presentations and a large number of cases study.

**Course objective:** This course aims to develop students’ abilities to communicate effectively in any situation related to their professional activity. Specifically intended to develop interpersonal communication skills, as well as a group. The course emphasized practical aspect and aims to prepare skilled individuals, to cope with the competitive reality of the labor market.

**Learning outcomes:** The successful completion of this course will enable students to:
- Benefit contemporary knowledge on oral communication, written and electronic means.
- Understand the importance of communication in contemporary organizational context..
- Trained for the selection of appropriate means of communication, depending on specific situations in business.
- For the acquisition of communication methods that lead to high performance teamwork.
- Trained to prepare oral presentations successful with electronic visual aids
- Trained for career planning professional development.
Methodology of teaching: Lectures, discussions, seminar papers, consultations, case studies, colloquia, exams.

Assessment methods: The first evaluation (Colloquium): 20%, seminars or other commitments: 10%, regular attendance: 10%, Final Exam: 60% Total: 100%

Concretization tools: Computer, projector, tables, etc.
The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2 + 2 hours.

Main Literature:
- Andri KOXHAJ, Florian TOMINI : “Manaxhimin e komunikimit”, Tiranë, 2006

Course title: Financial Management


Course objectives and learning outcomes: Subject "Financial Management" aims to provide students to be familiar with the concepts, roles, tasks and decision-making areas of corporate finance executives.

After completing the course, the student will be able:
- To understand and to calculate the change in time value of money,
- To analyze and ascertain the financial situation in which is the corporation,
- To evaluate investment projects and to take appropriate investment decisions,
- To know how to manage financial risk,
- To know the financial resources of that can finance corporation
- To know the best management of the corporate net working capital etc.

Methodology of teaching: Lecture, discussions, laboratory activities and expeditions, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 15%, Second evaluation: 15%, Laboratory activities and expeditions works: 10%, Final exam: 60%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.
The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2 + 1 hours).

Literature
Title of the Course: Farm Management

Content of the course: The farm business concept, models of farm business; farm business management concept, the functions farm management, the fields of farm management due fuchsia e retimed; principles of farm management, goals of the farmer, the decision-making process. Need for farm accounting system, the balance sheet and its analysis, the income statement and respective analysis. The main economic principles, choosing production levels, choosing input and output combination, cost concept in economy, enterprises budgeting, partial budgeting, whole farm planning, cash flow budgeting, marketing planning, farm business analysis.

Course objective: Students must be able to identify models of farm organization and to know management role in farm business success. Students must be able to know decision-making process for all farm problems and they must know to collect process and use information. Students must be able to know and to use economic principles for identification useful level of inputs and outputs and the useful combination of inputs and outputs.

Learning outcomes: The successful completion of this course will enable students:
- To be able to make a business plan for the farm.
- To be able to know the budgeting models and their role effective use of the production factors, furthermore it needs to know to build up a budget for an activity.
- To be able to analyze and assess production effectiveness and economic effectiveness of farming business
- To follow up the steps for a marketing plan for the agricultural products and to be able to carry on a marketing plan.
- To be able to assess the economic effectiveness of farming systems according to farm types.

Methodology of teaching: Lecture, discussions, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 10%, Final exam: 60%. Total 100%.

Concretization tools: Lecture Materials, Computer, projector, tables, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 3:2

Main Literature:
- Raanan Weitz, From peasant to farmer: a revolutionary strategy for development,
Title of the Course: Agribusiness projects


The aim of the course: The purpose of the course "Agribusiness projects" is to provide students with theoretical knowledge and to enable them to design, evaluate and implement various projects in agribusiness.

Expected learning outcomes After successful completion of the course, students will develop skills and will be able to:

- Identify development projects
- Compile investment projects
- Evaluate the financial effects generated by the project
- Evaluate the economic and social effects of the project
- Take investment decisions
- Manage the implementation of the investment project

Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretization tools: Computer, projector, tables, filed visits, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

Main Literature:
- Zef Gjeta, Menaxhimi i ciklit të projekteve në bujqësi, 2005, UBT, Tiranë
- Mustafà, M., Menaxhimi i Investimeve, RIINVEST, Prishtinë, 2009

Additional literature:

Title of the Course: Prices and Markets of Agricultural Products
Content of the course: Models an analysis of markets under perfect completion (demand, supply, equilibrium), Imperfect completion (Monopoly, oligopoly, monopolistic completion, game theory, market concentration), Price determination under different structures of the market, Price discrimination, Factors influencing agricultural products prices and their role in price determination, Methods for price determination in agricultural products, Marketing margins, Quality and its role in products prices, Quality management systems in agriculture and agro-food industry, Price variation across time and space, Research methods and analysis of consumer behavior.

Course objective: To make students to better understand the functioning of markets under perfect and imperfect competition conditions including all respective market structures. The lectures will be focused more on imperfect competition since these are the most frequently faced structures in practice. The knowledge with regard to the latter will be focused more on its application rather than on its theoretical aspect.

Learning outcomes:
- To make students to better understand all the factors influencing agricultural products prices.
- To give students some basic knowledge on some not very well known issues such as future markets, techniques of consumer behavior analysis and game theory.
- To give students the necessary knowledge on all the possible methods of price determination as well as to make them able to choose the best method in accordance with certain specific conditions in the market.
- Students must understand the future markets and advantages they offer in the reduction of the market risk
- Students must understand the philosophy of consumer behavior and the basic techniques for analyzing this behavior.

Methodology of teaching: Lecture, discussions, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 30%, Regular attendance: 10%, Final exam: 60%. Total 100%.

Concretization tools: Learning materials, Computer, projector, tables, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 3:2.

Main Literature:

Title of the Course: Processing Technology of vegetable products in Agriculture

Course description: Introduction to the course, what is vegetable production, history, development, and classification of vegetables. Environmental factors and their impact on the

The aim of the course: The course aims to present conceptually field vegetable production from seed selection to their processing including: biology, physiology, environmental factors, land, seed (cultivars), products that are managed as the choice of economic conditions, the implementation of new Technologies. The cultivation of mushrooms. Processing of vegetable products. Introduction, Vegetable course development, including an assessment of priorities and new technologies of production of vegetable products. Knowledge of fruits and vegetables, harvesting, grading, storage, packaging, labeling and marketing of vegetable products. Organic products, integrated protection products, etc. The course provides basic knowledge about the vegetable processing technology and prepares students for management in the production, processing and marketing of vegetable in both public and private enterprises, testing ideas in this area, assessing the opportunities for businesses new market analysis needs, requirements and placement of vegetable products in the domestic and European market and beyond.

Expected learning outcomes: After successful completion of the course, students will develop skills and will be able to:

- Define the concepts of production of vegetables;
- Define the concepts that deal with the production of vegetables;
- Describe the main goal for vegetable production farm equipment ;
- Explain the qualitative and quantitative components of vegetable products;
- Describe how diet, the production of products, the environment, equality, population and other inter-related resources with each other;
- Describe factors affecting farms and their products;
- Describe the economic aspects of farm management in product manufacturing (marketing, promotion, nutrition, competition, etc.);
- Identify opportunities and challenges to encourage innovation and profitability in vegetable farms,
- Recognize basic legislation about processing, skills needed for better management in the field of Vegetable.
- Analyze specific aspects faced during the course development and acquire skills necessary for job management in public and private institutions.

Methodology of teaching: Lecture, discussions, laboratory activities and expeditions, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 15%, Second evaluation: 15%, and expeditions works: 10%, Final exam: 60%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2 + 1 hours).

Literature:
Literaturë Interneti, Projekti, Masht/Danida, Prishtinë.
Isuf Lushi, 2014. Materials for lectures and exercises (script) prepared by teacher which will be submitted to students at the end of each lecture.

Title of the Course: Consumer Behavior

Course description: Dating to the case, meaning and evolution of consumer behavior, consumer behavior study and its perspectives, culture and subcultures, Demography and social class, family and reference groups, communication within groups and dissemination of innovations, perception, learning and memory, the motive, personality and emotion, attitude and lifestyle, decision-making and its stages (recognition of the problem), stages of the decision-making process (looking information, decision-making stages of the process (assessment alternatives and buying) and stages of decision-making process (after buying). The aim of the course: Consumer behavior is a course that examines why and how consumers take certain decisions and how their behaviors change under the influence of certain factors. The course focuses more on the impact of psychological factors of customers, external environmental factors and the situation on the situations which can occur whenever the customer decides to buy something. It should be noted that the case study not only examines the evidence of the purchase but also before and after the purchase process, and examines how the possession or lack of things can affect consumer behavior in general. Consumer behavior creates an opportunity to better understand why consumers choose certain products and companies, what happens in the business world, why someone is successful and one not. If you have information that the companies which are the factors that influence consumer behavior and how do they affect, they can adapt better products and customer services. This serves as the first step in developing policies and appropriate decisions in Marketing. The course provides advanced model for understanding consumer decision making, which serves as a program for the success of businesses in the market economy and time of hyper concurrences

Expected learning outcomes: At the end of the course students will be able to:
- Recognize the importance of consumer behavior and use knowledge in favor of businesses,
- Be aware of the process of consumer decision-making,
- Recognize the individual factors that determine consumer behavior,
- Recognize the environmental impact of consumer behavior,
- Recognize the impact on consumer behavior.
To explain the links between individual and organizational consumer behavior.

Methodology of teaching: Lecture, discussions, laboratory activities and expeditions, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 15%, Second evaluation: 15%, Laboratory activities and expeditions works: 10%, Final exam: 60%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 3:2.

Literature:

Title of the Course: Production in Grenhauseese


The aim of the course. Greenhouse Production course aims to present the production in protected environments of fruit and vegetable products, products that are managed as the choice of economic conditions, and the implementation of new technologies, etc.

The main task of this course is that students become familiar with various aspects of cultivation of vegetables in protected environments, in different agro-ecological conditions and their requirements to ecological factors. Also students will be introduced to agro-technical measures that are applied in the greenhouses vegetables production, ranging from quality seeds to harvesting, which measures are important in the context of determining the yield during the production of vegetables in greenhouses.

A special part of this course will be the study of micro and macro climatic conditions in greenhouses, construction and operation of greenhouses.

Students become familiar with key aspects of the cultivation of vegetables in protected environments, micro-climatic conditions in greenhouses, construction conditions and use of greenhouses. Recognize the role and effect of special factors in the cultivation of vegetable
plants in protected environments, whether in the field or protected environments, from the stage of planting to harvest.

**Expected learning outcomes:** Upon completion of this course, students will be able to:

After the lectures, students will be able to:

- Recognize the best conditions necessary for the establishment of greenhouses
- Recognize the requirements of microclimatic conditions of plants in greenhouses
- Recognize specific agro-technical measures applied during the cultivation of vegetables in protected environments
- Recognize the harvesting and storage of vegetables
- Other knowledge how to achieve high yields which ultimate aim of cultivation in protected environments
- Opportunities link with other agriculture branches
- Explain qualitative and quantitative components of vegetable production in greenhouses;
- Describe how diet, the production of products, the environment, equality, population and other inter-related resources with each other;
- Describe the economic aspects of farm management to greenhouse production environments (marketing, promotion, nutrition, competition, etc.); Acquire necessary skills for management in at the public and private institutions.

**Methodology of teaching:** Lecture, discussions, laboratory activities and expeditions, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 15%, Second evaluation: 15%, Laboratory activities and expeditions works: 10%, Final exam: 60%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2 + 1 hours).

**Literature:**


**Title of the Course: Organic production**


The aim of the course: The course includes basic knowledge of sustainable production systems. Conversion and management methods of agricultural production, from the choice of land, preservation of fertility and its work. Management of harmful biological agents (pests, diseases and weeds). Biological war. Application of biopesticide. Production Case organic aims that the students of this course to introduce the productivity with a consistent type, which is in balance with the environment.

Expected learning outcomes: Upon completion of this course, students will be able to understand:
  • Understand the role of organic agriculture and organic farming and aware of its products.
  • Acquire the knowledge base for the conversion and organic farm management.
  • Acquire knowledge on the marketing of organic products.
  • Acquire knowledge about methods and organic defensive preparations.
  • Acquire knowledge on the application of defense measures for organic production plants in agro-food products.

Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Laboratory activities: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1:1 (2 + 2 hours).

Literature:
  • I. Manolov, S. Sylanaj, Sh. Fetahu, E. Isufi. 2014, Bujqësi Organike trend, Prishtinë.
  • V. Peçuli, A. Kapoli. Bujqësia biologjike (ekokompatibile) UBT- Toena, Tiranë 2005

Title of the Course: Rural Development

Content of the course: The course the rural development will deal with sources of diversification of farm incomes and employment; review of alternatives with basic tools of marketing; decision-making steps concerning implementation of rural development measures at the level of an agricultural holding, etc.

Course objective: The Rural Development course aims the increasing knowledge of students regarding the role and basic principles of rural development.

Learning outcomes: The successful completion of this course will enable students to:
• Interpret standard of rural development related content.
• Describe the structure of farm incomes and diversifications
• Describe development activities at the level of an agricultural holding
• Describe the role of the state in rural development.

**Methodology of teaching:** Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretization tools: Computer, projector, tables, filed visits, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

**Main Literature:**

Scientific articles that can be found on the Internet pages of scientific journals.

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**Elective module (E)**

**Title of the Course: Business Administration**


**Course objective:** The main objective of this course is that students with basic knowledge of modern management in the areas of private and public organizations. The course program includes the necessary knowledge on the concept of management and its role in society, identifying and clarifying the basic managerial functions (planning, organizing, leadership & motivation and control). Special emphasis is paid to practical theoretical aspects of leadership and management behavior, as well as identifying environmental factors management. In this case the student is presented and the first concepts of human resource management and international business.

**Learning outcomes:** The successful completion of this course will enable students to:
- Be fluent in business and its elements, as well as be able to identify all of these elements in the sphere of practical action.
• Identify and explain basic managerial functions
• Be a good sniffing the national market not excluding even internationally, and to determine the best form for the creation of his personal business, or to contribute his knowledge if any existing business in the position of associate professional or leaders.
• To establish a strong base decision-making in order to be able to take decisions effectively within any business activity or position.
• According to the foundation to create basic knowledge, to enable them to be able to develop the necessary knowledge most advanced in different areas and business functions.

Methodology of teaching: Lectures, discussions, seminar papers, consultations, case studies, colloquia, exams.

Assessment methods: The first evaluation (Colloquium): 20%, seminars or other commitments: 10%, regular attendance: 10%, Final Exam: 60% Total: 100%

Concretization tools: Computer, projector, tables etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2 + 1 hours.

Main Literature:
• Shyqyri LLACI, “Menaxhimi”, Tiranë 2006
• Shyqyri LLACI, “Ushtrime Studimore”. 2005
• Berim Ramosaj, Bazat e Menaxhimit, Prishtinë, 2007
• Andri KOXHAJ, “Aftësitë Menaxheriale”, Tiranë 2006

Title of the Course: International Business

Content of the course: Brief Content The whole material addressed in this module is divided into four parts. In the first part, entitled "Introduction to international business", are handled issues relating to the meaning of some terms that relate to this field and the theories and politics of international business. In the second part, entitled "Institutions and international business environment" address issues that are related to the rules and conditions under which business can be developed internationally, which determine national institutions and international economic institutions.

In the third section, entitled "International business operations", various types of international business operations and other actions needed to realize them (customs procedures) are treated. In the fourth section, entitled "International Trade Finance", financial materials regarding international trade, such as international trade financing, payment terms, warranties and payment instruments are handled.

Course objective: The subject "International Business" aims to provide students with theoretical and practical knowledge regarding the conditions under which develop international business operations. Also this course provides students with knowledge about the different types of international business operations and implementation procedures of international business operations.

Learning outcomes: The successful completion of this course will enable students to:
• After completing the course, the student will be able to:
• Know the conditions under which develop international business activities,
• Know what are the ways of connection to international business activities,
• Know how to develop procedures for accomplishing various business activities internationally.
Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam. Assessment methods: First evaluation: 20%, Second evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%. Concretization tools: Computer, projector, tables, farm and production unit visits, etc. The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

Main Literature:

Basic book
- Halil Kukaj, Biznesi ndërkombëtar, Kolegji FAMA, Prishtinë, 2014
- Ilia Kristo, Biznesi Ndërkombëtar, PEGI, Tiranë, 2004

Title of the Course: EU Common Agricultural Policy

Content of the course: The course will be presented roughly in four sections. First section could be entitled as "Understanding the CAP". It will begin with the history and development of the CAP. The second section will consider the mechanisms and analysis of the CAP. The third section will be devoted to the relationship between the CAP and consumers, environment, farmers and the food industries. The last section will be on trade impact of the CAP. The course will conclude with a detailed analysis of the WTO Agreement on Agriculture.

Course objective: The central goal of this course is to convey the basic economics of many widely used agricultural trade policy schemes but especially Common Agricultural Policy (CAP) of the EU in a clear and consistent way. Effects of CAP and various trade policies on domestic and international prices, consumption, production, and trade and government revenue will be examined.

Learning outcomes: The successful completion of this course will enable students to:
- Identify and explain the basics of EU agriculture and land policy,
- To learn how to assess and monitor EU agriculture and land policy,
- To explain financial framework of the implemented policy,
- To discuss effective integration of environmental considerations into other policies.

Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam. Assessment methods: First evaluation: 20%, Second evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%. Concretization tools: Computer, projector, tables, farm and production unit visits, etc. The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

Main Literature:
Title of the Course: Public Administration

Content of the course: The history of development, the importance of studying public administration, understanding public administration and the context of the study, what are public organizations? Development of influences. Evolution of State. The dispute over the role of the state, force towards extension. The new conventional knowledge. The institutions offer. Request for public institutions. Integral parts of public administration, public administration principles, public management and public administration. The main models of public administration. International public sector, development of public administration in Albania, public sector organization in Albania. Public companies, public planning, public decision making. Public sector budgeting. Human resource management in public administration and public companies. Risk management in public enterprises and their ways of financing

Course objective: The student must be able to interpret the nature of public administration, research context, to recognize and explain the reasons for public organizations. The student must be able to recognize the dimensions of public administration and recognize and argue the offer of public institutions and the demand for public institutions.

Learning outcomes:

- The student must be able to recognize the principles of public administration, management schools and specifics for each of them.
- In the role of the leader of a public organization to train the student in terms of decision-making process for all the problems that it may face.
- The student must know in theory and may apply in practice the management functions of public organizations.
- Student must know the most important models for administration of public organizations.
- Student must understand and be able to apply public planning and public decision-making process.
- Student must know to effectively manage the human resources in public organizations.

Methodology of teaching: Lecture, discussions, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 10%, Homework and other engagements: 10%, Regular attendance: 10%, Final exam: 70%. Total 100%.

Concretization tools: Learning materials, Computer, projector, tables, etc.
The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1.

Main Literature:


Title of the Course: Plant Protection


Course objective: The course has a mission to provide students with basic knowledge regarding the pests and pathogens that cause disease in agricultural crops and their management measures.

Learning outcomes: The successful completion of this course will enable students to:

- Know the basic elements associated with pests and pathogens causing diseases to agricultural crops.
- Understand ways of occurrence, spread and multiplication of pests and pathogens causing diseases to agricultural crops.
- Understand the symptoms of occurrence of pests and diseases and the ways of overwintering of the pests and pathogens.
- Implement acquired knowledge of plant protection into practice.

Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.
Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2 + 1 hours).

**Main Literature:**
- MASHT & Danida (2011): Mbrojtja e pemëve, hardhisë dhe bimëve dekorative, Promovimi i punësimit nëpërpermjet zhvillimit të biznesit dhe shkathësive. 

**Title of the Course: Post Harvesting Technology**

**Course description:** The main goal of the module is to provide adequate knowledge and skills on post harvest handling, processing and preservation of fruits, vegetables and food grains. Losses in post harvesting, system analysis of product quality. Post harvesting s physiology of cereal, industrial and horticultural plants. Post harvesting collection and operations, management of temperature and humidity during storage. Storage and treatments during postharvesting. Treatments phytosanitary and food safety. Field visits

The specific objectives are: Understand the concept of post harvest technology, its importance and objectives. Understand and explain the causes of post harvest food losses and the prevention measures. Carryout post harvest food loss assessment. Understand the pre-harvest factors affecting the post harvest life and quality aspects. Carryout fresh produce handling appropriately: maturity determination, harvesting, grading, packaging, treatment and storage.
The aim of the course: To familiarize students with methods of postharvest and commercial use, such as packaging, transport, and market fresh of plants. Also the impact of these measures on the quality of the product. To prepare students to systematically analyze these operations based on study visits to gain experience in practical work and lectures.

Expected learning outcomes: Upon completion of this course, students will be able to understand:

- To know the conditions of conservation of agricultural and horticultural plants
- Recognize the physiology of postharvest
- Operations phytosanitary and food safety
- Harvesting and operations postharvest

Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Laboratory activities: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1:1 (2 + 1 hours).

Literature:

- FAO., 1995. Fruit and vegetable processing. Agriculture services bulletin No. 119
- FAO., 1980. Handling and storage of food grains in tropical and subtropical areas.
- Bartz. J, & Brecht. J, Postharvest Physiology and Pathology of vegetables
- Kader. Postharvest technology of horticultural crops.2002
- Additional materials will be provided by the instructors as necessary.

Title of the Course: Advanced Agribusiness Logistics


Course objective: This module has as its major objective providing those charged with making marketing decisions, particularly in the food and agricultural sectors, with a foundation for better understanding customer motivations and market forces. Target of this
module is students of agricultural marketing, agricultural economics, agribusiness, management and business studies. Module is suitable for undergraduate and postgraduate degree courses, as well as vocational and in-service short courses.

**Learning outcomes:**
- Student must understand the importance of the business outside environment. He also must design the product distribution logistic in this environment.
- Student must be able to take decisions related to prices of the products and optimal distribution of the products towards customers.
- Student must be able to identify the business customers and realize the optimal distribution of its products to these customers.
- Student must be able for marketing research as a prerequisite for accurate decision making process.
- Student must be able to design a modern marketing logistics in the Agribusiness enterprises.

**Methodology of teaching:** Lecture, discussions, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 10%, Final exam: 60%. Total 100%.

Concretization tools: Learning materials, Computer, projector, tables.
The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1.

**Main Literature:**
- Verçuni, A. Scripts Tirana, 2009
- Baker, M.J. “Marketing Strategy And Management” 2005

**Title of the Course: Animal disease prevention**

**Content of the course:** Today, animals have many roles in our society. Animals are found throughout our society from the food we eat to the pets we have in our home. It is important for our society to have an understanding of the diseases that can affect the animals found in our communities. Diseases can attack livestock on:
- farms
- pets in our home
- exotic animals in zoos and aquariums

This class gives students an overview of some of the more common and significant animal diseases that affect animals across the nation. In addition to teaching students general information about animal diseases, this course also makes students aware of the impact some of these diseases may have on us. Some animal diseases can also be transmitted to humans and it is necessary for future animal scientists to understand how this happens and how it can be prevented.
Course objective: The objective of this course is to enable students to determine the animal diseases and the mechanisms of fighting back the diseases. An important focus will be given to the management techniques to prevent animal diseases.

Learning outcomes: The successful completion of this course will enable students to:

- Be familiar with various diseases common to cattle, swine, goat, poultry, sheep, small animal and exotic animals
- Have an understanding of the impact that animal diseases can have, not only on our animal population,
  - but also on our human population.

Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretion tools: Computer, projector, tables, farm and production unit visits, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5:1 (3 + 2 hours).

Main Literature:

- Principles of Veterinary Science by Keith H. Hoopes and Richard N. Thwaits. 1997 or newer. Williams & Wilkins a Waverly Company
- The Merck Veterinary Manual, 10th edition, 2010 or previous editions (8th or 9th) Cynthia M. Kahn (Editor), Scott Line (Associate Editor). Wiley Company. ISBN: 978-0-91910-93-3

Title of the Course: Aromatic and medicinal plant and their management

Course description: Introduction. The importance and use of medicinal and aromatic plants. The distribution of medicinal plants in Kosovo. Cultivating and growing conditions in Kosovo. Medicinal and aromatic plants that are applicable in pharmaceutical medicine and also in traditional one. Contemporary methods of usage, collection and processing. Storage of medicinal and aromatic plants. Cultivation of medicinal and aromatic plants as well as wild fruits and berries. Kosovo's economic potential for medicinal and aromatic plants and their placing on the EU market. EU standards for the quality of these plants.

The aim of the course: The course includes basic knowledge of medicinal aromatic plant species, cultivation and management of the plant as high economic potential.

Expected learning outcomes: Upon completion of this course, students will be able to:

- Understand the importance that medicinal and aromatic plants have towards humanity.
- Understand and learn the methods of collection and usage of medicinal and aromatic plants.
- Learn and recognize many medicinal and aromatic plant species that are to be found in Kosovo.
- Understand and learn the distribution and usage of medicinal and aromatic plants.
- Understand and learn the storage and cultivation means of medicinal and aromatic plants.

Methodology of teaching: Lecture, discussions, laboratory activities and expeditions, consultations, seminars, individual research and teaching, partial exam, final exam.
Assessment methods: First evaluation: 15%, Second evaluation: 15%, Laboratory activities and expeditions works: 10%, Final exam: 60%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.
The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2 + 1 hours).

**Literature:**
- Ingrid und Peter Schonfeldre (2008): Der neue Kosmos heilpflanzen fuhrer. Stocker Bucherhaus AG.

**Title of the Course: Viticulture and Enology**

**Course description:** Introduction. Grapevine as a cultivated or/and wild plant; botanical classification of different *Vitis* species, geographical determination and the evaluation of *Vitis* (Negrulj); morphological characteristics of grapevine plant and technological terms in viticulture (OIV descriptors list). The evolution of the grapevine varieties list for Kosovo in comparison to varieties of other known viticulture countries. Growth and yield potential of European grapevine varieties, phenology and physiological principles of grapevine training and pruning, as the basis for technology in a vineyard. Systems of replanting and maintaining vineyards – “terroir”. Viticulture as part of agriculture and a partner in sustaining the cultural landscape (project of tourist wine roads); the production of table grapes. Subjects linking viticulture to enology (grape maturation, vintage, experienced enology practice). Qualitative aspects of grape production and varietal ampelotechnic practice. Dependence of the quality of grapes in the vineyard, of the technological systems and the environmental factors (soil, air conditioning). Mechanical and chemical structure of grape varietal variability and specificity. Technological and microbial determination during maturation of grapes, alcoholic and malolactic fermentation. Wine Cellar - equipment and work organization. Processing of grapes and technologies of grape must processing. Sensory analysis and wine tasting - the wine in the world and ours. Wine and food.

**The aim of the course:** The course includes basic knowledge of structure and function of grapevine and the technology of winemaking and their high economic potential. Also, the role of viticulture for Kosovo and their status in our country.

**Expected learning outcomes:** Upon completion of this course, students will be able to:
- Understand the importance of having viticulture in the economy and landscape of our country.
- Learn the techniques of grape harvesting and processing.
- To recognize the different types of grape varieties and its importance in quality.
- Learn about the spread and production potential of the viticulture of Kosovo.
- Learn about the technology used in enology and the importance of various factors in the quality of the wine.
- Understand the importance of the economic potential of the viticulture and their management.
Methodology of teaching: Lecture, discussions, laboratory activities and expeditions in Viticulture and winemaking, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Laboratory activities and expeditions in viticulture: 20%, Final exam: 40%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.
The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2 + 1 hours).

Literature:

Title of the Course: Tourism Management


The aim of the course: The students, is necessary to know, what is tourism management and its realted components and agri tourism. The important role and values of tourism in economy.

Expected learning outcomes: Upon completion of this course, students will be able to:
- Understand the Social and economic impact assessment of tourism
- Learn the decision making in tourism and agritourism, and policy action
- The students is necessary to know, what is regional, national and international tourism development, its indicators, its impacts, the policies for the stable tourism development, the role of interest group.
- Learn about potential about tourism and agritourism in Kosovo.

Methodology of teaching: Lecture, discussions, expeditions in tourism and agritourism places, consultations, seminars, individual research and teaching, partial exam, final exam.
Assessment methods: First evaluation: 20%, Second evaluation: 20%, Final exam: 600%. Total 100%.

Concretization tools: Computer, projector, tables

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2 + 1 hours).

Literature:
- Prof. Dr Vjollca BAKIU, Manaxhimi I Turizmit, V. 2006
- Bakiu V. Dema R. Koja V. Turizmi, V. 1998
- Pierre Escourra Tourism & environmental 1993
- Sessa A., Elementi di Economia Turistica 1992
- Sessa A., La scienza dei sistemi per lo sviluppo del turismo 1995
### 2.1 The basic data for the study program

<table>
<thead>
<tr>
<th>Name of study programme</th>
<th>Forest and Environmental Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of qualification according to NQF (with abbreviations BA, MA, PhD, doctorate programme, university course, certificate or professional diploma)</td>
<td>BSc (Bachelor of Science)</td>
</tr>
<tr>
<td>Academic degree or name of the diploma, spelled out in full and in abbreviated form</td>
<td>Bachelor of Forest and Environmental Sciences (BSc. Forest and Environ.)</td>
</tr>
<tr>
<td>Area of study according to the <em>Erasmus Subject Area Codes</em> (ESAC)</td>
<td>01.6</td>
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<tr>
<td>Profile of the academic programme (specialisation)</td>
<td>Life Sciences (Forestry Science)</td>
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<tr>
<td>Target group</td>
<td></td>
</tr>
<tr>
<td>Minimum period of study</td>
<td>3 years</td>
</tr>
<tr>
<td>Form of studies (full time, part time, distance learning etc.)</td>
<td>Full time</td>
</tr>
<tr>
<td>Number of ECTS credits (total and per year)</td>
<td>180 ECTS or 60 ECTS/year</td>
</tr>
</tbody>
</table>
| Module /Subject (titles) | Mathematics  
General Chemistry  
Elements of Economics  
Animal Biology  
Physics  
Plant Biology  
Organic Chemistry  
Forest Pedology  
Basic Informatics  
English Language  
Forest Chemistry  
Forest Genetics  
Agroforestry  
Dendrometry  
Soil Microbiology  
Sylviculture  
Forest Pathology  
Forest Entomology  
Systematic and Forest Botany  
Mechanics and Forestry Mechanization  
Plant Ecology and Geobotany  
Forest Resource Administration and Policy  
Forest Ergonomics  
Environmental Monitoring  
GIS for landscape analysis  
Meteorology  
Forest Phytosociology  
Principles of Forest Management |
3.1 Rationality of the program for the labor market

Forests are a separate living space, they help establish the ecological balance and, at the same time, provide the human population with a basic source of recuperation, as well as numerous benefits intangible. Sustainable development is not possible without forestry professionals. Almost 60% of Kosovo's territory is covered by forests, which is not so common in Europe and is an excellent opportunity for development, since scarce natural resources and to their sustainable management. The study program qualifies students to work in forest ecosystems in accordance with modern principles close to nature, and sustainable management. Such a scheme requires the connection between environmental, economic and technical sciences. It requires knowledge of forest ecosystems, social aspects of forest management, different techniques and technologies used in forest management and familiarity with modern methodological tools. One advantage of the study program is specifically on individual practice and work environment.

University Ukshin Hoti in Prizren has the necessary basis for the drafting and implementation of this study program, because the advantage of this proposed curriculum for accreditation, based on the trends of contemporary development in the field of science of forest, while the geographical position of region Prizren is close to National Park "Malet e Sharrit" makes this program even easier to implement in practice on the one hand, while on the other hand is also special program study because no other university in Kosovo does not offer study program Forestry Sciences.

Graduates may find employment in the public forest service enterprises, organizations of wildlife management and nature protection, economic organizations and schools (secondary
and higher education). More and more opportunities are provided by self-employment - independent entrepreneur (initial processing of wood, creating forests, timber trading, fruit trees, ornamental wood production, ecotourism, private consulting agencies in forestry, biological engineering, spatial planning management of mountain areas). Due to large forest areas and their importance in Kosovo, the demand for forest professionals in administration, and governmental and non-governmental organizations dealing with the protection of nature, is growing. A significant number of graduates can be employed in private enterprise, such as greenhouses for commercial production (production of fruit and ornamental plants), but also in laboratories relevant to the area.

3.2 International comparability of the academic program

Faculty: of Life and Environmental Sciences

Title of the study program: Forest and Environmental Sciences

<table>
<thead>
<tr>
<th>Bachelor</th>
<th>Master</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of ECTS credit points for the proposed study programme: **180**

European university study program which can be compared to the first cycle programme of the Faculty of Life and Environmental Sciences (University #1 means the University with which the programs of study are compatible up to 80% and University #2 means University with which there is similarity)².

<table>
<thead>
<tr>
<th>Name of University</th>
<th>University Ukshin Hoti, Prizren</th>
<th>University #1</th>
<th>University #2</th>
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<td>Faculty</td>
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<td>Faculty of Agriculture</td>
<td>²Università degli Studi di Palermo (Palermo, Italy).</td>
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<td>Study program</td>
<td>Forest and Environmental Sciences</td>
<td>Forest and Environmental Sciences</td>
<td>²Scienze Agrarie e Forestali</td>
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<td>% of compatibility</td>
<td>About 80%</td>
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<td>²About 80%</td>
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</table>

²See attached to the Self-assessment Report copies of the Programs from the Università Politecnica delle Marche, Università degli Studi di Palermo dhe University of Ljubljana.
3.3 Target group to whom the program is dedicated

In the first year of studies in the Forestry and Environmental Sciences program can enrol all students who have completed Senior Secondary School (school year 12 in Gymnasium or professional school), have given final exam and passed the knowledge test exam in natural sciences and knowledge of elementary mathematics. Acceptance of candidates will be made according the list formulated by the number of scores of the candidates. Other conditions put UPZ Senate.

3.4 Orientation of study program according to the principles of the governing the institution

The curriculum of the Forestry and Environmental Sciences is in full accordance with the study regulations and criteria according to the Bologna system and two semesters has compulsory and complementary courses, while ECTS credits are divided in accordance to the importance of the subject. The Forestry and Environmental Sciences Programme comprises the total of 180 ECTS credits evenly distributed per semester. 60 credits are the equivalent of a full year of study, which means that 60 credits are broken down into 30 credits per semester.

The curriculum of this programme offers students a good foundation in the field of plant and animal biology, ecology, sylviculture, pedology, chemistry, forest pathology and entomology, which enable students to understand essential relations between forestry and environment.

Exams are held in written form. Tests can be of two types: some alternatives questions or answers in essay form, depending on the subject. Tests with several alternative answers questions. Final test, as another form to complete the assessment of student knowledge are written evaluations during lectures (colloquium) and seminar work. Colloquiums are done during the lectures through which is followed the work of the student during the learning process and knowledge acquired over a period of time. Seminars should be submitted in written or should be presented in class in front of the students. Through them teacher-student discussion is more open and more critical, enabling the professor to evaluate the student's study skills and monitor performance of his/her assigned work.

3.5 Purpose and profile of the program

Forestry is the profession, science and skill of managing and preserving the forest ecosystems for the permanent benefit of society, the environment, and the economy. Therefore, the objective of undergraduate study of forestry trains students to manage forest ecosystems from a biological-environmental, technical and economic point of view.

The main goal of the program is to provide education in the bachelor level for forestry. Due to large forest areas and their importance in Kosovo, the demand for forest professionals in administration, and governmental and non-governmental organizations dealing with the protection of nature, is growing. Basic knowledge in natural sciences, together with their application in forestry, will provide the necessary education to the labor market requirements needed in forestry and in different professional skills, and will enable students to continue their studies in the second cycle program - Master.

3.6 Learning outcomes

The undergraduate forestry study programme has been conceived to lead students in a logical sequence from basic biological and technical disciplines, through disciplines in which they
become acquainted with the components of the forest ecosystem and with techniques that facilitate forest management, to those that round off their knowledge on the management of forests and forestland.

By completing this study programme, students will acquire the following competences to enable them fully to:

- perform the activities of forest district officer, or expert associate in all forestry activities;
- work on conducting the forest inventory and participate in implementing the forest management programme;
- perform all professional field work on the establishment, care and renewal of forest stands;
- become acquainted with mechanical equipment, techniques and standard technologies applied in forestry - primarily in obtaining wood from natural forests, forest cultures and plantations.
- Furthermore, Bachelors of Forestry and Environmental Sciences are trained to perform professional work on the amelioration and planning of forestland in the Kosova’s region, to protect forests against abiotic and biotic factors, especially against forest fires, and to manage the professional tasks of implementing wildlife management programmes and plans, organising hunting grounds, and cooperating on the drafting of environmental studies and spacial plans.
- They will also be acquainted with the techniques and technology of building forest roads, the sale of wood assortments, the organisation of production in forestry, and health and safety at work in forestry.
- They are qualified to carry out individual work in private enterprises and as forest district officers, or to be involved in team work related to all other tasks in forestry, nature and environmental protection.
- They are prepared to be able to continue their professional development in seminars and workshops during their working life, and as a result of their formal studies they are fully competent to continue their master degree studies.

3.7 The ratio between the theoretical and the practical part

In each of the subjects described by the curriculum there is the ratio between the theoretical and the practical part. Generally, the ratio between theoretical and practical part of study is approximately 1:1 (50% with 50%).

3.8 Calculation of ECTS

The study program of Forestry and Environmental Sciences is full time study. The study program is 3 years (180 ECTS) divided into 6 semesters (1 semester has 30 ECTS). All subjects are charged with ECTS value, and one (1) ECTS is equivalent to (20) twenty to thirty (30) hours. They are calculated according to the tables below:

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<th>Activity</th>
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<td>Exercises</td>
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<td>Colloquium</td>
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<tr>
<td>Preparation for final exam</td>
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<tr>
<td>Time spent in evaluation (tests, final exam)</td>
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<td>6</td>
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<tr>
<td>Projects etc.</td>
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<tr>
<td><strong>The total workload</strong></td>
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<td><strong>152 hours</strong></td>
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</table>

### 3.9 Practical work - Internship

Through learning coordinator or Vice-Dean for learning practical work is aimed in different forest ecosystems in Kosovo or relevant fields. Ours main goal is enabling for our students to study visit at partner university especially with Università Politecnica delle Marche (Ancona, Italy), Ljubljana University (Slovenia) and Agricultural University of Tirana (Albania) because we have the agreements with these universities for this study programme (see the agreements document in Anex). Also students will have the opportunity to practice and study visits to the relevant Ministry or other institutions.

### 3.10 Research plan for the program

In the future it is expected that in conjunction with the cooperation work of their teachers to attend various conferences and publish in national and international scientific journals. Teachers of this programme, individually develop scientific research in their fields of study, including in the field of forestry. These studies are mainly aimed at achieving and presentation of scientific results from their study areas which will be occasionally presented at scientific conferences and other meetings at home and abroad.

### 3.11 Conditions of student registration and enrollment

Number of students who are expected to enroll in the first year of studies is 50 that will enroll in regular studies.

In the first year of studies can enroll all students who have completed Senior Secondary School (school year 12) have given final exam and pass the pilot test of knowledge of natural sciences and basic mathematical knowledge. Acceptance of candidates made the list formulated by the number of scores to candidates.

In this program, as well as in other university programs, will be accepted candidates from all over Kosovo, Albania, Montenegro, etc. Candidates from abroad before applying should verify at MEST their education realized abroad.

### Title of Academic Degree and Diploma name in full form and shortened form

Studies in this program are of the BA level (3 years), with a total of 6 semesters of 30 ECTS each, a total of 180 ECTS.

Upon successful completion of studies, the candidate receives the title: *Bachelor in Forest and Environmental Sciences*. 
## 3.12 Curricula – Study plane

**Program: Forest and Environmental Sciences – Bachelor (Bsc)**

### Year I

#### Semester I

<table>
<thead>
<tr>
<th>No</th>
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### Year II

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**Year III**

**Semester V**

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**Elective subjects**

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**Abbreviations:** L – Lecture; E – Exercise/laboratory; O – Obligate subject; S – Selective subject

### 3.13 Module/Course description

**Title of the Course: Mathematics**


Course objective: The aim of this course will be training students that the knowledge gained from this course to use successfully in forest and in everyday life.

Learning outcomes: After successful completion of the course, students will be able to:
- Understand the basic problems of mathematics and analyze various situations of a problem by selecting the optimum solution.
- Understand how the basic concepts of mathematics applied in other disciplines.
- To understand, to know and to discuss about vectors and application of geometry.
- Understand the importance of probability and statistical methods.
- To understand and explain the equations.

Methodology of teaching: Lecture, discussions, exercises, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 5%, Final exam: 65%. Total 100%.

Concretization tools: Computer, projector, tables, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

Literature:
- Rrapo, Tabaku, Matematika e lartë dhe e Aplikuar, 1986
- Mitre, Stringa. Etj, Matematika I (ribotim) 2004
- Ruseti, Shundi, Leka, Ushtrime të Matematikës (ribotim) 2004
- Rrapo, Memetaj, Belegu, Probabilitet dhe Statistikë. 2006
- Rrapo, Belelegu, Matematika, Tekst për studentët e Fakultetit të Ekonomisë dhe të Agrobiznesit. 2009.
- Rrapo, Memetaj, Belegu, Probabilitet dhe Statistikë, 2006.
- Fundamental Methods of Mathematical Economics Alpha C. Chiang

Title of the Course: General and Inorganic Chemistry

compounds. Structure, chelates, practical use. Chemical bond. Polarity, electronegativity, dipole moment, molecular geometry.

**Course objective:** The main objective of this course is to provide students basic knowledge of general and inorganic chemistry and implementation of acquired knowledge in the field of forestry. During this course students can also learn more about the electrochemical processes and their importance in practice.

**Learning outcomes:** The successful completion of this course will enable students to:
- To understand and know more about chemical processes.
- To understand, to know and discuss for chemical laws and their practical importance.
- To understand, to know and discuss for electrochemical process and their practical importance.
- Understand the importance of chemical reactions and their catalysis.

**Methodology of teaching:** Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Laboratory activities: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

**Literature:**

**Title of the Course: Elements of Economics**

unemployment, exchange rate, balance of payments, public debt, the interest rate. Aggregate supply and demand. Macroeconomic mechanisms and processes.

Course objective: The main objective of this course is to provide students’ knowledge about the basic economic principles, economic thinking in forest and 10 principles of economics at the level of individuals, markets and economy.

Learning outcomes: The successful completion of this course will enable students to:
- To understanding the basic economic concepts (scarcity of opportunity costs).
- To recognize the features of the forest economy in relation to other branches of the economy.
- To recognize the concept of investing and owning investment calculation methods.
- To understand, to know and to discuss taxes and their impact on the market.
- Understand the importance of macroeconomics.

Methodology of teaching: Lecture, discussions, practical work, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Practical activities: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretization tools: Computer, projector, tables, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

Literature:

Title of the Course: Animal Biology

Content of the course: Cell biology: Cells as basic units of life. Methods in cell biology. Structure and function of eukaryotic and prokaryotic cells (unicellular and multicultural organisms); cell membranes and transport; intracellular compartments; energy metabolism; cytoskeleton; cell cycles and cell signaling; structure and function of tissues. Structure and diversity of animals: Morphology and physiology of different organ systems in animals with emphasis on model organisms; reproduction and development; interactions between animals and their environment; environmental changes and ecosystem. Knowledge and understanding: familiarity with the vocabulary of zoological science, evolutionary theories and important authors; expert knowledge of the biology and ecology of the most common and important groups of forest fauna; the basis of the preparation and preservation of material, importance of zoological collections. The acquired knowledge will make possible understanding basic events (processes) connected with animal components in the forest and also has applicable value in assessing population levels of some phytophagous species in forests. Knowledge of the autecology and demecology of certain groups within the animal kingdom makes possible an understanding of the ecological cycle of forests. They acquire knowledge of the morphological, biological, etological and ecological characteristics of the most important and most typical animals in our forests, from taxa such as Nematoda, Arachnida, Myriapoda, Insecta (above all Odonata, Saltatoria, Thysanoptera, Heteroptera,
Homoptera, Coleoptera with fam., Curculionidae-subfam., Scolytinae, Buprestidae and Cerambycidae and also Lepidoptera, Hymenoptera, Diptera), Amphibia, Reptilia, Aves and Mammalia (such as Insectivora, Chiroptera and Rodentia).

**Course objective:** The main objective of this course is to provide students knowledge of basic biological processes from the cellular level to the organ or organism level as for animal organisms. Special attention will be given to growth and development and also for reproduction of animal organisms.

**Learning outcomes:** The successful completion of this course will enable students to:
- To be able to discuss of the construction and function of cellular structures.
- To understand and know more about the diversity, morphology and physiology of animal organisms.
- To know the basic principles of biological and ecological aspects most important animals and typical forest.
- Understand the importance of animal organisms in the environment function.
- To apply theoretical knowledge in practice.

**Methodology of teaching:** Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Laboratory activities: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

**Literature:**

**Title of the Course: Physics**

**Content of the course:** Electrostatics – electric charge, Coulomb's law, electric field, work done by electric force, electric potential, capacitance, dielectrics. Electric current – microscopic picture of electric current in metals, electrolytes and semiconductors, Ohm's law, specific resistance and it's temperature dependence, Joule's law, measurement of electric potential and current, Wheatstone bridge. Magnetic field – sources of magnetic field, Lorentz force, Hall Effect, Induction, Inductance, magnetic properties of matter. Optics – reflection and refraction, polarization, interference, diffraction, coherence, lenses and mirrors, optical instruments, resolving power, sources and detectors of light, light spectrum, spectroscopy. Introduction to statistical physics – kinetic theory of gasses, Maxwell distribution, mean free path, Brownian motion. Introduction to quantum physics – photoeffect, thermal radiation, atomic spectra, Bohr Theory, uncertainty principle, tunnelling, spin, Pauli Exclusion Principle.
Course objective: To know the basic concepts of physics. To compare and draw conclusions about various phenomena of physics. To train in solving physics problems. Experimentally investigate certain phenomena in physics.

Learning outcomes: The successful completion of this course will enable students to:
- Recognise and to follows the basic concepts of physics.
- Understand the laws of certain physical phenomena.
- To apply the acquired knowledge in various biological phenomena.
- Understand the laws of certain physical phenomena.
- To apply acquired knowledge in various biological phenomena.

Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Laboratory activities: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

Literature:
- Dr. S. Skenderi, Dr. R. Maliqi, Fizika për studentët e fakulteteve teknike, Prishtinë.

Title of the Course: Plant Biology


Course objective: The course has a mission to provide recognition to students anatomy and morphology of plants and the recognition of physiological processes are carried out in plant organisms.

Learning outcomes: Upon completion of this course, students will be able to:
- To know the anatomy and morphology of plant organisms.
- Understand the methods of plant breeding.
- Understand the importance of mineral tree process, transpiration, photosynthesis and respiration of plant organisms.
To understand and explain the processes of growth and development of plants.

Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Laboratory activities: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

Literature:

- Fiziologjia e bimëve (dispensë ligjëratash)
- Bekim Gashi: Praktikum i Fiziologjisë së bimëve (dispensë), 2015.
- Vjollica Ibro: Fziologjia e bimëve. Universiteti Bujqësor i Tiranës.

Title of the Course: Organic Chemistry


Course objective: The main objective of this course is to provide students basic knowledge of carbon compounds and their characteristic properties, through various studies and lab work. Students should develop and cultivate habits and skills for independent theoretical and practical experimental and create culture of education to environmental protection.

Learning outcomes: The successful completion of this course will enable students to:

- Recognize organic compounds and their properties.
- Understand and describe the reactions of organic compounds.
- To compare with those of inorganic and organic compounds as well as between different groups of organic compounds.
- To classify organic compounds by structure and their functional groups.
- To design and develop methods of analysis and synthesis of organic compounds, with particular emphasis on the function of plant.
- Implement international union rules (IUPAC) to label organic compounds.
- Evaluate the importance of organic compounds for human life and for purposes of plant sciences.
Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Laboratory activities: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

Literature:
• K. Peter C. Vollhard, N. E. Score, Organic Chemistry, Structure and function, New York, Basingstoke, 2003
• S. H. Pine, J. B. Handricson, D. J. Cram, G. S. Hammond, Organic Chemistry
• G. Damani, Kimia Organike, Teori dhe probleme të zgjidhura, Tiranë, 2006

Praktikumet:

Title of the Course: Forest Pedology


Course objective: To provide students basic knowledge about the composition of the earth and its formation. Basic knowledge of physic-chemical and water properties of soil, pedological factors and processes. To know the types of soils.

Learning outcomes: On completion of this course, students will be able to:
• Know the composition of the soil, factors and processes of soil formation.
• Understand soil biodiversity (flora and fauna of the soil).
• Understand the cycling of the elements in nature
• Have sufficient knowledge to behavior in lab and analytical methods for soil analysis, and interpretation of the results.
• Qualify to prepare research projects describing the properties of soil.

**Methodology of teaching:** Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Seminars and other engagements: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, field visits, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1: 1 (2 + 2 hours).

**Literature:**
- Shkencat e tokës I dhe II, Xh. Elezi, M. Zogaj, A. Halimi. 2004 (Materiale interne për student).
- Forest Soils, Properties and Management. Osman, Khan Toëhid, 2013. Springer
- Soil Sampling, Preparation, and Analysis, Kim H. Tan, 1996.

**Title of the Course: Informatics**

**Content of the course:** Basic concepts of informatics, technical data and computer memories, computer peripheral units, computer software (system, application), computer hardware and software protection, word processors – upper level (linking, forms, OLE), spreadsheets – upper level (referencing, pivot tables, partial sum). Multimedia presentations. Web (internet): history, DNS, protocols.

**Course objective:** The main objective of this course is to provide students the basic knowledge of computer and application thanks to the life sciences, as well as knowledge of computer software in the first application used in biometric measurements. The goal is based on the recognition of the easiest ways and quick to databases for research in the field of Bioscience.

**Learning outcomes:** On completion of this course, students will be able to:
- To know about office programs and Windows operating system.
- To understand, to know and to discuss the application of various computer programs in life sciences.
- To know how to apply professional programs in their area.
- To know how to draw diagrams and graphics.
- To form the skills to research databases and scope of environmental sciences.

**Methodology of teaching:** Lecture, discussions, exercises, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 5%, Final exam: 65%. Total 100%.

Concretization tools: Computer, projector, tables, etc.
The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1:1 (2 + 2 hours).

**Literature:**

**Title of the Course: English language**

**Content of the Course:** The basic emphasis is on multi-syllabus design. The course focuses on communication competence, incorporating receptive and productive communication skills – speaking, listening, reading, writing comprehension, lexicography, phonology, grammar, orography are given a prominent place. Reading comprehension, analysis of scientific as well as factual and fictional texts. Writing comprehension, including business correspondence. Listening comprehension, including authentic materials. Simulations, role plays. Case studies. Presentations

The course covers various themes concerning science in the areas of living nature: agronomy, forestry, zootechnics, biology, microbiology, biotechnology, food science, landscape architecture, wood science as well as various communication contexts, ranging from the cosmos to business communication.

**Course objective:** The main objective of this course is to provide students the basic knowledge and application in life sciences, as well as knowledge of computer software in the first application used in biometric measurements. The goal is based on the recognition of the easiest ways and quick to databases for research in the field of Bioscience.

**Learning outcomes:** Upon completion of this course, students will be able to:
- To know about office programs and Windows operating system.
- To understand, to know and to discuss the application of various computer programs in life sciences.
- To know how to apply professional programs in their area.
- To know how to draw diagrams and graphics.
- To form the skills to research databases and scope of environmental sciences.

**Methodology of teaching:** Lecture, discussions, exercises, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 5%, Final exam: 65%. Total 100%.

Concretization tools: Computer, projector, tables, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1:1 (2 + 2 hours).

**Literature:**
- Required: Student Work is based on (Scripts: English for You and Audio visual materials)

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Title of the Course: Soil Chemistry


Course objective: This course will provide students with the ability to explain how soil solid phase affects the chemical processes in the soil system. Knowledge of such processes will provide the students a sense of understanding what processes dominate under given chemical and mineralogical properties of soils that will help in making land remediation, reclamation and management decisions.

Learning outcomes: The successful completion of this course will enable students to:
• Student obtained knowledges about chemical characteristics of soils, which influence to soil characteristics and soil fertility.
• They importantly determinate ecological functions of soil.
• They will obtain knowledges about regulation of soil chemical characteristics, which determine sustainable fertility and protection of environment.
• To understand and determination of toxic metals.
• To know strategy for soil protection - combat acidification, salinisation and contamination of soils in the EU.

Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.
Assessment methods: First evaluation: 20%, Second evaluation: 20%, Homework and practical work: 10%, Final exam: 50%. Total 100%.
Concretization tools: Computer, projector, tables, laboratory equipment, etc.
The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

Literature:

Title of the Course: Forest Genetics

Course objective: The main objective of this course is to provide students the basic knowledge of genetic processes and the impact of environmental factors on genetic features. The goal is based on the recognition of the genetic structure and populations.

Learning outcomes: Upon completion of this course, students will be able to:
- To recognize the scope of the science of genetics and genetic research methods.
- Get to know the rules of transmission of parental traits to offspring, according to the mendelian analysis.
- To recognize the nucleic acids as carriers of genetic information as well as forms of organization chromosome DNA.
- Recognize the transmission of genetic information for the synthesis of proteins.
- To recognize mutations and outside nuclear heritage.
- Recognize relationships heritage-environment, genetics of quantitative traits and population genetics

Methodology of teaching: Lecture, discussions, laboratory exercises, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Homework and laboratory activities: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

Literature:

Title of the course: Agroferestry

Course objective: The main objective of this course is to give students knowledge about the basic problems of agroforestry. Students will be offered knowledge of agroforestry in conditions of Kosovo.

Learning outcomes: After successfully completing of this course students will be able to:

- discuss the agroforestry
- understand and know more about the classification of agroforestry systems
- gain knowledge about the most important issues of agroforestry and how they determine the mode choices made by individuals, communities and institutions
- Understand the principles of the experiment field
- apply theoretical knowledge gained in practice

Methodology of teaching: Lectures, discussions, laboratory exercises, exercises in nature-research expeditions, consultations, independent projects, homework, Colloquia, seminars, evaluations (I&II), exams.

Assessment methods: The first evaluation: 10%, The second evaluation: 10%, The seminars or other commitments: 10%, Regular attendance: 10%, The final exam: 60%, The total: 100%.

Concretization tools / IT: Computers (PCs), Projector, The wall table, laboratory equipments, etc.

The ratio between the theoretical and practical study: The ratio between theoretical and practical part is 1.5:1 (3+2).

Main Literature:


Title of the Course: Dendrometry

Course objective: The student should gain knowledge of classical and contemporary methods of measuring and evaluating forest photos and images provided with modern sophisticated methods for determining the order of the forest.

Learning outcomes: Upon completion of this course, students will be able to:
- To recognize dendrometry science facility and their study methods.
- Get to know the rules and methods of measuring forest thanks.
- To recognize the age of forests and determining thanks.
- To know the inventory and classification of forests.
- To know about the production forest.

Methodology of teaching: Lecture, discussions, laboratory exercises, forest exercises work, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Forest practical work: 20%, Regular attendance: 5%, Final exam: 55%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

Literature:

Title of the Course: Soil Microbiology

Course objective: The main objective of this course is to provide students the basic
knowledge from microbiology of the soil and the importance of microorganisms in soil
composition.

Learning outcomes: Upon completion of this course, students will be able to:
• Students will gain an understanding of the right to organisms in general.
• Students will be introduced to the procedures and techniques used to detect and count
microorganisms.
• Students will be able to think critically about the problems and issues related to soil
microorganisms.
• Students will integrate their knowledge base linking the microbiology in general and land
in particular.
• Understand the metabolism of microorganisms and processes of transformation of
nitrogen and phosphorus.

Methodology of teaching: Lecture, discussions, laboratory exercises, consultations,
seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Homework and other engagements: 10%,
Regular attendance: 5%, Final exam: 65%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical
and practical is 1.5: 1 (3 + 2 hours).

Literature:
• D. Sylvia, J. Fuhrmann, P. Hartel and D. Zuberer, Eds: Principles and Applications of
• M.T. Madigan, J.M. Martinko, and J. Parker: Biology of Microorganisms, 12th (2008),
• C.J Hurst: Manual of Environmental Microbiology, 2nd ed. (2002), American Society
for Microbiology Press, Washington, DC.
• Muje Plakolli: Mikrobiologjia e përgjithshme. Universiteti i Prishtinës, Prishtinë,
Kosovë, 1996.

Title of the Course: Silviculture

Content of the Course: Reproduction of herbs and forest creation opportunities. Knowledge
of the environment in forestry facility. Election procedures of the types of afforestation. Ways
and techniques of forest seed collection, processing techniques, ways of preserving forests to
planting seeds. Quantitative and qualitative indicators of forest seeds and methods of their
Forest Nurseries. Criteria for site selection nursery. Producing and maintaining them an earth-
nursery. Land preparation for planting. Production of seedlings in farishtore fare. Production
of seedlings in greenhouses and root covered. Removal and production of vegetative shoots.
Collection and taking care of plant material. Methods and timing of pulling someone that
shoots. Methods and techniques of forestation, reforestation fare, with trees, with Scion and
mixed. Mixing crop types and placement of afforestation. The density of the cultures.
with seedlings. Manner and time of planting. Proceedings of care taking. Verification study
of Zen and reforestation. Methods and ways of study. Reserve forest. Techniques of cultivation and care taking services. Afforestation of sand, the gritty earth of rivers and land slides. Plant forest-met along the way, in pastures and green areas. Cultivation of the main types of land in nurseries and afforestation. Cultivation of some foreign species in nurseries and afforestation.

**Course objective:** The main objective of this course is to provide students the basic knowledge on forestry and in particular on ways of maintaining adequate forest.

**Learning outcomes:** Upon completion of this course, students will be able to:
- In recognition of the environment and the choice of species in artificial afforestation;
- On ways of collection, storage and laboratory analysis of forest seeds,
- On ways of preparing seeds and seedlings production techniques in nurseries, and working on soil preparation, fertilization and irrigation in forest nurseries, the generative and vegetative multiplication of species for forestry nursery,
- on the cultivation of forest species in greenhouses and root covered, the methods and techniques of artificial afforestation and trees all over the methodology of designing artificial afforestation projects.

**Methodology of teaching:** Lecture, discussions, laboratory exercises, forest exercises work, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Forest practical work: 20%, Regular attendance: 5%, Final exam: 55%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

**Literature:**
- Treska, L., Xheko, B. (1982): Silvikultura (Pjesa I dhe II);

**Title of the Course: Forest pathology**

**Content of the course:** Basic characteristics of the relation between plants and pathogens, possibilities of man influencing disease impact and most important diseases of forest trees caused by pathogens (mostly fungi), but also diseases caused by harmful abiotic factors, history of plant pathology, symptoms, etiology of disease, classification of damage, relation between damage and losses, fungal taxonomy and systematics, parasitism, classification of pathogens, physiological specialization, pathogenesis (origin of disease, mechanisms of infection, incubation and fructification phase of disease, influence of ecological factors), epiphytotics (course, duration, prognosis, regulations), plant resistance to pathogens (specific, non-specific, passive, active, horizontal, vertical), most important groups of fungicides, quarantine and regulations connected to plant diseases, detailed presentation (morphology, symptoms, ecology, possibilities of a forester taking measures) of approximately 50 diseases of forest trees, which are grouped regarding to the part of plant affected: diseases of seed and saplings, diseases of roots, diseases of leaves and needles, diseases of trunk and branches, wilt diseases, parasitic plants, non-parasitic disorders and wood degradation and discolouration. In addition, the student is acquainted with mycorrhizal and saprobic fungi.
important as a food source, their role in a forest ecosystem, and regulations concerning their use.

Course objective: The course has a mission to provide students with basic knowledge regarding pathogens that cause disease in crops, forests and their management measures.

Learning outcomes: The successful completion of this course will enable students to:
- Know the basic elements associated with pathogens causing forest diseases.
- Understand ways of occurrence, spread and multiplication of pathogens causing forest diseases.
- Understand the symptoms of occurrence of diseases and ways of overwintering other pathogens.
- Implement acquired knowledge into practice.

Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1:1 (2 + 2 hours).

Literature:

Title of the Course: Forestry Entomology

Content of the course: The notion, importance, purpose, history, development and connectivity of entomology with other sciences. The role insects in nature, insect morphology: the head, antennae, mouth, chest, arms, legs, stomach and its attachments, the production of sounds, glands, Integument, muscular system, body cavities, digestive system, respiratory system, circulatory system, nervous system, sensory organs (for viewing, hearing, touch, smell, taste), reproductive organs (female and male), biology of insects (Gametogenesis, parthenogenesis, pedogenesis, poliembriony), development of insects, deposition of eggs, care for generations. Embryonic development (egg) postembryonic development. Insects with incomplete development (Hemimetabola), with full development Insects (Holometabola). Larvae. Nymph. Imago. Dimorphisms and polymorphisms. Diapauses. Biological cycle of the insect, importance and classification criteria. Recognition with representatives of groups (gender, family, order). Wingless insects-Apterygota (Protura, Diplura, Collembola, Thysanura). Pterygota krahë- insects (Orthoptera, Blattodea, Mantodea,

Course objective: The course has a mission to provide students the basic knowledge regarding the morphology, anatomy and physiology of insects as pests of forests, types of pests and forest management measures against harmful forest insects.

Learning outcomes: The successful completion of this course will enable students to:

- Understand the morphology, anatomy and physiology of insects.
- Know the ways of insect multiplication.
- Know the main types of insects that affect forests.
- Recognize the measures for managing forest insect pests
- Implement acquired knowledge into practice.

Methodology of teaching: Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Homework and other engagements: 10%, Regular attendance: 5%, Final exam: 45%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1:1 (2 + 2 hours).

Literature:

Title of the course: Systematic and Forest Botany

Content of the course: Botany. The basic characteristics of plants. Elements of systematics. Beginnings of Systematics. Taxonomy and nomenclature (Categories and taxonomic units, nomenclature. Classification of plants. Classification of lower plants (Thallophyta): Algae, Fungus, Lichens. Classification of higher plants (Cormophyta): Bryophytes (Bryophyta), Ferns (Pteridophyta), Flowering plants (Spermatophyta). Morphological biological and ecological characteristics of most important plant species from the Kosovo forests. Endemic and endemorelict Plant species from the forests of Kosovo. Plant species of Kosovo forests from the Red Book of Vascular Flora of the Republic of Kosovo, respectively from the Red List.
Course objective: The main objective of this course is that students with knowledge of the plant species with particular emphasis on Kosovo's forests.

Learning outcomes: After successfully completing of this course students will be able to:

- discuss regarding of Kosovo plant diversity
- understand and know more about the floristic diversity of Kosovo forests
- understand the basic principles of horizontal and vertical extent plant species in Kosovo with particular emphasis on Kosovo's forests
- understand the importance of forests in view of the environment and the human health
- apply the knowledge gained in theory and in practice

Methodology of teaching: Lectures, discussions, laboratory exercises, exercises in nature-research expeditions, consultations, independent projects, homework, Colloquia, seminars, evaluations (I&II), exams.

Assessment methods: The first evaluation: 10%, The second evaluation: 10%, The seminars or other commitments: 10%, Regular attendance: 10%, The final exam: 60%, The total: 100%.

Concretization tools: / IT: Computers (PCs), Projector, The wall table, laboratory equipments, plant material from herbarium etc.

The ratio between the theoretical and practical study: The ratio between theoretical and practical part is 1.5:1 (3+2).

Main Literature:

Title of the Course: Forest Mechanisations

turbulent flow. Special topics. Mechanics applied to the statics of timber and trees in forestry. Fundamental notions of soil mechanics.

**Course objective:** The main objective of this course is to provide students the basic knowledge on forest mechanization and use them in the maintenance of forests.

**Learning outcomes:** After successful completion of the course, students will be able to:
- To recognize parts of machines and engines as well as cutting tools.
- To know the tools and machines that are used in various forest works.
- To recognize the cost calculation and production of cars.
- To recognize the attractive forces and capacity of forest machines.
- To know how elected a forest machine and a working system.

**Methodology of teaching:** Lecture, discussions, laboratory exercises, forest exercises work, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Forest practical work: 20%, Regular attendance: 5%, Final exam: 55%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1 : 1 (2 + 2 hours).

**Literature:**
- Mine V.: Leksionet Mekanizimi pyjor.
- Mine V, Postolo A, Tabaku V. “Rrallimet Tregtare” 2002

**Title of the course:** Plant Ecology and Geobotany


**Course objective:** The main objective of this course is to give students knowledge about the plants ecology and geobotany. It will also be related to with the basic knowledge of the flora and vegetation of Kosovo, coordinated especially with Kosovo's forests.

**Learning outcomes:** After successfully completing of this course students will be able to:
- discuss about the basis chapters of plant ecology
- understand and know more about geobotany
- understand the basic principles of horizontal and vertical extent of Kosovo vegetation with particular emphasis on Kosovo's forests
- understand the importance of plant ecology and geobotany in favor of deepening the knowledge of Kosovo's forests
- the knowledge gained apply in theory and in practice
Methodology of teaching: Lectures, discussions, laboratory exercises, exercises in nature-research expeditions, consultations, independent projects, homework, Colloquia, seminars, evaluations (I&II), exams.

Assessment methods: The first evaluation: 10%, The second evaluation: 10%, The seminars or other commitments: 10%, Regular attendance: 10%, The final exam: 60%, The total: 100%.

Concretezation tools: / IT: Computers (PCs), Projector, The wall table, laboratory equipments, plant material from herbarium etc.

The ratio between the theoretical and practical study: The ratio between theoretical and practical part is 1.5:1 (3+2).

Main literature:

Title of the course: Forest Resource Administration and Policy

Content of the course: Forest resources in Kosovo and elsewhere occupied lands under various types of ownership (public and private). These forests are managed for several purposes, including the role of forests as sources of recreation, lifestyle, conservation of biodiversity, the supply of wood, and their contributions to climate change mitigation and adaptation. The process of decision-making and implementation on forest resources includes numerous roles stakeholders across multiple scales from individual to national and international level. Dynamic interaction among multiple factors that influence decision-making processes and their results forests poses a complex challenge for the sustainable management of forest resources.

Course objective: The main objective of this course is to give students knowledge management policies of forest resources. This is expected to liaise with practical experience in forest ecosystem management in selected forest areas of Kosovo.

Learning outcomes: After successfully completing of this course students will be able to:
- discuss the sustainable management of forest resources
- discuss the impact of key personalities and perspectives on conservation policies in general, and in particular forests
- understand and know more about the management of public and private forests
- acquire knowledge of the decision making process and decision-making parties
- understand the benefits and rewards of successful management and sustainable forestry.
- apply theoretical knowledge gained in practice.
Methodology of teaching: Lectures, discussions, laboratory exercises, exercises in nature-research expeditions, consultations, independent projects, homework, Colloquia, seminars, evaluations (I&II), exams.

Assessment methods: The first evaluation: 10%, The second evaluation: 10%, The seminars or other commitments: 10%, Regular attendance: 10%, The final exam: 60%, The total: 100%.

Concretization tools / IT: Computers (PCs), Projector, The wall table, laboratory equipments, etc.

The ratio between the theoretical and practical study: The ratio between theoretical and practical part is 1.5:1 (3+2).

Main literature:

Title of the Course: Forest Ergonomics


Course objective: The main objective of this course is to provide students the basic knowledge working science and the importance of forests due to maintenance.

Learning outcomes: After successful completion of the course, students will be able to:
- To recognize the work of human physiology (muscles, breathing and circulation).
- To recognize physical performance and worker fatigue.
To recognize the classification, design and research work.
To know the basic rules of safety and health in forest work.
To know the way the study of accidents and ergonomic control.

Methodology of teaching: Lecture, discussions, laboratory exercises, forest exercises work, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Practical work: 20%, Regular attendance: 5%, Final exam: 55%. Total 100%.

Concretion tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5 : 1 (3 + 2 hours).

Literature:
- MineV.: Leksionet e ergonomisë.

Title of the Course: Environmental Monitoring


Course objective: The goal of this course is that students are provided the knowledge to physical methods, chemical and biological assess the level of air pollution and ground water. Technical and technological measures that must be taken to reduce pollution and implementation of standards in the release of pollutants. Implementing new technologies in control of the state of the environment.

Learning outcomes: The successful completion of this course will enable students to:
- The sources of air, water and soil pollution.
- Standards of allowable pollution level.
- Technical and technological measures and methods that are used for identification and dosing of pollutants.
- The role of indicators in assessing the state biologist that environment.
Methodology of teaching: Lecture, discussions, laboratory exercises, environmental exercises work, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Practical work: 20%, Regular attendance: 5%, Final exam: 55%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5 : 1 (3 + 2 hours).

Literature:

Title of the Course: GIS for landscape analysis

Content of the course: The course will be divided into two parts. In the lecture part, concepts and components of geographic information systems (GIS) will be covered as well as the principles of remote sensing (RS) for earth observation purposes. Furthermore, all essential skills for spatial data handling, analysis and image interpretation needed in landscape ecology will be discussed. In the practical part, students will elaborate thir own project by applying GIS and RS techniques on spatial datasets.

Course objective: The course aims at the knowledge of the Introduction to GIS concepts and techniques, projections and geographical reference systems, spatial data analysis (vector/raster), spatial data management, visualization of spatial data and map creation, introduction to basic concepts and techniques of RS, physical principles of the electromagnetic spectrum, RS platforms and sensors, image data acquisition, processing and analysis, GIS and remote sensing applications in environmental sciences.

Learning outcomes: The successful completion of this course will enable students to:
- understand the fundamental concepts of a GIS including spatial data models, spatial analysis and cartographic principles for landscape ecological questions
- manipulate and manage large spatial datasets adequately
- apply state of the art GIS software packages on environmental datasets
- have an insight into RS concepts and techniques for environmental purposes
- understand the information content of remotely sensed data know
- know to retrieve information’s from it
- analyze and critically question methods and results

Methodology of teaching: In the lecture part, the topics are presented by the lecture while the practical part is dedicated to the students involvement and will be based on a hands – on approach. Generally, Power Point presentations will be available in the course reserve collection database of the Faculty. Additional material will eventually be provided by the lecture.

Assessment methods: Course work will be weighted as follows: final written exam (30%), student project (70%).

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Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5: 1 (3 + 2 hours).

Main Literature:

Additional literature:

Title of the Course: Meteorology


Course objective: The purpose of this subject is that students are offered knowledge for building, air, ozone, formation of precipitation, winds and thanks element climate factors and synoptic.

Learning outcomes: The successful completion of this course will enable students to:
- Recognize the building atmosphere and building components thanks.
- To know about radiation, heat, temperature and humidity.
- Recognize Kosovo climate and climate change.
- Be aware of rainfall and their importance to the environment.
- To know how to make the monitoring of climatic conditions in experimental conditions.

Methodology of teaching: Lecture, discussions, laboratory exercises, environmental exercises work, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Practical work: 20%, Regular attendance: 5%, Final exam: 55%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.
The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 1.5 : 1 (3 + 2 hours).

Literature:
- www.ace.mmu.ac.uk/Resources/gcc/Climate_Change_Study_Guide.pdf

Title of the course: Forest Phytosociology


Course objective: The main objective of this course is to give students basic knowledge of research methods and to profit phytocenologic knowledge about forest phytosociology in particular.

Learning outcomes: After successfully completing of this course students will be able to:
- be able to discussed about the phytosociological (phytocoenological) problems.
- to understand and know more about phytocenosis, especially for forest phytocenosis.
- to know the basic principles of phytocoenological research methodology based on Braun-Blanquet 1964.
- to understand the importance of phytocoenology in favor of research and knowledge in the particular vegetation of the forest vegetation.
- to apply theoretical knowledge in practice.

Methodology of teaching: Lectures, discussions, laboratory exercises, exercises in nature-research expeditions, consultations, independent projects, homework, Colloquia, seminars, evaluations (I&II), exams.
Assessment methods: The first evaluation: 10%, The second evaluation: 10%, The seminars or other commitments: 10%, Regular attendance: 10%, The final exam: 60%, The total: 100%.
Concretization tools / IT: Computers (PCs), Projector, The wall table, laboratory equipments, etc.
The ratio between the theoretical and practical study: The ratio between theoretical and practical part is 1.5:1 (3+2).

Main Literature:
Title of the course: Principles of Forest Management

Content of the course: Sustainable Forest Management (multidisciplinary actions in the interest of preserving the environmental balance, social-economic and spiritual purpose of sustainable forest use). Conservation and sustainable use of natural biodiversity in forests. Good maintenance of ecosystem healthy and productive condition. Conservation of soil and forest resources. Involving the public in community-sustainable use of forestry. Continued contribution of forest ecosystems for the benefit of the cycle of global environmental conservation. Sustainable use of forests and the multiple benefits of society-community. Respecting forestry legislation.

Course objective: The main objective of this course is to give students knowledge of the basic principles of forest management. This is expected to is related with practical experience in forest ecosystem of Kosovo.

Learning outcomes: After successfully completing of this course students will be able to:
- to discuss the importance of conservation of biological diversity, in particular the preservation of biological diversity in foreststë kuptojnë dhe të dë dinë më shumë për ruajtjen e tokës dhe të burimeve ujore
- understand and know more about the preservation of land and water resources
- understand the basic principles of preservation of continued ecological cycles in the forest but also the global ecological cycles
- understand the importance of sustainable forest exploitation and the multiple benefits of community-local residents
- apply knowledge gained in theory and in practice

Methodology of teaching: Lectures, discussions, laboratory exercises, exercises in nature-research expeditions, consultations, independent projects, homework, Colloquia, seminars, evaluations (I&II), exams.

Assessment methods: The first evaluation: 10%, The second evaluation: 10%, The seminars or other commitments: 10%, Regular attendance: 10%, The final exam: 60%, The total: 100%.

Concretization tools / IT: Computers (PCs), Projector, The wall table, laboratory equipments, etc.

The ratio between the theoretical and practical study: The ratio between theoretical and practical part is 1:1 (2+2).
Main Literature:

Title of the course: Forest Protection


Course objective: The main objective of this course is to give students basic knowledge about forest protection. This is expected to is related with practical experience in forest ecosystems in selected forest areas of Kosovo.

Learning outcomes: After successfully completing of this course students will be able to:
- discuss about the importance of forest protection
- understand and know more about abiotic and biotic pests and damage caused by these factors
- understand the principles and strategies for forest protection (Integrated methods and measurements)
- understand the importance of protecting forests from fires and erosion
- apply knowledge gained in theory and in practice through the application of knowledge related with forests and nature

Methodology of teaching: Lectures, discussions, laboratory exercises, exercises in nature-research expeditions, consultations, independent projects, homework, Colloquia, seminars, evaluations (I&II), exams.

Assessment methods: The first evaluation: 10%, The second evaluation: 10%, The seminars or other commitments: 10%, Regular attendance: 10%, The final exam: 60%, The total: 100%.

Concretization tools / IT: Computers (PCs), Projector, The wall table, laboratory equipments, etc.

The ratio between the theoretical and practical study: The ratio between theoretical and practical part is 1.5:1 (3+2).
Main Literature:

ELECTIVE SUBJECTS

Title of the Course: Forest Products

Content of the course: Importance of forest products, measuring forest assortments (volume, overmeasure, improvement) and wood defects (types, method of measuring, determination of damage impact). Application and comparison of forest assortment standards, tree bucking – value relation between assortments, bucking optimization. Mechanical and chemical wood processing, non-timber forest products – their importance and usefulness.

Course objective: The student should be familiar with the basics of forest growth, physical factors, areas of European vegetation, thinning, forest thinning patterns etc.

Learning outcomes: The successful completion of this course will enable students to:
- Recognize the environmental conditions of forest growth.
- Be aware of the types of forests in Kosovo.
- Recognize stock zonal and individual tree growth.
- To know about the structure of the forest and forest bonitimin.
- To know how to do thinning and applying them to increase forest productivity.

Methodology of teaching: Lecture, discussions, laboratory exercises, forest exercises work, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 30%, Practical work: 20%, Regular attendance: 10%, Final exam: 40%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2 + 1 hours).

Literature:
- Mine V, Postolo A, Tabaku V. “Rralimet Tregtare” 2002
Title of the Course: Forest Hydrology


Course objective: The main objective of this course is to provide more students with the knowledge of forest hydrology and the importance of this area in the forest environment. The goal supports the recognition of the different forms of water and their effect working in the woods.

Learning outcomes: The successful completion of this course will enable students to:
- Recognize the role and importance of the matter, methods, techniques and tools that apply.
- Be aware of the effect of water, fog and snow in the forest environment.
- To recognize the characteristics of running waters and the effect of precipitation in the woods.
- To know the ecology and diversity of living species living in these aquatic habitats.
- Be aware of the effects of polluted water flowing in the forest areas in particular.

Methodology of teaching: Lecture, discussions, laboratory exercises, forest exercises work, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Practical work: 20%, Regular attendance: 10%, Final exam: 50%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2 + 1 hours).

Literature:
Title of the Course: Plant Production

Content of the course: Plant production as a basis for utilization of agricultural land for the purpose of satisfying human needs as part of a sustainable concept of land utilization. Soils as a substrate for agricultural crops: cultivation and nursing of soils in the complex of soil characteristics. Humus and nutrient management, Distribution of field crops into groups according to agronomical criteria (cereals, oil plants, grain legumes, root crops, tuberous crops, arable forage plants, special field crops, cover crops). Systems of crop rotation.

Course objectives and Learning outcomes:: Presentation of different branches of crop production: main characteristics of agriculture, viticulture, fruit and vegetable growing. Cultivation of land and importance of crop rotation: the purpose of different land cultivation and use of mechanization. Growing technologies: students get acquainted with techniques for perennials, production in greenhouses, hydroponic techniques. The main distinctions between integrated and ecological growing are presented. Why and how different substrates can be used, what is the role and importance of different varieties. Discussion on different irrigation systems, what is fertigation, what kind of fertilizers are used for plant growing, the purpose of plant protection – curative, preventive.

Methodology of teaching: Lecture, discussions, laboratory exercises, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Second evaluation: 20%, Regular attendance: 5%, Final exam: 55%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2+1 hours).

Literature:

Title of the Course: Forest Mycorrhiza

Content of the Course: Basics of the biology of forest soils and interactions in the rhizosphere. Introduction to the physiology of mineral nutrition and structure and function of roots of forest trees. Forms of mycorrhizal symbiosis, partners in symbiosis and functions in terrestrial biomes. Structure and development of ectomycorrhizal roots of forest trees. The role of mycorrhiza in cycling carbon, nitrogen, phosphorus and other nutrients. Identification and physiology of types of ectomycorrhiza. Methods of identification of ectomycorrhizal communities and introduction to the molecular ecology of types of ectomycorrhiza. The role of ectomycorrhiza in forest ecosystems, successions of mycorrhizal fungi and
ectomycorrhiza. Silvicultural measures and other anthropogenic influences on mycorrhizal communities. Methods of mycobioindication of stress in forest soils and forest ecosystems

**Course objective:** The main objective of this course is to offer students more knowledge mycorrhizal role and interaction that they have with forest trees. The goal supports the recognition of different types of forest mycorrhiza and their role in forest ecosystems.

**Learning outcomes:** The successful completion of this course will enable students to:
- Recognize the role and importance of soil biology, soil, forests and interactions in rhizosphere.
- Be aware of symbiosis mycorrhizal and the role of timber plant roots in this process.
- Recognize the role of mycorrhiza and their role in plant nutrition.
- Be aware of their role in forest ecosystems in general.
- Be aware of research methods applied to mycorrhiza.

**Methodology of teaching:** Lecture, discussions, laboratory exercises, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Practical work: 20%, Regular attendance: 10%, Final exam: 50%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2 + 1 hours).

**Literature:**

**Title of the Course: Urban Silviculture**

**Content of the Course:** Introduction in urban silviculture (definition, concepts and economic benefits, social and faunistic). Master plan for development of urban forestry, vision, goal and objective. History and documentation, the benefits. Strategic plan of green zones. The collection of seeds of wood and decorative plants. The production of decorative plants. The green zones of erosion areas. Building green zones. Restoration of green urban zones.

**Course objective:** The main purpose of this course is to provide students with knowledge about the application of this field in regulation and greening of urban spaces.

**Learning outcomes:** The successful completion of this course will enable students to:
- Recognize the importance of urban silviculture and development thanks.
- To recognize the quality of forest types and decorative plants.
- Be aware of the different ways that apply to the production of seedlings of ornamental types.
To know the composition of species in various greening urban spaces and private.

To know how to do the maintenance of urban ornamental plants.

**Methodology of teaching:** Lecture, discussions, laboratory exercises, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Practical work: 20%, Regular attendance: 10%, Final exam: 50%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2 + 1 hours).

**Literature:**

**Title of the Course: The Forest Fire Protection**

**Content of the Course:** The Fire characteristics. The flora of mediterian and climate specifics which favorize the fires in this areas. The pathology and damages of insects of forest plants which favorize the conditions for fires. Accidental and cyclic fire causes. The identification of possible fire sources, the establishmnt of surveillance signalization system. The measures of fire prevention; the silvotechnical measure, mechanical and appropriate. The measures for fire limitation. The effects of combustion on the biocenosis and forest ecosystems. The effects of massive fire of forest on the aer pollution. The mechanics and motorization of the process of fire supression in the forest. Some of the first plant organisms, shampions, bacteria, which first inhabit in the fire demaged area, the measures for the facilititation of inhabiton. The Kosovo, Europian and Global legislation for the protection of forests from fire.

**Course objective:** It supports the recognition of national and European legislation on forest protection as well as potential causes that may lead to forest fires. The goal supports recognition of forest structure and effects that cause some natural causes but also accidental man.

**Learning outcomes:** The successful completion of this course will enable students to:
- To recognize the concept of forest fire.
- To recognize the necessary infrastructure to be honored with the aim of preventing and extinguishing forest fires.
- Know and monitor the damage caused by forest fires.
- To possess the knowledge and skills to develop awareness campaigns and the use of effective mechanisms to protect forests from fires.
- To know how to prevent fires.

**Methodology of teaching:** Lecture, discussions, laboratory exercises, consultations, seminars, individual research and teaching, partial exam, final exam.

Assessment methods: First evaluation: 20%, Practical work: 20%, Regular attendance: 10%, Final exam: 50%. Total 100%.
Concretion tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2 + 1 hours).

**Literature:**


**Title of the Course: Forest Engineering**


**Course objective:** It supports in recognition of the movement and the role of forest roads in forest ecosystems.

**Learning outcomes:** The successful completion of this course will enable students to:

- To recognize the concept of traffic flow and forest.
- Know the characteristics, quality and traffic loads forest.
- To recognize the format and the importance of forest roads.
- To possess the knowledge and skills for opening and maintenance of forest roads.
- To know how to preserve forests and mechanism of the effects of forest roads on the forest ecosystem.

**Methodology of teaching:** Lecture, discussions, laboratory exercises, consultations, seminars, individual research and teaching, partial exam, final exam.
Assessment methods: First evaluation: 20%, Practical work: 20%, Regular attendance: 10%, Final exam: 50%. Total 100%.

Concretization tools: Computer, projector, tables, laboratory equipment, etc.

The ratio between the theoretical and practical study: The relationship between the theoretical and practical is 2:1 (2 + 1 hours).

Literature:
- Potocnik, I., 2003. Forest road formation ěidth as an indicator of human impact on forest environment. Ekologia (Brtisl.).

Modul: Environmental policies

Content of the course: Environmental policies to the benefit of economic development and social welfare in harmony with the fundamental principles of environmental protection as the concept of sustainable development. International environmental policy acts related to biodiversity (Ramsar Convention, Bern Convention, Bonn Convention, the Convention on International Trade in Endangered Species of flora and fauna in the wild-CITES, the Convention of Rio, the Aarhus Convention, the Cartagena Protocol). Environmental legislation in Kosovo. Legislation of forests in Kosovo.

Course objective: The main objective of this course is that students will be provided with basic knowledge of environmental policies at the international level and at the local level. This is expected to relates with practical experience in different ecosystems of Kosovo environment including forests selected areas of Kosovo.

Learning outcomes: After successful completion of this course students will be able to:
- Discuss the importance of environmental policies
- understand and know more about international environmental acts
- understand and know more about the local environmental policies
- Understand the importance of protecting biodiversity in general, in particular biodiversity in forests
- apply knowledge gained in theory and in practice through the application of knowledge relating to the environment.

Methodology of teaching: Lectures, discussions, laboratory exercises, exercises in nature-research expeditions, consultations, independent projects, homework, Colloquia, seminars, evaluations (I&II), exams.

Assessment methods: The first evaluation: 10%, The second evaluation: 10%, The seminars or other commitments: 10%, Regular attendance: 10%, The final exam: 60%, The total: 100%.

Concretization tools / IT: Computers (PCs), Projector, The wall table, laboratory equipments, materials from nature (photos and recordings from different environments) etc.
The ratio between the theoretical and practical study: The ratio between theoretical and practical part is 2:1 (2+1).

**Literatura:**

**Title of the course: Forest Revitalization**

**Content of the course:** The forests and their importance. Degradation and forest degradation causes. Forest Revitalization (Why, where, how to become revitalization of forests). Revitalization of ecological functions. Revitalization of socio-economic values. Return of landscape trees able to previous scriptures. Revitalization of different types of forests. Revitalization after disturbances (after fires, storms, risk management of invasive alien species, erosion control, restoration of the forest in the space (land) abandoned). Respecting forestry legislation.

**Course objective:** The main objective of this course is to give students basic knowledge to revitalize the forest. This is expected to is related with practical experience in forest ecosystems in selected areas of degraded but also stored forests of Kosovo.

**Learning outcomes:** After successfully completing of this course students will be able to:
- to discuss the importance of revitalizing the forestë kuptojnë dhe të dinë më shumë për degradimet në pyje
- understand and know more about forest degradation
- understand why, where and how to do revitalization of forests
- realize the revitalization of the ecological functions and the revitalization of the socio-economic values
- understand the importance of revitalization after disorders in the forest
- apply knowledge gained in theory and in practice

**Methodology of teaching:** Lectures, discussions, laboratory exercises, exercises in nature-research expeditions, consultations, independent projects, homework, Colloquia, seminars, evaluations (I&II), exams.

Assessment methods: The first evaluation: 10%, The second evaluation: 10%, The seminars or other commitments: 10%, Regular attendance: 10%, The final exam: 60%, The total: 100%.

Concretization tools / IT: Computers (PCs), Projector, The wall table, laboratory equipments, etc.

The ratio between the theoretical and practical study: The ratio between theoretical and practical part is 2:1 (2+1).

**Main Literature:**
Title of the Course: Practical training

Content of the Course: Practice takes place under the supervision of mentors in organizations and enterprises operating in the fields of forestry, forest resource management and nature conservation. In addition to the public forest service, practice can also take place in large concessionary enterprises and specialized organizations and enterprises. The wide range of employment possibilities for forestry graduates and the wide variety of organizations means that the contents of practice are adapted to the specific fields of work of organizations and enterprises. The details of the program of practice are agreed among the student, the vicedean of forestry and the mentor in the organization. The program can include the following fields of work: silviculture, forest protection, forest management planning, forest harvesting, forestry engineering, hunting and game management, urban forestry and arboristics, contact with forest owners and the public, economics and organization. Practice can take place abroad.

Assessment

The student must produce a detailed, daily diary of the practice and obtain a certificate of performed practice.

Reading list

Literature is chosen in cooperation with the mentor, in relation to the obligatory contents and which is in the possession of the organization providing the practice.
## 2.3 School Education (BA)

### 3.1. Information about the academic programme School education

<table>
<thead>
<tr>
<th>Description (name) of the study programme</th>
<th>School education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of qualification according to NQF (with abbreviations BA, MA, PhD, doctorate programme, university course, certificate or professional diploma)</td>
<td>BA</td>
</tr>
<tr>
<td>Academic degree or name of the diploma, spelled out in full and in abbreviated form</td>
<td>Bachelor in School Education</td>
</tr>
<tr>
<td>Area of study according to the <em>Erasmus Subject Area Codes</em> (ESAC)</td>
<td>05 School education</td>
</tr>
<tr>
<td>Profile of the academic programme (specialisation)</td>
<td>School education</td>
</tr>
<tr>
<td>Target group</td>
<td>Those who have completed high school and equivalent with him</td>
</tr>
<tr>
<td>Minimum duration of studies</td>
<td>8 semestres, 4 years</td>
</tr>
<tr>
<td>Form of studies (full time, part time, distance learning etc.)</td>
<td>Full time</td>
</tr>
<tr>
<td>Number of ECTS credits (total and per year)</td>
<td>4 X 60 ECTS, Total 240 ECTS</td>
</tr>
</tbody>
</table>
| Modules / Subjects (titles) | 1. ALBANIAN LANGUAGE I, II and III\(^3\)  
2. MATHEMATICS I and II  
3. ENGLISH LANGUAGE I  
4. PHILOSOPHY OF EDUCATION  
5. ACADEMIC LEARNING SKILLS  
6. ICT IN PRESCHOOL EDUCATION  
7. BASICS IN MUSIC EDUCATION WITH METHODOLOGY |

\(^3\)With Bold are obligated course
<p>| 8. | PEDAGOGICAL PRACTICE I, II, III, IV |
| 9. | COMMUNICATION IN EDUCATION |
| 10. | NATIONAL EDUCATION HISTORY |
| 11. | DRAWING |
| 12. | INTRODUCTION TO PSYCHOLOGY |
| 13. | LEARNING THEORY |
| 14. | ENGLISH II |
| 15. | INTERPRETATION WITH INSTRUMENTS |
| 16. | CIVIC EDUCATION |
| 17. | PHYSICAL HEALTH EDUCATION |
| 18. | COMMUNICATION SKILLS WITH CHILDREN |
| 19. | LITERATURE FOR CHILDREN |
| 20. | THE MATHEMATICS TEACHING METHODOLOGY I |
| 21. | NATIONAL HISTORY |
| 22. | PLAYWRIGHT AND PUPPET SHOW |
| 23. | FINE ARTS |
| 24. | DEVELOPMENTAL PSYCHOLOGY |
| 25. | Children’s rights and teacher’s ethics |
| 26. | SOCIAL SCIENCE METHODOLOGY |
| 27. | STRATEGIES AND METHODS OF LITERACY |
| 28. | BASICS OF NATURAL SCIENCES WITH METHODOLOGY I |
| 29. | SCHOOL AND COMMUNITY |
| 30. | LIFELONG-LEARNING |
| 31. | CONTEMPORARY TRENDS IN EDUCATION |
| 32. | METHODOLOGY OF LITERARY READING |
| 33. | BASIC STATISTICS |
| 34. | Strategies and methods of writing and reading |
| 35. | INCLUSIVE EDUCATION WITH METHODOLOGY |
| 36. | EDUCATIONAL PSYCHOLOGY |
| 37. | ENVIRONMENTAL EDUCATION |</p>
<table>
<thead>
<tr>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>38. CURRICULUM DEVELOPMENT</td>
</tr>
<tr>
<td>39. LEARNING DIFFICULTIES</td>
</tr>
<tr>
<td>40. ENGLISH LANG.FOR TEACHER</td>
</tr>
<tr>
<td>41. Bases of natural sciences and methodology</td>
</tr>
<tr>
<td>42. EDUCATION AND THE MEDIA</td>
</tr>
<tr>
<td>43. METHODOLOGY OF TEACHING MATHEMATICS II</td>
</tr>
<tr>
<td>44. HISTORY OF NATIONAL LITERATURE</td>
</tr>
<tr>
<td>45. METHODOLOGY OF PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>46. ALBANIAN LANGUAGE METHODOLOGY</td>
</tr>
<tr>
<td>47. ETHNOLOGY AND POPULAR LITERATURE</td>
</tr>
<tr>
<td>48. ASSESSMENT IN EDUCATION</td>
</tr>
<tr>
<td>49. PSYCHOLOGY OF PERSONALITY</td>
</tr>
<tr>
<td>50. CLASS MANAGEMENT AND DISCIPLINE</td>
</tr>
<tr>
<td>51. CHILDREN AND OUTDOOR LEARNING</td>
</tr>
<tr>
<td>52. BASIS OF EDUCATION RESEARCH</td>
</tr>
<tr>
<td>53. DIPLOMA THESIS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of study places</td>
<td>100</td>
</tr>
<tr>
<td>Person in charge for the study programme</td>
<td>Prof. Asc. Ismet Temaj</td>
</tr>
<tr>
<td>Permanent scientific/artistic personnel (number per staff category)</td>
<td>See Annex</td>
</tr>
<tr>
<td>Tuition fees</td>
<td></td>
</tr>
</tbody>
</table>
3.2. Rationale of the labor market program
School education is one of the programs that are required in the labor market. The network of school in the country is expanding. Changes and developments based in Kosovo Curriculum Framework raise demand for primary education for which required qualified teachers for I-V grade. Qualification and preparation of teachers are requirement of the time.

The Education Faculty currently has a high rate of employability for its graduates. They are hired in institutions of preschool and elementary level throughout Kosova. In the country the private universities are not entitled legally to offer programs that prepare new teachers, so the Education Faculty in Public University of Gjakova remains one of the institutions who prepare new teachers for primary school level.

Teachers graduated in the Education Faculty gain knowledge and learn both the teaching and learning rules in different education fields, they as well will become familiar with relationships between educational processes on one side and the individual and society on the other. They acquire the full specter of special professional competencies required for the mastering of their study fields and/or disciplines they will work on in the future as professionals (teachers, advisers, etc).

3.3 International comparability of the academic programme

Faculty: Faculty of Education
Department: 

<table>
<thead>
<tr>
<th>Title of the study programme: Primary Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
</tr>
</tbody>
</table>

Number of ECTS credit points for the proposed study programme: 240

European university study programmes which can be compared to the preschool programme of the Faculty of Education (University #1 means the University with which the programmes of study are compatible up to 85% and University #2 means University with which there is similarity)⁴.

<table>
<thead>
<tr>
<th>Name of university</th>
<th>Public University of Gjakova</th>
<th>University #1</th>
<th>University #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Faculty of Education</td>
<td>Faculty of Education</td>
<td>Faculty of Teacher Training</td>
</tr>
<tr>
<td>Department</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title of program of studies</td>
<td>Primary Program</td>
<td>Razredni Pouk</td>
<td>preddiplomski sveučilišni učiteljski studij</td>
</tr>
<tr>
<td>% of comparison.</td>
<td>100</td>
<td>~ 85 ~ %</td>
<td>70-80 %</td>
</tr>
</tbody>
</table>

⁴ See attached to the Self-assessment Report copies of the Programmes from the Universities of Ljubljana, University Of Maribor, University of Zagreb and University of Rijeka.
The program of study in European universities which is comparable with primary program of the faculty of education.
(University # 1 means the University with which study programs are in compliance 85% and University # 2 means University which is similar)\(^5\).

### 3.4. Target group of the program

All candidates who have completed high school (12 years of schooling) and have passed the Matura examm enroll in preschool Faculty of Education. They need to pass the knowledge test exam linguistic communication and basic mathematical. Acceptance of candidates depends on the number of points that each candidate collects. It is also very important that students who choose this direction to have a desire and passion to work with students.

Students who choose to study in primary program at the Faculty of Education offered the opportunity to acquire knowledge and competence in the general subjects, academic and didactic-methodological. The graduates acquire knowledge and competencies in general, academic and didactic-methodological classes. These competencies include: knowledge on their relevant class (academic knowledge), reflection and professional proficiency in problem-solving, communication and team work with other education professionals, a holistic conceptualization of children and youth, familiarization and understanding of learners' developmental characteristics, understanding of learners' differences and needs, etc.

### 3.5. Orientation program of study leading to the principles of the Faculty

As part of this program of the Faculty of Education will ensure higher education for future primary school teachers during the four years of undergraduate studies that will complete 240 ECTS Credits in accordance with criteria defined by the higher education system of European Area (Bologna Agreement).

The existence and functioning of this program in Gjakova besides the reasons mentioned at the point 1.1. of this report are:

- The need of students as future primary school teachers from the region of Gjakova and further, to achieve professional competences in accordance with the competences which are achieved on the relevant faculties of Europe, while respecting the specific features of Kosovo culture and tradition in training of teachers.

- Preparing future primary school teachers based on scientific knowledge, artistic creativity, educational experiences and innovative methodologies - making considerable progress in the promotion of education and the inclusive education.

- Taking into consideration the progressive changes of the education curriculum, the training of teachers is the most important element in the implementation of curricular changes.

- Teachers have a major role regarding to implementation of curriculum in educational institutions and their professional preparation intended to help to overcome the challenges in organizing learning activities.

Faculty of Education in Gjakova, as an institution that prepares teachers for the first two levels of education, continues the tradition of former SHLP "Bajram Curri"

\(^5\)Bashkangjitur me raportin e Vetvlerësimit do të gjeni kopjet e Programeve te Universitetit te Ljubljane, Universitetit te Mariborit, Universitetit të Zagrebit dhe Universitetit të Rijekës
preparing new teachers, it has the human resources to fulfil the conditions required for the formation of teachers who work in primary school.

3.6. Aim and objectives in primary education

To train the students to realize the subjects of Primary schools (native language, mathematics, nature, society, culture, music, art and health, as well as the implementation of educational technology).

This programme prepares students:
- For promotion, organization, evaluation, and implementation of educational curriculum effectively to students, parents and other members of the society – community,
- With the knowledge, understanding and skills in order to respond to the demands of the 21st century,
- For emphasizing the different options of study-learning educational issues within primary education;
- Using the different teaching methodologies through professional practice in schools;
- Understanding the importance of practice in schools;
- The system of credits allows for deepening recognition of certain fields within the optional courses, in addition to compulsory subjects of the program;
- Training on the use and application of modern achievements in the field of primary education and the application of information technology in development activities with primary school students (class I to V);
- Knowing the interdisciplinary contents and inclusive education,
  Familiarity with working in educational institutions during the implementation of Professional practices developed within specific didactics;
  Students Professional Practice is coordinated and organised by the coordinator of practise learning in cooperation with the primary schools in the region of Prizren.

3.7. Learning outcomes

The studying in this programme are BA level (4 years), with 8 semesters each one of 30 ECTS, in total 240 ECTS.

During the four-year study is expected that students will be able to:
- Creating an experience through practical training on teaching and learning
- Successful management class
- Taking an active role in raising the quality of learning among students in schools
- Creating a positive classroom climate and learning organization through various forms
- Establishing professional relationships with teachers, principals and parents
- Relationship of theoretical information with practical work with students in schools with children,
- In applying the principles of inclusive educational process.
Practice of teachers based on the principles of teaching, etc.

3.8. The relationship between theory and practice
In each of the cases described by the curriculum is the relationship between practical and theoretical knowledge. The Faculty of Education is generally known for the development of professional practice which is also one of the basic features that distinguishes this Faculty from other faculties. Professional practice is organized in four years of study.

By developing a qualitative partnership with educational institutions, students of the Education Faculty become related with practice - practical teaching which is implemented in 22 weeks in the 4-year period of the studies. By means of practical teaching, students establish links and enrich the knowledge gained in the faculty under the guidance of their mentors.

3.9. Calculation of ECTS
The program of studies in preschool is running full time. The program of study is 4 years (240 ECTS) divided into eight semesters (1 semester is 30 ECTS). All subjects were charged with ECTS value, and that one (1) ECTS is equivalent to (25) twenty-five to thirty (30) hours. They are calculated according to the tables below:

**Activity and quantity of work required:** The number of credits

<table>
<thead>
<tr>
<th>Activity</th>
<th>hours</th>
<th>weeks</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>3</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>Exercises</td>
<td>2</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Contacts with teachers / consultations</td>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Colloquium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home-work</td>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Time of student self study</td>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Preparation for final exam</td>
<td>2</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Time spent on assessment (tests, final exam)</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Projects etc.</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Totally loads</strong></td>
<td></td>
<td></td>
<td><strong>159 hours</strong></td>
</tr>
</tbody>
</table>

3.10. Practical work – Internship
Through practical training coordinator for the Faculty of Education organized internships which is mandatory for students and is organized by the Faculty. During the second, third and fourth students go in primary schools and in accordance with the requirements contained in the Manual on practical teaching them practical work completed. Distribution of students in schools is done according to the plan which is draft within the faculty and harmonized with the Municipal Education.

In the table below are defined exactly which data indicate the time during which students are involved in practical learning at all stages through the school years

| Practical learning in primary school Faculty of Education – Primary program | 128 |
### Semesters

<table>
<thead>
<tr>
<th>Semester</th>
<th>On campus</th>
<th>In primary school</th>
<th>Semester</th>
<th>On campus</th>
<th>In primary school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>/</td>
<td>Did not spent time on school</td>
<td>2</td>
<td>Lecture(s)</td>
<td>Did not spent time on school</td>
</tr>
<tr>
<td>3</td>
<td>/</td>
<td>Did not spent time on school</td>
<td>4</td>
<td>Lectures</td>
<td>10 weeks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$20 \text{ DAYS } \times 5 = 100 \text{ HOURS}$ every Monday and Friday</td>
</tr>
<tr>
<td>5</td>
<td>Lectures</td>
<td>15 weeks twice a week Every Monday and Friday</td>
<td>6</td>
<td>The practice in school</td>
<td>$30 \text{ DAYS } \times 5 = 150 \text{ HOURS}$ every Monday and Friday</td>
</tr>
<tr>
<td>7</td>
<td>/</td>
<td>Did not spent time on school</td>
<td>8</td>
<td>The practice in school</td>
<td>$39 \text{ DAYS } \times 5 = 195 \text{ HOURS}$ every Tuesday, Wednesday and Thursday</td>
</tr>
</tbody>
</table>

### 3.11. Plan of research program

Enabling students to develop research within the subject as "Pedagogical practice" I, II, III and IV, "Special education methodologies" and "Basics of research in education." Presented research student works in the form of forums before their teachers and peers. In the future it is expected that in cooperation with the work of their teachers to participate in various conferences and published in scientific journals of national and international.

The teachers of the faculty individually carry out different scientific research in their field also in the primary education. This research mainly aims the achievement and presentation of scientific results from their study fields, which are presented in conferences and other scientific gathering in the country:

- Different seminars in Prishtina University faculties, etc.

Also the teachers participate and present their research and scientific achievements in international scientific conferences:

- Annual Conference of the Association for Teacher Education in Europe,
- Teacher Education Policy in Europe,
- CERME, etc.

The results of the research staff of the Faculty of Education are presented in the internationally recognized journals.

In cooperation of the Faculty of Education at the Public University of Gjakova and the Faculty of Education at the University of Prishtina publish the magazine "Edukologjia" which publishes works by FE teachers and assistants and other researchers from universities and other institutions. So far, some volumes of the magazine have been published with the works of professors and staff of the Faculty of Education, but also contributors from outside the faculty and the university.
3.12. Entry requirements and admissions procedure for students

The number of students who are registered in the first year is 100 (in the academic year 2013-14 there were registered about 200 students) for full-time studies.

In the first year of studies all candidates who have finished secondary schools can be registered (12 years of schooling), and who have taken the Matura examination and to pass the assessment test in language communication knowledge and the basic maths knowledge. The acceptance of candidates is made from the list based on the points gained by candidates.

In this program, as in other programmes of the Faculty of Education, candidates are accepted from all of Kosovo, from Albania, Montenegro, etc. Candidates from outside Kosovo before applying conduct the nostrification of their education completed outside of Kosovo.

**TITLE OF ACADEMIC DEGREE (EXACT WORDING)**

After successfully finishing the study in the programme, candidates obtain title: **Bachelor in Primary Education.**
## 3.13. CURRICULA – STUDY PLAN

### Year I - Primary Education Program

#### Semester I

<table>
<thead>
<tr>
<th>Course</th>
<th>Status</th>
<th>Name of course</th>
<th>L</th>
<th>E</th>
<th>EC</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 101</td>
<td>C</td>
<td>ALBANIAN LANGUAGE FOR PRIMARY EDUCATION I</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>Prof.ass.Dr.Sindorela Doli-Kryeziu Ass.Ma.Petrit Duraj</td>
</tr>
<tr>
<td>Edu 102</td>
<td>C</td>
<td>MATHEMATICS FOR PRIMARY EDUCATION I</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>Prof.asoc.Dr..Ismet Temaj</td>
</tr>
<tr>
<td>Edu 103</td>
<td>C</td>
<td>ENGLISH LANGUAGE FOR PRIMARY EDUCATION I</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>Mr.sc.Laura Naka,ligjëruese</td>
</tr>
<tr>
<td>Edu 104</td>
<td>C</td>
<td>PHILOSOPHY OF EDUCATION</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Prof. ass. Dr. Behxhet Gaxhiqi Ass.Ma.Zamira Gashi</td>
</tr>
<tr>
<td>Edu 105</td>
<td>O</td>
<td>ACADEMIC LEARNING SKILLS</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Prof. ass. Dr. Behxhet Gaxhiqi Ass.Ma.Zamira Gashi</td>
</tr>
<tr>
<td>Edu 113</td>
<td>O</td>
<td>DRAWING</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Dr.sc. Ilir Muharremi</td>
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*Student shall choose an optional course from the list of optional courses (O).*

#### Semester II

<table>
<thead>
<tr>
<th>Course</th>
<th>Status</th>
<th>Name of course</th>
<th>L</th>
<th>E</th>
<th>EC</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 106</td>
<td>C</td>
<td>ALBANIAN LANGUAGE FOR PRIMARY EDUCATION II</td>
<td>3</td>
<td>2</td>
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<td>Prof.ass.Dr.Sindorela Doli-Kryeziu Ass.Ma.Albulena Alidemaj</td>
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<tr>
<td>Edu 107</td>
<td>C</td>
<td>MATHEMATICS FOR PRIMARY EDUCATION II</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>Prof.asoc.Dr..Ismet Temaj Ass. Veli Gashi</td>
</tr>
<tr>
<td>Edu 108</td>
<td>C</td>
<td>ICT IN PRIMARY EDUCATION</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>Prof.asoc.Dr.Naim Brahaj</td>
</tr>
<tr>
<td>Edu 109</td>
<td>C</td>
<td>BASICS OF MUSICAL EDUCATION WITH METHODOLOGY</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>Prof.Asoc.Dr Bajram Qupi</td>
</tr>
<tr>
<td>Edu 110</td>
<td>C</td>
<td>PEDAGOGICAL PRACTICE I</td>
<td>/</td>
<td>2</td>
<td></td>
<td>Prof.Dr.Dem Hoti</td>
</tr>
<tr>
<td>Edu 111</td>
<td>O</td>
<td>COMMUNICATION IN EDUCATION</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Prof.Asoc.Dr. Naser Zabeli</td>
</tr>
<tr>
<td>Edu 112</td>
<td>O</td>
<td>NATIONAL EDUCATION HISTORY</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Prof.asoc.Dr. Fahredin Shabani Ass. Mas. Artan Reshani</td>
</tr>
</tbody>
</table>

*Student shall choose an optional course from the list of optional courses (O).*
<table>
<thead>
<tr>
<th>Course</th>
<th>Status</th>
<th>Name of course</th>
<th>L</th>
<th>E</th>
<th>EC TS</th>
<th>Teacher</th>
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<tbody>
<tr>
<td>Edu 114</td>
<td>C</td>
<td>ALBANIAN LANGUAGE FOR PRIMARY EDUCATION III</td>
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<td>6</td>
<td>Prof. asoc. Dr. Naser Pajaziti</td>
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<td>Ass. Ma. Albulena Alidemaj</td>
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<td>Edu 115</td>
<td>C</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>Ma.sc. Emirjeta Kumnova</td>
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<tr>
<td>Edu 116</td>
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<td>LEARNING THEORY</td>
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<tr>
<td>Edu 117</td>
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<td>ENGLISH FOR PRIMARY EDUCATION II</td>
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<td>5</td>
<td>Prof. asoc. Dr. Sermin Tortula</td>
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<td>Ass. Herolinda Bylkbashi</td>
</tr>
<tr>
<td>Edu 118</td>
<td>O</td>
<td>INTERPRETATION WITH INSTRUMENTS</td>
<td>2</td>
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<td>4</td>
<td>Prof. Asoc. Dr. Bajram Qupi</td>
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<tr>
<td>Edu 119</td>
<td>O</td>
<td>CIVIC EDUCATION</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>Prof. asoc. Dr. Fahredin Shabani</td>
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<td>Ass. Mas. Artan Reshtani</td>
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<tr>
<td>Edu 120</td>
<td>O</td>
<td>PHYSICAL HEALTH EDUCATION</td>
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<tr>
<td>Edu 121</td>
<td>O</td>
<td>COMMUNICATION SKILLS WITH CHILDREN</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>Prof. ass. Dr. Behxhet Gaxhiqi</td>
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</table>

*Student shall choose two (2) optional course from the list of optional courses (O).*

<table>
<thead>
<tr>
<th>Course</th>
<th>Status</th>
<th>Name of course</th>
<th>L</th>
<th>E</th>
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<th>Teacher</th>
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</thead>
<tbody>
<tr>
<td>Edu 122</td>
<td>C</td>
<td>LITERATURE FOR CHILDREN</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>Prof. Dr. Sabaudin Cena</td>
</tr>
<tr>
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<td></td>
<td>Ass. Ma. Gjyle Totaj</td>
</tr>
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<td>Edu 123</td>
<td>C</td>
<td>THE MATHEMATICS TEACHING METHODOLOGY I</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>Prof. asoc. Dr. Ismet Temaj</td>
</tr>
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<td>Ass. Veli Gashi</td>
</tr>
<tr>
<td>Edu 124</td>
<td>C</td>
<td>PEDAGOGICAL PRACTICE II (5 WEEKS)</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>Prof. Dr. Dem Hoti</td>
</tr>
<tr>
<td>Edu 125</td>
<td>C</td>
<td>NATIONAL HISTORY</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>Prof. asoc. Dr. Fahredin Shabani</td>
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<td></td>
<td>Ass. Mas. Artan Reshani</td>
</tr>
<tr>
<td>Edu 126</td>
<td>O</td>
<td>PLAYWRIGHT AND PUPPET SHOW</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Dr. Ilir Muharremi</td>
</tr>
<tr>
<td>Edu 127</td>
<td>O</td>
<td>FINE ARTS</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Mr. sc. Bardha Buza</td>
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<tr>
<td>Edu 128</td>
<td>O</td>
<td>DEVELOPMENTAL</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Prof. ass. Dr. Behxhet Gaxhiqi</td>
</tr>
<tr>
<td>Course</td>
<td>Status</td>
<td>Name of course</td>
<td>L</td>
<td>E</td>
<td>EC TS</td>
<td>Teacher</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>--------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>-------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Edu 129</td>
<td>O</td>
<td>CHILDREN’S RIGHTS AND TEACHER’S ETHICS</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Prof.asoc.Dr. Fahredin Shabani Ass. Mas. Artan Reshani</td>
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</table>

*Student shall choose an optional course from the list of optional courses (O).*

**Year III - Primary Education Program**

**Semester V**

<table>
<thead>
<tr>
<th>Course</th>
<th>Status</th>
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<th>E</th>
<th>EC TS</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 130</td>
<td>C</td>
<td>SOCIAL SCIENCE METHODOLOGY</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>Prof.asoc.Dr. Fahredin Shabani Ass. Mas. Artan Reshani</td>
</tr>
<tr>
<td>Edu 131</td>
<td>C</td>
<td>STRATEGIES AND METHODS OF LITERACY</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>Prof. ass. Dr.Haki Xhakli</td>
</tr>
<tr>
<td>Edu 132</td>
<td>C</td>
<td>PEDAGOGICAL PRACTICE III (6 WEEKS)</td>
<td></td>
<td></td>
<td>6</td>
<td>Prof.Dr. Dem Hoti</td>
</tr>
<tr>
<td>Edu 133</td>
<td>C</td>
<td>BASICS OF NATURAL SCIENCES WITH METHODOLOGY I</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>Prof.Dr.Isa Elezi Ass. Mas. Ismet Ahmetaj</td>
</tr>
<tr>
<td>Edu 134</td>
<td>O</td>
<td>SCHOOL AND COMMUNITY</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Prof.asoc.Dr. Naser Zabeli</td>
</tr>
<tr>
<td>Edu 135</td>
<td>O</td>
<td>LIFELONG-LEARNING</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Mr.sc.Milaim Cikaqi</td>
</tr>
<tr>
<td>Edu 136</td>
<td>O</td>
<td>CONTEMPORARY TRENDS IN EDUCATION</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Prof.asoc.Dr. Fahredin Shabani Ass. Mas. Artan Reshani</td>
</tr>
<tr>
<td>Edu 137</td>
<td>O</td>
<td>METHODOLOGY OF LITERARY READING</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Prof.Dr. Sabaudin Cena Ass.Ma.Gjyle Totaj</td>
</tr>
<tr>
<td>Edu 138</td>
<td>O</td>
<td>BASIC STATISTICS</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Prof. Dr. Fevzi Berisha</td>
</tr>
</tbody>
</table>

* Student shall choose an optional course from the list of optional courses (O).*

**Semester VI**

<table>
<thead>
<tr>
<th>Course</th>
<th>Status</th>
<th>Name of course</th>
<th>L</th>
<th>E</th>
<th>EC TS</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 139</td>
<td>C</td>
<td>STRATEGIES AND METHODS OF WRITING AND READING</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>Dr. Muharrem Gashi Ass.Ma.Albulena Alidemaj</td>
</tr>
<tr>
<td>Edu 140</td>
<td>C</td>
<td>INCLUSIVE EDUCATION WITH METHODOLOGY</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>Prof.asoc.Dr.Naser Zabeli</td>
</tr>
<tr>
<td>Edu 141</td>
<td>C</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Prof. ass. Dr.Behxhet Gazhiqi Ass. Ma. Dalila Lekaj</td>
</tr>
<tr>
<td>Edu 142</td>
<td>C</td>
<td>ENVIRONMENTAL EDUCATION</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Dr. sc. Bekim Gashi</td>
</tr>
</tbody>
</table>
* Student shall choose two optional courses from the list of optional courses (O).

### Year IV - Primary Education Program

**Semester VII**

<table>
<thead>
<tr>
<th>Course</th>
<th>Status</th>
<th>Name of course</th>
<th>L</th>
<th>E</th>
<th>EC TS</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 148</td>
<td>C</td>
<td>METHODOLOGY OF TEACHING MATHEMATICS II</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>Prof.asoc.Dr..Ismet Temaj Ass. Veli Gashi</td>
</tr>
<tr>
<td>Edu 149</td>
<td>C</td>
<td>HISTORY OF NATIONAL LITERATURE</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>Prof.Dr. Sabaudin Cena Ass.Ma.Gjyle Totaj</td>
</tr>
<tr>
<td>Edu 150</td>
<td>C</td>
<td>METHODOLOGY OF PHYSICAL EDUCATION</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>Prof. ass. Dr. Qazim Elshani</td>
</tr>
<tr>
<td>Edu 151</td>
<td>C</td>
<td>ENGLISH LANGUAGE METHODOLOGY</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>Dr.sc. Ragip Gjoshi Ass.Ma.Albulena Alidemaj</td>
</tr>
<tr>
<td>Edu 152</td>
<td>O</td>
<td>ETHNOLOGY AND POPULAR LITERATURE</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Prof.Dr. Sabaudin Cena Ass.Ma.Gjyle Totaj</td>
</tr>
<tr>
<td>Edu 153</td>
<td>O</td>
<td>ASSESSMENT IN EDUCATION</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Prof.asoc.Dr.Ilir Kelmendi</td>
</tr>
<tr>
<td>Edu 154</td>
<td>O</td>
<td>PSYCHOLOGY OF PERSONALITY</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Mr.sc.Gjergj Gojani Ass.Ma. Dalila Lakaj</td>
</tr>
<tr>
<td>Edu 155</td>
<td>O</td>
<td>CLASS MANAGEMENT AND DISCIPLINE</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Prof.asoc.Dr. Fahredin Shabani Ass. Mas. Artan Reshani</td>
</tr>
<tr>
<td>Edu 156</td>
<td>O</td>
<td>CHILDREN AND OUTDOOR LEARNING</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>Prof.Dr.Isa Elezi Ass.Mas. Ismet Ahmetaj</td>
</tr>
</tbody>
</table>

* Student shall choose an optional course from the list of optional courses (O).
3.14. Description of the subjects of the primary programme

**Name of course:** Albanian Language I

**Content:** Language as a communication tool; language as a social phenomenon and a system of signs; III Multiplicity of languages, language families and subfamilies; Language - the people - the nation-state (relations, overlapping); Linguistic Pyramid; Linguistics; origin and history of the Albanian Language; Phonetics; Nodular Phonetics; Acoustic Phonetics; Phonology; Phoneme Changes - combinatorial (alive and historical); Prosody, seizing, stress, intonation; sound, graphs, phonemes; spelling.

**Learning Goals:** Expanding and further deepening of acquired linguistic knowledge, linguistic culture expansion in both theory and practical terms of the linguistic system in general and phonetic system in particular; Encouragement and motivation for fluent lecturing, in order to prepare for the profession and life; training for mastery of spelling and writing and recognizing the origin and language development; Formation of linguistic expressive phonological skills to apply the knowledge and skills acquired in teaching, in society and in everyday life.

**Learning Outcomes:** Acquiring knowledge and basic skills for mastering the language system, especially phonetic and phonological, oral and writing skills, the development of independent skills and training for teaching these practical and theoretical knowledge and practical application in work and society; acquisition of techniques, procedures and methodological strategies of theoretical and practical professional skills for successful implementation in everyday life; formation of independent interpretive habits of work, and further expansion of creative oral and written skills.

**Teaching Methodology:** combined, depending on the type of lecture: (explanation - clarification; exercises, textual and discourse analysis; debates, group work, demonstration and interpretation, ideas, creative designs, independent research)

**Relation between theory and internship at the studies**

<table>
<thead>
<tr>
<th></th>
<th>Theory</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55%</td>
<td>45%</td>
</tr>
</tbody>
</table>

**Basic Literature** used for the course:
Bahtiar Kryeziu, *Native Language (phonetics-morphology)*, Prishtina, 2010
Anastas Dodi, *Fonetika dhe fonologjia e gjuhës shqipe*, Tiranë 2004

**Concretization tools:**
Book, notebook, pens (color pens), newspapers, projector, etc.

**Assessment methods:**
• Assessment of students' knowledge is made during the semester and in the preliminary test and final exam;
• There will be a preliminary test by week 15 of the academic unit;
• The exam is held by test and will be questioned orally;
• Students who achieve the maximum score in the test will be free from final exams;
• Students who are caught with copies during the test, are not eligible to take the exam for three terms.

Criteria for passing:
Attendance: 15%
Active attendance and taking the plus (+) during the semester: 30%
Exam: 55%

Name of course: Elementary Mathematics I

Content: In this course, students will be provided with information from mathematical logics, theory of communities and binary relations, which represent an important chapter of the contemporary mathematics. Relations increase the work with communions and create space for the development of “critical” thinking to students. On the other hand, the set of natural numbers N, based on axiomatic system of Peano and demand for its expansion is justified, with complete numbers Z, rational Q and real R. The solution of many problems of daily life is based on the solution of equations and inequations, which are also research topics of this course.

Learning Goals: The primary goal of the course is the acquisition of knowledge about the concepts, structures and basic operations of mathematics that are necessary for a teacher of lower primary school cycle. The second goal is to develop students' skills and abilities to solve, interpret, explain and analyse mathematical problems, integrating mathematics with other areas and with the problems of everyday life.

Learning Outcomes: Students will be able to
• use correctly symbols and mathematical logic to conclude the accuracy of logical formulas
• implement the actions with communion to form new communions
• represent binary relations with different methods;
• describe characteristics of binary relations and identify their types;
• defining reflection and identify its type;
• compare digital communions and perform operations with numbers

Teaching Methodology: Lectures; discussions, individual independent work, teamwork in exercise hours)

Basic Literature used for the course:
S. Tahir, S. Rudi, N. Hyseni (1986) “Mathematic for students of class group” Prishtina;
T. Wesner, H. Nustad, “Algebra with applications (WCB 1991);

Concretization tools:
Book, notebook, pens, calculator etc.

Assessment methods:
Assessment is followed by these activities:
Attendance in exercises: 20% (four quizzes)
First midterm 20%
Second midterm 20%
Final exam 40%

Criteria for passing:
**Final grade:**
Points (%) Grade
- 90-100  **10**
- 80-89   **9**
- 70-80   **8**
- 60-69   **7**
- 50-59   **6**

**Name of the course:** *English Language I*

**Content:**
English Language course exposes students to English language for the purpose of daily communication, the use of basic literature in the English language that is needed in their studies. The course also aims to prepare the basic aspects of English language teaching for children of primary school grades (1-5).

**Learning Outcomes** (competences, knowledge and skills)
- Students should develop their communication skills in English, at least at the “Elementary” level
- Students will be able to understand texts in English for daily use and academic purpose
- Students will master aspects of English grammar in order to use it properly.
- **Teaching Methodology:** During the course will be implemented interactive teaching methodology aiming to give students sufficient space for communication and interaction with the teacher, but also with other students. Usually, after the lecture follow activities and exercises that require the active engagement of students.

**Relation between theory and internship at the studies**

<table>
<thead>
<tr>
<th>Theory</th>
<th>Internship</th>
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<tbody>
<tr>
<td>50%</td>
<td>50%</td>
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</tbody>
</table>

**Literature to be used for the course**

**Basic literature that is used for the subject:**
- School text – Headway Elementary – the fourth edition
- Students book and workbook by John and Liz Soard; first edition in 2012
- Games for language Learning- the third edition
- Andrew Wright, David Betteridge, and Michael Bucky, 2010
- Additional material from the internet

**Concretization tools:**
Student’s book, worbook, notebook, magazines, additional materials ex. stories for reading and communication, pens, projector, CD player, etc.

**Assessment methods:**
The assessment is based on the following activities:
participation in the classroom 10% (speaking skill-communication)

| First midterm | 20% |
| Second midterm | 20% |
| Final exam    | 50% |
Criteria for passing:

Final grade:

Points (%) Grade
• 90-100 10
• 80-89 9
• 70-80 8
• 60-69 7
• 50-59 6

Name of the course: Philosophy of Education

Content: This course will be help students to understand the basic concepts of education, history of both the education and the school during the stages of social development, conceptions of philosophers and great teachers as well as contemporary theories of education: pragmatism, progressive education, cognitive, constructivism, humanism, etc.

Learning objectives: Course aims that: 1. students are able to understand the development of education and pedagogical thinking from ancient times to the modern progressive ideas; 2. to reflect on contemporary theories of education; 3. develop personal philosophy and relate it to contemporary teaching practices

Learning Outcomes: Students will be able to: 1. analyse pedagogical ideas which are reflected in today's practice of education; 2. demonstrate skills to design philosophical ideas in work and school curriculum; 3. compare contemporary theories of education from the practical viewpoint of teaching; 4. demonstrate skills to the knowledge gained in the field of education in order to advance the teaching and learning during their teaching.

Teaching Methodology: Regular teaching; forms of teaching: lectures, discussions, individual work, group work, presentation

Relation between theory and internship at the studies

<table>
<thead>
<tr>
<th>Theory</th>
<th>Internship</th>
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<tbody>
<tr>
<td>60%</td>
<td>40%</td>
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</tbody>
</table>

Basic Literature:
Hajrullah Koliqi, Historia e pedagogjisë I, Prishtinë, 1997
Hajrullah Koliqi, Gruaja ndër shekuj, Prishtinë, 2009
Musa Kraja, Pedagogjia, Tiranë, 2009
Bardhyl Musai, Psikologji edukimi, Tiranë, 1999
Grup autorësh, Pedagogjia e përgjithshme, Prishtinë, 1997

Concretization tools:
Book, notebook, pens, projector, etc.

Assessment methods:
The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

Criteria for passing:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Commitments / exercises</td>
<td>5%</td>
</tr>
<tr>
<td>Research presentations</td>
<td>10%</td>
</tr>
<tr>
<td>The first evaluation</td>
<td>30%</td>
</tr>
<tr>
<td>Final evaluation</td>
<td>50%</td>
</tr>
</tbody>
</table>

Name of the course: Academic Learning Skills

Content: Course covers information from various academic knowledge and skills as follows: reading skills and types of academic reading and writing, creating and writing academic reports, acquisition of individual presentation skills, and development of communication skills and a reflection of critical and creative thinking.

Learning objectives: This course aims to help students through new forms of work and the application of modern techniques to develop reading, writing and other skills that they need to improve their academic skills. Accordingly, essay writing, research report, reading and mastering the academic skills and techniques. Students shall acquire culture and skills for research of academic values, in the context of the development of critical - creative thinking, to reflect a high aesthetic appearance of academic skills.

Learning outcomes:
Skills and improvement on writing and reading at the academic level; applying different writings that meet the academic requirements in writing; apply the techniques, strategies-opportunities and models to create argued writings that respond to requirements at the academic level; understand the procedures of writing a research paper; trained in independent academic presentations; reflect, evaluate and self-assess the writings and research papers.

Teaching Methodology: Regular teaching will be achieved through individual and group work, as well as in frontal form. We will also suggest alternative models in the form of written work (essay). The course aims to support interactive learning through the implementation of new teaching techniques, constantly giving room for questions and discussion. Students are obliged to carry out assigned tasks, work essay and present in groups.

Basic Literature:
5. Umberto Eco, Si behet një punim diplome, Tiranë, 1997
7. X.J.Kennedy, Dorothy M. Kenedi, Maria F Muth, Udhërrëfyes i avancuar i shkrimit akademik, 2009,Tiranë..

Concretization tools:
Assessment methods:
The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

Criteria for passing:
- Attendance: 5%
- Commitments / exercises: 5%
- Research presentations: 10%
- The first evaluation: 30%
- Final evaluation: 50%

Name of the course: Albanian Language II

Content: Name (Gender, number, case, contraction, decline of the name); Surname, cardinals; pronoun (meaning, the classification of pronouns); pronoun (demonstrative pronoun, the relative pronoun); pronoun (indefinite pronoun, possessive pronoun); verb (Categories, active and inactive form, reflexive forms, modes, unmitigated forms, tenses, persons and number, conjugations and their types, active conjugation); adverb; preposition, connectors, particle, interjection

Learning objectives: The word as a linguistic unit; morphological study of the word; integral structure of the word; word and morpheme as a linguistic unit; types of front and non-front words; types and ways of word formation; words as parts of speech; recognizing morphological features and syntactic functions of the ten parts of speech; generally is required the formation of morphological expressive language skills to apply the knowledge and skills acquired in teaching, in society and in everyday life

Learning outcomes (competencies, knowledge and skills): Acquisition of knowledge for the analysis of structural and composition of sentence; recognizing parts of speech in text and morphological features; formation of habits for independent work of creative and interpretive skills; further expansion of oral and written skills, spelling.

Teaching Methodology: combined, depending on the type of lecture: (explanation - clarification; exercises, textual and discourse analysis; debates, group work, demonstration and interpretation, ideas, creative drafting, independent research)

Relation between theory and internship at the studies:

<table>
<thead>
<tr>
<th>Theory</th>
<th>Internship</th>
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</thead>
<tbody>
<tr>
<td>55%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Basic Literature used for the course:
- Bahtiar Kryeziu, Native Language (phonetics-morphology), Prishtina, 2010
- Musa Nushi, Present Albanian Grammar, Gjakovë, 1998

Concretization tools: Book, notebook, pens (color pens), newspapers, projector, etc.

Assessment methods:
- Assessment of students' knowledge is made during the semester and in the preliminary test and final exam;
- There will be a preliminary test by week 15 of the academic unit;
- The exam is held by test and will be questioned orally;
- Students who achieve the maximum score in the test will be free from final exams;
• Students who are caught with copies during the test, are not eligible to take the exam for three terms.

Criteria for passing:
Attendance: 15%
Active attendance and taking the plus (+) during the semester: 30%
Exam: 55%

The name of the course: Mathematics II
Content: The course includes a review of basic algebraic concepts, algebraic expressions, linear equations, graph linear equations, systems of linear equations with two variables and their implementation. Also, this course will examine the basic meanings of basic geometry as: triangle, perimeter and area triangle, rectangle and kind of rectangular, round, isometric transformations, and measure their size, circumference and surface of polygonal surfaces, bodies, topless and their volume.

Learning objectives:
Among primary goals of the course are: Introducing the students to the basic concepts of geometry; Enabling students to solve mathematical problems with the context of everyday life; Preparing students with the knowledge, skills and competencies to successfully perform complex tasks in academic work with elementary level students (grades I - V).

Subject learning outcomes: Students will be able to:
Understand and interpret the knowledge of geometry. Apply geometric knowledge to interpret the phenomena of everyday life. Solve, discuss and construct problems with geometric figures. To understand, identify and classify isometric transformations. To solve problems by applying isometric transformations.

Forms/Teaching methods: lectures, discussion, independent work, group work during the exercises classes)

Relation between theoretical part and practical part of the studies:
<table>
<thead>
<tr>
<th>Theoretical part</th>
<th>Practical part</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Basic bibliography used for this subject
2. M.Berisha, D. Kamberi, R. Gjergji, R. Zejnullahu (1990), _Përmbledhje detyrash nga matematika_, Prishtinë
3. M.Efendija; Q. Haxhibeqiri; R. Limani ”Mathematics 11” (Chapter 4 and Chapter 5; Dukagjini 2005)
4. S.Tahiri, S. Rudi, N. Hyseni (1986) “_Matematika për studentët e grupit klasor_” Prishtinë;

Concretization tools:
Book, notebook, pens, calculator etc.

Assessment methods:
Assessment is followed by these activities:
Attendance in exercises: 20% (four quizzes)
First midterm 20 %
Second midterm 20 %
Final exam 40 %

Criteria for passing:
Final grade:
Points (%) Grade
- 90-100 10
- 80-89 9
- 70-80 8
- 60-69 7
- 50-59 6

The name of the course: *ICT in elementary education*

**Content:** Generations of computers. Computer system. Operating systems. Windows. Applicative programs. Information and communications.

**Learning objectives:** Introducing the students to the short history of the generation of computers, familiarity with basic units of computer, operating system WINDOWS, WORD application program, application program POWERPOINT and work with INTERNET. Training in using the applicable programs in activities with children. Educational computer games.

**Subject learning outcomes:** After completing this course (subject) the student will be able to: 1. Recognize the basic parts of the computer and their connection; 2. to use the operating system WINDOWS; 3. designs, drawings and presentations with applicable programs; 4. Perform activities with educational software for children, 4. Apply educational games with computers.

**Forms/Teaching methods:**
Lectures, analysis of materials distributed during the lectures, exercises, individual work, practical work in computer individually, seminar papers.

**Relation between theoretical part and practical part of the studies:**

| Theoretical part: 40% | Practical part: 60% |

**Basic literature used for this subject**
1. Dr.Agni Dika, Mr.Seb Rodiqi, Computer for all, Shkup 2000.
2. Xh. Thaqi & Sh. Bajrami, Information technology teaching methodology, Prishtina, 2010

**Concretization tools:**
Book, notebook, pens, projector etc.

**Assessment methods:**
Assessment is done during lectures and exercises, which are combined with practical work and computer demonstrations followed by discussions.

**Criteria for passing:**
- First midterm evaluation: 20%
- Second midterm evaluation: 20%
- Seminar exercises: 20%
- Regular attendance: 10%
- Final Exam: 30%
The name of the course: *Fundamentals of musical education methodology*

**Description of the subject:** This course is of special importance in Education Faculty, with merging of the subject into the pre-school group. The primary need for the students is learning the music writing -reading, being trained to sing and interpret instrument through musical notes.

**Learning objectives:** should correspond to the objectives of the relevant faculty, in function of enabling the students to have appropriate learning and their training requirements in teaching elementary education music in the future. Taught to be as practical and successful in achieving the goals in the field of art, increasingly with the aim of achieving and developing artistic taste in music. Dealing with the splendid music, becomes a goal to linking music with subjects and other teaching activities that will acquired with love.

**Expected learning outcomes:** this subject, very important for this profile of studies, achieving the results is for certain, if the teacher works with dedication for the students. It is expected that students will be able to:
- To use and understand musical writing-reading;
- Sing and perform on an instrument;
- To link the activities of other areas with musical activities.

**Format/Teaching Methods:** combined, depending on the type of lecturer: (explanation - explanation; exercises, textual and discourse analysis; debates, group work, and demonstration of interpretation, reflecting and reviewing of ideas, creative designs, and researches.

**The ratio between theoretical part and practical part of the studies:**

<table>
<thead>
<tr>
<th>Theoretical part</th>
<th>Practical part</th>
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</thead>
<tbody>
<tr>
<td>55%</td>
<td>45%</td>
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</table>

**Literature:**

For the theoretical part unless other literature, it is used the textbook "From notes to the song" whilst for interpretation in the instrument are used practical examples literature of local authors and examples of exercises and melodies of world authors.

**Concretization tools:**

Book, notebook, pens, sintisaizer, ( it is required an instrument in the classess) etc.

**Assessment methods:**

Regular teaching methods and techniques that enable successful learning.

Forms of work: frontal, group, individual, etc.

**Criteria for passing:**

<table>
<thead>
<tr>
<th>Attendance and activity</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written test</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60%</td>
</tr>
</tbody>
</table>

The name of the course: *Pedagogical practices I*

**Description of the subject:** During the course we will focus on issues relating to the recognition and understanding of teaching practices within primary education. Initially during
the lectures we will examine the theoretical approaches of education with a particular emphasis to become familiar with the contemporary trends of elementary education. In teaching practice, which lasts two weeks, students will develop skills of observation, will recognize the basic elements of the program with the child at the centre, planning successful educational work in this educational level, understand the elements of effective interpersonal communication, and creating a healthy socio-emotional climate in the school environment. **Learning objectives:** The primary purpose of the general methodology component with practical lesson is to introduce students to life at school as teachers, classrooms as learning environments, classroom and teaching unit organization through classroom observation and in assisting teachers with activities gin the classroom. This course will encourage students to demonstrate skills and reflect for teaching contemporary trends and will effectively assist the teachers in conducting the learning process. **Expected learning outcome:** Students will:

- Make systematic observation in the classroom
- Describe what they have observed and will relate their observations with notions of student development and learning theory
- Understand the basic structure of learning activity
- Be able to plan basic activities for small groups
- Appreciate the importance of self-evaluation through written reflection

**Concretization tools:**

Book, notebook, pens, projector, etc.

**Assessment methods:**

Through teaching practice, the professor will evaluate according to its systematic monitoring during their practice, which is conducted in the respective institutions.

**Criteria for passing:**

By assisting them in educational activities with children of certain ages.

**The name of the course:** *Communication in education*

**Content of the course:** Educational Communication Course provides entry in communication theory and research in the field of education. This course is designed to treat the problem of communication in the theoretical and practical manner, which would enable the achievement of the study of theories and current research in the field of communication and practice communication during the process of education. In particular will give a highlight of communication problems in the institutional educational environment with aim to be more familiar, to understand the analyzes of the process of communication in education, the role of educators, learners, other factors in this environment for a effective communication and more competent in educational institution. Communication in education includes issues of communication, communication process, effective communication, principles of effective communication, barriers for effective communication, interpersonal communication and communication in small group, listening skills, verbal and nonverbal communication (from the perspective of teacher and students), strategies to instruct for
debates, presentation, story. In this case are also understood other factors which have an impact in communication in education and discussion for developing skills to create more effective communication in the process of education.

**Expected outcome:** At the end of the course students will be able to:

- Understand the need to reflect for communication in educational environments;
- To recognize the basic theories and current research in communication in education;
- To understand the ethical dimension of communication in education;
- To analyse attitudes and habits of effective communication in the classroom;
- To analyze the climate of effective in the classroom;
- To demonstrate knowledge and skills in certain situations (the active listening, strategies of solving the conflicts);
- To apply theoretical and practical experiences for research in the field of communication in education;
- To trace different patterns of communication in harmony with the different theories of communication;

**Teaching strategies:** We will apply the concept of interactive teaching where students will have the opportunity to analyze various aspects of relevant topics and be able to reflect on their professional practice in this context. Students will be given the opportunity to present certain topics.

**Evaluation:**

Assessment will be continuous through written works (or presentation), small tests set by the lecturer of the course and through the final exam at the end of the semester.

**Literature:**


**Concretization tools:**

Book, notebook, pens, projector, etc.

**Assessment methods:**

Lectures, with their share of theoretical and hours exercises, which include work groups, individual work, discussions, tasks weekly course and seminar papers.

**Criteria for passing:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>10%</td>
</tr>
<tr>
<td>Workshops</td>
<td>10%</td>
</tr>
<tr>
<td>Pre tests</td>
<td>20%</td>
</tr>
<tr>
<td>Final test</td>
<td>60%</td>
</tr>
</tbody>
</table>
**Course name:** *The History of National Education*

**Description:** The aim of the course is building students knowledge on the historical development of education and the national pedagogical thinking; the pedagogical ideas of Albanian humanists and national institutes like: the New Academy of Voskopoja, the National Renaissance; the First Classroom, the School of Elbasan, and national personalities like the Qiriazi sisters and the school for girls, the pedagogical contribution of Frasheri Brothers and P. Bogdani, P. Budi, Sh. Gjeçovi, A. Xhuvani, etc.

**Objectives:** The objectives of the course are: to induce interest on the traditional pedagogical education; analyze the positive values of the traditional education and contemporary learning; compare the ideas of Albanian pedagogues from different periods of development; induce interest for scientific research in this pedagogical field.

**Expected learning results:** Students are expected to: analyze knowledge on the influences of their own community on the national educational thinking; demonstrate the connections between main national educational personalities and current programs in the field of education in Kosovo; demonstrate abilities to project the national pedagogical ideas in their own teaching practice; reflect on the main institutions and personalities of the traditional national education

**Teaching Methods:** Regular teaching: Lectures, literature review and commenting, discussions, individual and group work, group presentations

**Proportion between theory and practice:**

| Theoretical part: 45% | Practical part: 55% |

**Literature:**
- Group of authors (1990). The History of Albanian Education, Tiranë

**Concretization tools:**
- Book, notebook, pens, projector, etc.

**Assessment methods:**
- Lectures, with their share of theoretical and hours exercises, which include work groups, individual work, discussions, tasks weekly course and seminar papers.

**Criteria for passing:**
- Regular participation: 10%
- Individual work/project: 10%
- First midterm: 20%
- Second midterm: 20%
- Final exam: 40%

**The name of the course:** *Drawing*

**Content of the subject:** In this course will be exploited basic knowledge: preliminary conversation about the form and content. Drawing types: drawing from nature; decorative drawing. Thematic drawing. Knowledge of perspective, form, balance, space, rhythm. Geometric decorations. Logotypes. Landscape in nature. Portrait sketches. Auto-portrait.

**Learning outcomes:** Students will be trained to:
- to recognize the form and content; drawing in the nature; decorative drawing, thematic Drawing.
- Recognize the perspective, shape, balance, space, rhythm. Geometric decorations, logotypes.
- Recognize drawing for pre-schools and its importance. Symmetrical drawing with the help of folding. Sketches and watercolour painting.
- Be able to select the types of materials and their usage, Bajc, the proper tools to use. Drawing as a form of social conscience. Drawing and its constituent parts. Figures, symbols, art psychology, motivation of children through doodle. Visiting the art galleries.

**Teaching Methods:** Lectures, demonstrations of techniques, exercises, individual work, study visits outside the faculty (in the Gallery), group work etc.

**Proportion between theory and practice:**

<table>
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<tr>
<th>Theoretical part: 40%</th>
<th>Practical part: 60%</th>
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**Literature:**

**Concretization tools:**

- Book, notebook, pens, projector, drawing notes, etc.

**Assessment methods:**

Will be evaluated during the lectures, demonstrations of techniques, exercises, individual work, study visits outside the faculty (in the Gallery), group work etc.

**Criteria for passing:**

The practical exercises and independent work.

The practical 60% and theoretical 40%.

**The name of the course:** *Albanian language III*

**Description of the course:** In this course students will get new knowledge by extending their prior knowledge regarding the organization of the text: the object of the study of syntax, the classification of compound words, classification and types of sentence structure, mode etc., main parts and additional parts of the sentence: also, they will deepen their knowledge in the field of classification and types of composite sentence (coordinated sentences and subordinate sentences).

**Learning objectives:** The aim of the course of language (Albanian) III is that the students will:
deepen and broaden their knowledge in the field of linguistics in general and organization of text (syntax) in particular; known theoretically and practically in order to differentiate a group of sentence from a sentences; simple sentences compound sentences; main parts and additional parts of the speech, as well as other problems that poses syntax; acquire the skills to distinguish the forms and normative forms from those that are not normative in spoken and written discourse, in order to apply these skills in future to the elementary students of elementary school.

**Expected learning outcomes:** Students will be able to:

To distinguish syntactic units in the text; To use construction tools and their rankings for a more functional language, understandable and expressive, both in the form of spoken as well as in writing in accordance to the rules of standard Albanian, as during their studies, as well as to the children of pre-school institutions; to identify and implement clear and right construction-syntactic units to elementary students of elementary school.

**Format/Teaching Methods:** combined, depending on the type of lecturer: (explanation - explanation; exercises, textual and discourse analysis; debates, group work, and demonstration of interpretation, reflecting and reviewing of ideas, creative designs, and researches.

**Relation between theoretical part and practical part of the studies:**

| Theoretical part: 55% | Practical part: 45% |

**Literature:**


**Concretization tools:**

Book, notebook, pens, magazines, projector etc.

**Assessment methods:**

During lectures, discussions, group work with shared responsibility, presentation within the exercise, as well as continuous evaluation systematization etc.

**Criteria for passing:**

Students will enter the two assessment processes, as written, they will also be asked verbally. However, to be considered and assessment and taking pluses + during lectures and exercises.

**The name of the course:** *Introduction to Psychology*

**Content of the course:** This is an introductory course in psychology and is intended to introduce students to the field of study of psychology, the subject of its study, principles, rules, basic theories, and history of the development of psychology as a science, methodology and application of psychology in practice. In general, the course covers the basics of general psychology. Students will be introduced to the basics of creating modern psychology as a science. They will be presented with the basic psychological processes and methods and means of research on these processes. This course describes in a scientific manner, through different approaches and empirical findings, human behaviour and his mental processes.

**Expected learning outcome:** After completing this course (subject) the student will be able to:
Know the facts, theories and basic research in the field of study of psychology; - Understand the field of psychology in the historic and current aspect; - recognized scientific research methodology used by psychologists, and analyze the advantages and disadvantages of these methods on the development of psychology as science; - Acquaint motivations, personality, social interactions and biological forces that affect behaviour; - recognition of the processes involved in learning and thinking.

**Teaching Methodology:** The main focus of the methodology used in the course will be passing beyond the traditional approach in providing knowledge and intention to enable students to develop self-reflection skills, critical thinking and group interaction in order to be able to understand better its own behaviour and behaviours of others. Students will have the opportunity to analyze in practice a child/student as a "case study" in order to relate theory with practice.

**Basic literature:**
Different materials collected from consulting literature from Ass. Blerta P. Shehu
"General physiology" - Prof. Dr. Pajazit Nushi, Prishtina 2002
“Physiology (a concise introduction)” - Pettijohn. F. Terry, 1996

**Concretization tools:**
Book, notebook, pens, projector, etc.

**Assessment methods:**
The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

**Criteria for passing:**
- Attendance 5%
- Commitments / exercises 5%
- Research presentations 10%
- The first evaluation 30%
- Final evaluation 50%

**The name of the course:** Learning theory

**Content:** Understanding some basic concepts of L.TH, Development of the Theory of the educational curriculum, current teaching strategies (nine strategies), annual planning, and thematic note of these classes; structure the learning process, tasks – goals/cognitive, affective and psychomotor, learning factors, educational systems, forms of teaching, learning content, official plan and teaching program, the flow of the learning process, the importance of recognizing multiple intelligences for student-centred learning system.

**Learning objectives:** To acquire basic knowledge of contemporary teaching, students to know and be able to implement the strategies, forms and contemporary teaching methods as a process of interaction in the process of recognition out of observation, theory up to the practical implementation, to develop basic skills for design and implementation of teaching strategies.

**Subject learning outcomes:** (competencies, knowledge and skills) / To know the basic concepts that are related to the learning, to know how to recognize, formulate and integrate tasks-goals/cognitive, affective and psychomotor teaching and learning, develop the ability to analyze and plan the teaching in accordance with the strategies and modern methods.
Forms/Teaching methods:
The combination of all methods involving direct and indirect teaching/lecturing, teaching through dialogue, learning through group work, teaching the independency in learning, methods of tracking exercises and active intervention, modelling methods and exercises, problem oriented teaching methods, methods of moral education, seminar works etc.

Relation between theoretical part and practical part of the studies:

<table>
<thead>
<tr>
<th>Theoretical part: 50%</th>
<th>Practical part: 50%</th>
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</table>

Basic literature used for this course
Nuredini, V. / Theory of learning-with the student in the centre, FSDEK, Prishtina 2008.
Nuredini, V. Learning technology, F.E. Prishtina 2005.
Hajrullah Koliqi, Historia e pedagogjisë I, Prishtinë, 1997
Hajrullah Koliqi, Gruaja ndër shekuj, Prishtinë, 2009
Musa Kraja, Pedagogjia, Tiranë, 2009
Bardhyl Musai, Psikologji edukimi, Tiranë, 1999
Grup autorësh, Pedagogjia e përgjithshme, Prishtinë, 1997

Concretization tools:
Book, notebook, pens, projector, etc.

Assessment methods:
Lectures, with their share of theoretical and hours exercises, which include work groups, individual work, discussions, tasks weekly course and seminar papers.

Criteria for passing:
Activity 10%
Workshops 10%
Pre tests 20%
Final test 60%

The name of the course: English language II

Learning objectives: Acquisition and expansion of basic knowledge on the subject of English language; reviewing of basic skills: speaking, reading and writing in English.

Subject learning outcomes: oral and written communication, reading and practical acquiring of the grammar for this level.

Forms/Teaching methods:
Communicative approach in teaching the English language; testing and verbal evaluation

**Relation between theoretical part and practical part of the studies:**

<table>
<thead>
<tr>
<th>Theoretical part</th>
<th>Practical part</th>
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**Basic literature used for this course**

School text – Headway Pre-intermediate – the fourth edition  
Students book and workbook by John and Liz Soard; first edition in 2012  
Games for language Learning- the third edition  
Andrew Wright, David Betteridge, and Michael Bucky, 2010  
Additional material from the internet

**Concretization tools:**

Student’s book, workbook, notebook, magazines, additional materials ex. stories for reading and communication, pens, projector, CD player, etc.

**Assessment methods:**

The assessment is based on the following activities:

- participation in the classroom 10% (speaking skill-communication)
- First midterm 20%
- Second midterm 20%
- Final exam 50%

**Criteria for passing:**

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<th>Points (%)</th>
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<td>90-100</td>
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**Course name: Interpreting with one instrument**

**Description:** The course is divided into several parts: Introduction to the instrument, its parts and technical possibilities, the way of interpretation. The interpretation of scales (C,G with both hands and D,A,E,H,FIS,CIS, F,B,ES,AS, DES, GES, CES, with one hand). Interpretation of scales (a.e, with both hands and h,fis,cis,gis,dis,ais,d. with both hands and g,c,f,b,es,as, with one hand). Interpretation of 5 musical games, respectively 8 songs for third grade students of the elementary school. Interpretation of Orfi tools of songs with a classical instrument- interpretation of four models.

**Objectives:** Students will learn to interpret children’s songs, artistic folklore songs of the Albanian and other populations; learn to interpret diatonic scales dur and mol; administer technical exercises to strengthen their interpretation skills and habits; learn basic concepts of the musical culture and education; they will be enabled to creatively implement and transfer their gained knowledge in different ways depending on specific components of the
musical education for preschoolers, respectively for first grades of elementary school children; they will understand basic concepts; principles and information on musical tools, expressions, forms and types that enable the understanding of music.

**Expected learning results:** Students are expected to: Know the basic concepts of interpreting on an instrument; know the importance of the instrument and the possibilities it offers to students to teach musical education to preschoolers and first grades of elementary school children; know the role of the instrument, its technical possibilities and ability to interpret; gain skills for team work in group/collective interpretation; develop a proper stand towards interpretation and musical education; gain interpretational skills and work habits; be able to individually and collectively interpret songs that are in the musical education program of preschoolers and first grades of elementary school children. The course strongly influences the development of human personality, and his/her professional and cultural upbringing.

**Teaching Methods:** Group lectures and practical part in small groups of 15 students.

**Proportion between theory and practice:**

| Theoretical part: 50% | Practical part: 50% |

**Literature:**

“Musical Education” I, II, IV, V, Dukagjini, Pejë

**Concretization tools:**

Book, notebook, pens, sintisaizer, (it is required an instrument in the classes) etc.

**Assessment methods:**

Regular teaching methods and techniques that enable successful learning.

Forms of work: frontal, group, individual, etc.

**Criteria for passing:**

- Attendance and activity 15%
- Written test 20%
- Participation 5%
- Final Exam 60%

The name of the course: Civic Education

**Content:** The course is designed to include many themes of social life.

a) Knowledge: Students should gain a solid knowledge of the real social trends and the necessity of behaviours based on those trends; encouraging them for self-education; recognizing the progress and shortcomings in the social trends; recognition that civilized behaviour is a foundation for national and state progress

b) Skills: Through the general units to create customized motor skills for adjustment with every concrete situation; learn to apply the rules of family life, behaviour in the streets; proper behaviour in schools and other institutions; respect for political and economic realities of Kosovo; avoiding of negative phenomena and the creation of civilized culture.

c) Attitudes: Students should understand the importance of behaviour, clothing and good relations with all those that they live and work with; be respectful to the natures and its
conservation; have correct attitudes and understanding towards minorities and the avoidance of conflicts political, economic, cultural, etc.

**Expected learning outcomes:** Students will understand:
1. complex social life and the need for support and behaviour based on the approved legal norms, moral and traditional; 2) To develop habits of behaviour depending on the circumstances; 3) Train for life and teaching as fair and objective; 4) be willing to have good interpersonal and collegial relations; 5) commit to combat negative phenomena in society and the development of democracy.

**Teaching methods:** Lecturing, co-discussion, seminars and probation tests.

**Basic literature:**
2. Anthony Giddens, Sociology, Tirana, 2004

**Concretization tools:**

Book, notebook, pens, projector, etc.

**Assessment methods:**

Lectures, dialogue, seminars and tests probation.

**Criteria for passing:**

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Workshops</td>
<td>10%</td>
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<tr>
<td>Pre tests</td>
<td>20%</td>
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<td>Final test</td>
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**Course name:** Physical Health Education

**Description:** In this course, students will gain knowledge on health care, preservation and improvement of health care and personal wellbeing, the health of children, pupils and adults, developments of positive habits of health care to oneself and towards the surrounding environments, throughout the psychosocial development and education.

**Objectives:** To inform the students on the developmental features of children and phases of development, influencing factors (nutrition), the hygiene in the educational process; physical education and clothing hygiene, hygienic and sanitary requirements for organizing the daily regimes in school facilities (furniture and learning tools). A part of the course is intended to inform the students on epidemics, contagious diseases in school and preschool age, as well as injuries and first aid administration.

**Expected learning results:** Students are expected to: gain knowledge that will contribute to the wellbeing of self and others; gain knowledge on basic anatomy and physiology of the human body; gain knowledge on the relation between the human body and the surrounding environment, as well as the influence of the harmful and beneficial factors to health. The students will be encouraged to understand physical health and transfer their own knowledge to others on the importance of health. They will learn to identify contagious and noncontagious diseases for school and preschool age children, as well as identify injuries and learn about prevention and first aid care.
Teaching Methods: Regular teaching in group lectures, and practical part in small groups of 15 students.

Proportion between theory and practice:

| Theoretical part: 70% | Practical part: 30% |

Literature:

Concretization tools:
Book, notebook, pens, projector, etc.

Assessment methods:
Lectures, with their share of theoretical and hours exercises, which include work groups, individual work, discussions, tasks weekly course and seminar papers.

Criteria for passing:
- Activity: 10%
- Workshops: 10%
- Pre tests: 20%
- Final test: 60%

The name of the course: Communication skills with children

Content: The course reviews further the advance knowledge gained in psychological subjects courses to enable students to apply the knowledge on the interaction they have with the children; theories of Vygotsky and Piaget on forms of communication and working with children; What do the research say on the new forms of communication with children, on the impact of adults at children, the effects of media and mass communication.

Learning objectives: To develop students' skills to communicate and interact with children; develop students' skills to promote cooperation and conflict resolution; develop students' intrapersonal and interpersonal skills; develop skills of empathy and active listening of students; develop students' critical thinking.

Subject learning outcomes: The student will be trained to: reflect on and improve their communication skills; trained to been self-critics and sensitive towards the communication behaviours; trained for conflict resolution between children and promoting cooperation between them; master the art of empathy and active listening.

Forms/Teaching methods:
Students' knowledge and skills will be developed mainly through classroom workshops (including self-reflection, study situations, role-play) and formal lectures.

Relation between theory part and practical part of the studies:

| Theory: 40% | Practical: 60% |

Literature:
Miller, Bonie, “How to create a successful contact with students”, Prishtina, 2005

**Concretization tools:**
Book, notebook, pens, sintisaizer, (it is required an instrument in the classess) etc.

**Assessment methods:**
Regular teaching methods and techniques that enable successful learning.

Forms of work: frontal, group, individual, etc.

**Criteria for passing:**
- Attendance and activity 15%
- Written test 20%
- Participation 5%
- Final Exam 60%

The name of the course: *Literature for children*

**Content:** The course defines Albanian literary and artistic creation and world creation created for small ages (preschool children) made by the most prominent Albanian and world creators, which creation is independent from that for adults.

**Learning objectives:** Students become familiar with the premise, notions and concepts for children's literature and the reasons for the separation of this literature from the rest of the general literature. Identify transmission functions that realize this literature and their importance in shaping the character of aesthetic taste of certain age groups. Describe and evaluate this particular literary-artistic process and reinforce knowledge of literary and artistic processes generally, typology, literary styles, poetic structures, genders, types of genres and become familiar with a number of other literature requirements, pedagogical, psychological educational that this creation of children literature needs to realize. To deepen the knowledge based on the historical, cultural, literary and educational world literature for children, and degrade its value by addressing the creativity of the most representative authors of this literature (Aesop, La Fountain, etc.), who would later proceed with this knowledge as educators, teachers and academics citizens.

**Subject learning outcomes:** Acquisition of knowledge and basic skills, using basic knowledge obtained earlier for this process and using the knowledge gained from Albanian literature for children in the previous course, which for its development must meet a number of other literature requirements, educational, pedagogical and psychological. This case reinforces the culture of reading, writing, communication, education, purifying the soul and, finally, gives students the opportunity of experiencing and interpreting professional competence.

**Forms/Teaching methods:**
Lecturing, seminars, commenting of the literature texts, discussion, individual works, work in groups.

**Relation between theoretical part and practical part of the studies:**

<table>
<thead>
<tr>
<th>Theory part: 60%</th>
<th>Practical part: 40%</th>
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**Basic literature:**
Concretization tools:
Book, notebook, pens, projector, etc.

Assessment methods:
Lectures, with their share of theoretical and hours exercises, which include work groups, individual work, discussions, tasks weekly course and seminar papers.

Criteria for passing:
- Activity: 10%
- Workshops: 10%
- Pre tests: 20%
- Final test: 60%

The name of the course: Mathematics Teaching Methodology I

Content: Through this course the students will be introduced to the role and importance of mathematics as a science and as a subject; mathematics curriculum for elementary school level; contemporary research results in the teaching of mathematics; classification problems in the teaching/learning of mathematics; solving mathematical problems; didactic material in the teaching of mathematics; textbooks and teaching/learning of mathematics; technology in the teaching/learning of mathematics; mathematical education and scientific journals in the course dealt with the main methods of thought and research in mathematics and its implementation in solving mathematical problems of everyday life.

Learning Goals: Students are introduced to the basic fundamentals of the didactics of mathematics such as school mathematics curriculum, the classification of the problems in the teaching/learning of mathematics, the problem of constructing mathematical knowledge; solving mathematical problems; didactic material in the teaching/learning of mathematical knowledge; implementation of the technology in the mathematical education.

Expected Results: will get introduced to the theories of learning mathematics and mathematical education development stages; characteristics of primary school mathematics curriculum, teaching material and the importance of its use for the implementation of the IT in mathematics education, the importance of scientific research and mathematical education scientific journals.
Forms/Teaching methods:
The teaching will be developed through interactive lectures, homework, advanced lessons, discussions, independent individual work, work in groups, seminars, and presentations etc.

Relation between theory part and practical part of the studies:

| Theory part: 60% | Practical part: 40% |

Literature
Liping Ma; *Knowing and teaching elementary mathematics*, LEA-London (1999)

Concretization tools:
Book, notebook, pens, calculator etc.

Assessment methods:
The assessment is based on the following activities:
- participation in exercises 20%  (four quizzes)
- Test 1 20%
- Test 2 20%
- Final exam 40%

Criteria for passing:
Final grade:

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<th>Points (%)</th>
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The name of the course: *Pedagogical practices II*
Description of the course:
During the course will be examined issues such as: planning of a lesson, planning of a series of interrelated units, evaluation and assessment of the student learning process, preparing teaching aids using materials which are available.

Course learning objectives:
Important aim of practical teaching component is to relate the students with the acquired theoretical knowledge with the practical knowledge. With reflection on teaching practices that happened in the school environment and efforts to plan, organize and implement it.
through assisting teachers in classroom activities, the students experience and master the knowledge and skills necessary for a professional preparation. This course will encourage students to demonstrate skills and reflect for teaching contemporary trends.

**Expected learning outcome:**
- Students will:
  - Understand the concept of teaching unit;
  - To plan a lesson that involves active learning;
  - To plan a lesson in several different subjects;
  - Make informal assessment of students using appropriate methods for elementary school;
  - Understand the concept of a teaching unit and its relation to the whole program;
  - Interpret the curriculum in order to plan a lesson;
  - Make continuous self-assessment of their professional development.

**The name of the course:** *National History*

**Content:** The course is divided into few parts: the historic origins start with the earliest Illyrian civilizations which are continued into the medieval Arberian civilization as well as the influence of this civilization on the general European trends and especially in the period of European renaissance and humanism, national awakening, the period of declaration of independence and which concludes with the formation of the state of Kosovo. A special attention will be paid to the political aspects related to state-formation and differences in their functioning but also the social-economic developments, cultural and intellectual developments, demographic and religious developments and their role in inter-Albanian relations. The programme of the course aims to equip students with the methods to convey on others the experiences acquired.

**Course learning objectives:** The goals of this course are as follows: to equip students how to describe and discuss processes, events, developments and important questions in the history of the Albanian people since the ancient Illyrian civilization until the period of wars against the Ottoman invasion, as well as the association between them and Europe.

**Learning outcomes (competences, skills and knowledge):** Following the completion of this course, students should be able to: discuss and explain the relationship between the achievements in society, culture, politics, economy, philosophy, religion, science and other fields; familiarize themselves with the origins of the people – from Illyrians to Albanians, the medieval Albanian history and the position of Albanians under Ottoman rule; acquaint themselves with the National Albanian Movement up to the declaration of independence in 1912; understand the historical developments of Kosovo since the London Conference of 1912-1913 up to 2008; understand the general economic, social and cultural development of Kosovo throughout different historic periods; use the literature by reviewing it in a critical and analytical aspects and determine and evaluate the crucial questions that must be addressed.

**Teaching forms/methods:** interactive lectures, group work as well as students engagement in projects or workshops.

**Relation between theory part and practical part of the studies:**

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<tr>
<th>Theory</th>
<th>Practice</th>
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<td>40%</td>
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**The basic literature for the course (list the mandatory reading – up to three textbooks).**

**Concretization tools:**

Book, notebook, pens, projector, etc.

**Assessment methods:**

The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

**Criteria for passing:**

The practical exercises and independent work.

The practical 40% and theoretical 60%.

**Title of the course:** Dramatisation and puppet plays

**Content:** Dramatization of a text, novel or a tale. The dramatic text is short and dramatised for theatre. The origins of puppet plays. Development of theatre. Actors play with the puppet. Pantomime. The theatre of shadow and the origins of this theatre. Scenic movements, sound techniques, scenic wars and diction. Actor’s rapport with the text. Music, costumography, scenography, lightning at the puppet theatre.

**Course objectives:** Students will be acquainted with new knowledge and skills to work with new generations in primary schools by using all teaching-pedagogic requirements of general culture of dramatization and puppet play which should be used in primary school as an activity.

**Subject learning outcomes:** With the development of this subject students will be trained to develop skills of children and the fulfilment of their demands for playing the role of the artist-puppet of different ages without gender restriction and be familiar with the characters, scene, stylistics, light, and shadow and sound. The children will gain new views on puppet theatre and working techniques being familiar with the work of didactic material working techniques and their application, and children will develop their creative skills in higher level for the puppet theatre in order to play with them all the foreseen roles at the puppet theatre. The outcome will be even more concrete believing in the correlations with other genres of art, as well as enrichment of the children’s life by taking part in the role of the artist. It is not surprising that out of the preschool institutions there will be born any artist of the world's highest calibre.

**Relation between theory part and practical part of the studies:**

| Theory part: 50% | Practical part: 50% |

**Basic literature used for this subject**

1. Vladimir Jevtovic “Existing theatre”
2. Fadil Hysaj “Theatre, drama, directing and acting”
3. Flori Slatina “today’s expectations of the theatre”

**Concretization tools:**
Book, notebook, pens, colors pens, projector, etc.

**Assessment methods:**

The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods.

**Criteria for passing:**

The practical exercises and independent work.

The practical 60% and theoretical 40%.

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**The name of the course: Fine Arts**

**Content of the course:** In this course will be used the knowledge of art history, for group work, practical decorative work with papers, configuration items from cardboard or paper. Working tools for visual creativity and their practical use. Art techniques with the application. The use of templates, copying, cutting and soldering. Symmetrical drawing with the help of folding. Water colouring drawings, collage, mosaic, methods and advantages of its application. Painting, types of materials and their use. Plasticine configuration of the dough, the proper tools to use. Visiting the art galleries. Exhibition with the painting of best students. Building of the diary plan and concept plan.

**Learning results:** Students will be able to:

- Explain the basic concepts in the field of art;
- Analyze problems categories of children/pupils with difficulties in learning;
- Demonstrate instructional strategies for inclusion of students in the educational process;
- Assess student knowledge.

**Working methodology:** lectures, seminars, essay, discussion, concretisation of knowledge in their implementation, visiting cultural artistic, educational institutions.

**Basic literature:**

- Math in Fine Arts Tirana
- Musai, Bardhyl: “Teaching methodology”- Tirane 2003
- Album, Popular art in Albania Tirana 1985

**Concretization tools:**

Book, notebook, pens, drawing, blocks. Etc.

**Assessment methods:**

Will be evaluated during the lectures, demonstrations of techniques, exercises, individual work, study visits outside the faculty (in the Gallery), group work etc.

**Criteria for passing:**

The practical exercises and independent work.

The 60% practical and 40% theoretical.

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**The name of the course:** Development and personality psychology
Content: The course will include the treatment of psychological issues involved in the field of education and the practical application of psychological principles of teaching. Special emphasis will be placed in learning, teaching, motivation, creativity in the classroom, and the impact that the environment has in the individual behaviour.

Learning objectives: In general, the course attempts to clarify the notions of the overall development of the child, and child interactions with other individuals in the environment where he lives and how these interactions affect its development. The course aims at enabling students to better understand child development in terms of physical, motor, mental, emotional and social aspect, his ways of reaction, how he shows emotions, how they developed, how the child is socialized, how important is the recognition of emotions and social aspects of child development, how does the child learn, how does he gets intellectually develop and how to care for the child not to create emotional and social difficulties in their development etc.

Course learning outcomes: After completing this course (subject) the student will be able to: Recognize the development of children through different stages; recognize psychological theories and basic research on the development of children; to know the techniques of working with children who have intellectual difficulties in learning, motor, mental, emotional and social difficulties; know how to identify and explain the social and emotional experiences; to recognize the stages of child development; to recognize the effects and consequences of early developmental disorders in adulthood.

Teaching forms/methods: regular lessons through lectures, discussion and work in groups, individual consultations, and practical experience and seminars.

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<thead>
<tr>
<th>Theory</th>
<th>Practice</th>
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<tbody>
<tr>
<td>70%</td>
<td>30%</td>
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</tbody>
</table>

The basic literature for the course (list the mandatory reading – up to three textbooks).

- “Physiology of Education” Bardhyl Musai
- “Physiology (a concise introduction)”- Pettijohn. F. Terry
- “General Physiology”- Prof. Dr. Pajazit Nushi
- Rashela Cikuli,”*Të rrisim fëmijë të shëndetshëm,*”Tiranë, 1984

Concretization tools:
- Book, notebook, pens, projector, etc.

Assessment methods:
- The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

Criteria for passing:
- The practical exercises and independent work.
- The practical 40% and theoretical 60%.

The name of the course: *Basics of natural science methodology I*

Content: The course contains knowledge on astronomy, physics, chemistry and Biology; and aims to prepare students to interpret this knowledge to primary school level.
Learning objectives: In this course students acquire new knowledge for the natural sciences and their connections with each other. Students will be introduced to the role of man in alternation, use and possession of the laws of nature. In this way they form the right attitude towards saving the environment, saving energy and gain vital skills and habits of work. Physics as a science of nature along with other sciences strongly affects the formation of the human personality, in establishing its cultural and professional heritage.

Course learning outcomes: After completing this course (subject) the student will be able to: know the nature, natural laws, celestial bodies, movements, molecules and atoms, liquids and gases, the atmosphere, the eye, the ear, electricity etc; recognize coherence between the natural sciences; have appropriate knowledge for the Earth, the planets of the solar system, electricity, sound, ear, eye, energy, atmosphere and its components; possess knowledge in solving and the application of mathematical apparatus in the natural sciences; to know how to represent the physical and chemical laws using mathematical apparatus, and know how to implement these laws and demonstrations in experiments in laboratories and work with elementary school students.

Proportion between theory and practice:

| Theoretical part: 60% | Practical part: 40% |

Literature:

- Spelling the Albanian Language, IAP, Prishtinë, 1974;
- Ismajli, Rexhep, Spelling Albanian, ASHAK, Prishtinë, 2005;

Concretization tools:

- Book, notebook, pens, projector, etc.

Assessment methods:

- The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

Criteria for passing:

- The practical exercises and independent work.

- The practical 60% and theoretical 40%.

The name of the subject: Methodology of Social Science

Learning objectives: The course provides the overall vision of development and the formation of ideas, concepts, social categories, in the pre-dimension of welfare. Provides understanding and interpreting of the category of society and its phenomenology. Lays the understanding of the world of society, through the explanation of social phenomena, anthropological, political, economic, social structure, social forces and social relations.

Course learning outcomes: After successful completion of the course, students will be able to:

- Understand and interpret the categories of society and its phenomenology.
Explain topics of socialization: sociality, sociability and sociogenity; culture, social construction of knowledge, inequalities, ethnic relations, socio-ethical reports, property and real phenomena and treating of the political sociology.
Understand the perspective of social sciences, sociological and anthropological theories, economic, psychological, cultural, and political;
To apply these theories in practice in the current social issues, to highlight the critical link structures, institutions, social forms, social systems, social groups: primary and secondary; social actions, status and role, role conflict, norms and values conformities and deviations.

**Forms/Teaching methods:** lectures, exercises, work in groups, seminars, discussion etc.

**The ratio between theory part and practical part of the studies:**

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<thead>
<tr>
<th></th>
<th>Theory part</th>
<th>Practical part</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>35%</td>
<td>65%</td>
</tr>
</tbody>
</table>

**Basic literature used for this subject**
Dr. Ali Dida, Studies on social sciences, Prishtina, 1984.
Lizandra Torres, Lina Torres, Social Sciences (Ciencias sociales), 1998.
Dr. Ante Fiamengo, General Physiology, Prishtina, 1967

**Concretization tools:**
Book, notebook, pens, projector, etc.

**Assessment methods:**
Lectures, with their share of theoretical and hours exercises, which include work groups, individual work, discussions, tasks weekly course and seminar papers.

**Criteria for passing:**
- Activity: 10%
- Workshops: 10%
- Pre tests: 20%
- Final test: 60%

**Name of the course:** *Methodology of figurative art*

**Learning objectives:** Through figurative art, we realize the creative part of the activities, which experiment with different art materials and figurative elements: find, ask and verify. Creatively develops student's own experience and understanding through creativity and figurative forms;

**Learning outcomes of the subject:** At the end of the course, the student will:
Adopt the course program; have knowledge on the arts and specificity of expression; develop the methodology of class organization; will be trained for the preparation of a plan or program; ready for the selection of instructional units, areas, techniques of materials [adjusted to the student's level.

**Forms/Teaching methods:** lectures, exercises, work in groups, seminars, discussion etc.

**The ratio between theory part and practical part of the studies:**

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<th>Theory part</th>
<th>Practical part</th>
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<tbody>
<tr>
<td></td>
<td>35%</td>
<td>65%</td>
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</table>

**Basic literature used for this subject**
Musai, Bardhyl: “Methodology of teaching”- Tirana
**The name of the course: Pedagogical practices III**

**Description of the course:**
During the course will be examined issues such as: planning of a lesson, planning of the program as well as individual plans for the development of children in dependency needs, their development potential, preparation of teaching aids, assessment of student learning progress, interactive strategies for the whole class and small groups, cooperation of the professional staff in school, family and community, meanwhile, students self-assess their professional progress.

**Course learning objectives:**
Course goal is for students to gain knowledge on the modern teaching methods and strategies that aim to change current practice and enhance the quality of teaching and learning efficiency. This course will encourage students to demonstrate skills and reflect for teaching contemporary trends.

**Expected results of learning:** Students will:
- Interpret the curriculum to plan a lesson in a course;
- apply different learning strategies and know when each of them will be adequately implemented;
- plan, implement and evaluate a unit of instruction in a course;
- self-evaluate their professional development and set learning goals for themselves.

**Concretization tools:**
Book, notebook, pens, projector etc.

**Assessment methods:**
Assessment is done during lectures and exercises, which are combined with practical work and computer demonstrations followed by discussions.

**Criteria for passing:**
By assisting them in educational activities with children of certain ages.

**Course name: Strategies and Methods of Writing and Reading**

**Description:** Throughout this course students will deepen their knowledge on: principles of spelling the Albanian language; the structure of regulations of spelling Albanian; spelling of pronounced and unpronounced vowels; groups of vowels and diphthongs; usage of two same vowels; apostrophe, emphasis; spelling of consonants; vocal consonants within and
at the end of the word; writing the consonant H; words with RR; NJ within and at the end of the word; joint consonants; joint consonants within the word. The course also teaches the plural of nouns and adjectives; writing the front conjunctions; writing articles and prepositions; writing one-wordsers, separately and with a middle line; usage of Capital letters; separation of words at the end of the row, writing dates, etc.

**Objectives:** The objectives include: deepening and expanding the knowledge of students on principles of spelling Albanian; the structure of regulations of spelling Albanian; spelling of pronounced and unpronounced vowels; groups of vowels and diphthongs; usage of two same vowels; apostrophe, emphasis; spelling of consonants; Gain theoretical and practical knowledge on the basic elements of the phonetic- phonological system and linguistic-morphological norms; build students capacities to distinguish normative forms from non-normative ones in spoken and written language.

**Expected learning results:** Students are expected to: learn proper spelling for communicating in their career; learn the principles of spelling Albanian; the structure of regulations of spelling Albanian; spelling of pronounced and unpronounced vowels; groups of vowels and diphthongs; usage of two same vowels; apostrophe, emphasis; spelling of consonants; learn the plural of nouns and adjectives; writing the front conjunctions; writing articles and prepositions; writing one-wordsers, separately and with a middle line; usage of Capital letters; separation of words at the end of the row; And use the gained knowledge to teach preschool children and children of the 1st-4th grade the right spelling and pronunciation of words according the language standards.

**Teaching Methods:** Lectures, seminars, commenting of literature texts, discussions’ individual, couples and group work.

**Forms/Teaching methods:** lectures, seminars, workshops, video presentations, lab, exercises, etc.

**Relation between theory part and practical part of the studies:**

| Theory part: 50% | Practical part: 50% |

**Basic literature used for this subject**

1. Script on basis of natural sciences, Prishtina -2011
2. Bio-chemistry -Prof Dr. A. Angelo , Sofija-1995
3. Astronomy kl. IV -Dr. Rasim Bejtullahu, Prishtinë- 2002
4. Dr. A. Veseli, Biofizika, Prishtinë, 2004

**Concretization tools:**

Book, notebook, pens, to scientific lab, etc.

**Assessment methods:**

The assessment is based on the following activities:

Participation in exercises 40%

Test 20%

Final Exam 40%

**Criteria for passing:**

<table>
<thead>
<tr>
<th>Final grade</th>
<th>Points (%)</th>
<th>Grade</th>
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</table>
Name of the course: **Literary reading methodology**

**Content:** Subject: literary reading methodology defines reading attentive patterns and understanding literary and artistic creativity in order to draw the structure of literary texts that are created and perceived in the age groups of preschool children. This subject contains many factors and ways of expression in a literary text, which compel us to take care in more accurate determination of its meaning, the discovery of the nature of words, their interpretation, capturing the author's intent, vocation, rhythm prose, and verse. In the elementary school program as basic texts for reading will be popular creativity and written literature for national and international children through reading books and school literature.

**Course objective:** Students get acquainted with the logical, aesthetic and semantic aspects of art of writing and reading, listening and comprehension of the linguistic levels and literary content and meaning of the literature text, and the possibility of their performance. Identify transmission functions that this literature realizes and their importance in shaping the character of aesthetic taste of the certain age groups. To perceive and appreciate this unique literary-artistic process and enhance the skills of listening and interpreting essential meaning of the literature text in general.

**Course learning outcomes:** Obtaining basic knowledge on the art of listening, reading and interpreting literature text and more accurate identification of meaning and semantic nuances.

**Forms/Teaching methods:** lectures, seminars, commenting of literature texts, discussions, individual, pair and group work.

**Relation between theory part and practical part of the studies:**

| Theory part: 60% | Practical part: 40% |

**Basic literature used for this subject**


**Concretization tools:**

Book, notebook, pens, projector, etc.

**Assessment methods:**

The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

**Criteria for passing:**

The practical exercises and independent work.

The practical 60% and theoretical 40%.

**Name of subject:** *Basics of natural Science methodology II*
**Content:** The course is divided into several parts: The first part deals with general concepts of the nature of living: the definition of life and its features, similarity and diversity of life; second part of the treatment levels of organization of living organism: from the dead one to the cell, from the cell until the animal organisms and the biosphere; Part three deals with the based processes of the live in the nature: metabolism, breathing, photosynthesis and associated processes; fourth section elaborates knowledge of the five kingdoms living beings: Monere, Protists, fungi, plants and animals - differences and similarities; fifth part deals with the nature of Kosovo: flora, fauna and protected areas of Kosovo; Part 6 deals with the methodology of recognition and interpretation of the living world.

**Learning objectives:** with this course the student gains these competencies: gains scientific knowledge about the nature and rules of operation of life, key concepts, interactions of living things in ecological environment; acquire knowledge on the origin and evolution of life: from cell to organism and the biosphere; acquire scientific knowledge base for key biochemical and physiological processes that keep life alive consistently; identify the five kingdoms of living things, to recognize similarities and differences between them; gains general knowledge on the flora and fauna Kosovo.

**Course learning outcomes:** After completing the course the student will be able to: perform general knowledge on nature and biodiversity, to determine the levels of organization of living, to interpret evolutionary and historical development of living things, elaborate the basic functions that characterize livelihoods, differentiate similarities and differences between the kingdoms of the living world, to interpret the knowledge of nature and its values in Kosovo.

**Teaching forms/methods:** the regular classes are organized in group lectures, whilst the practical part is organized in groups of 15 students.

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<th>Theory</th>
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**The basic literature for the course** (list the mandatory reading – up to three textbooks).


**Concretization tools:**

Book, notebook, pens, to scientific lab, etc.

**Assessment methods:**

The assessment is based on the following activities:

Participation in exercises 40%

Test 20%

Final Exam 40%

**Criteria for passing:**

*Final grade*

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<thead>
<tr>
<th>Points (%)</th>
<th>Grade</th>
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<td>90-100</td>
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<td>80-89</td>
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<td>70-80</td>
<td>8</td>
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<td>60-69</td>
<td>7</td>
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</table>

- 167 -
Name of the course: Inclusive education with methodology

Learning objectives: This course aims to familiarize students with the basic concepts related to inclusive education issues; analysis of defects and levels of categories of children and adults with special needs; Identifying learning defects and difficulties for children, by comparing some of the educational systems in the world with the Kosovo education system.

Course learning outcomes: at the end of this course students will be able to: Understand and acquire knowledge of the basic concepts in the field of Special Education; Identify, analyse, compare and argument on the gained knowledge; Demonstrate knowledge, skills and academic skills practice in relation to contemporary trends of the Special Education.

Teaching forms/methods: Methodology in accordance to the circumstances, the goals of scientific teaching contents: lecture-discussion-analysis, seminar-discussion, debate, group work, individual work-group, analytic and synthetic forms, inductive and deductive.

The ratio between theory and practice part of studying

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<thead>
<tr>
<th>Theory</th>
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<tbody>
<tr>
<td>35%</td>
<td>65%</td>
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</tbody>
</table>

The basic literature for the course

- Zabeli, Naser, (2010), Edukimi inkluziv (Dispensë për studentë), Prishtinë, Universiteti i Prishtinës & WUS
- Zabeli, Naser, (2008), Edukimi gjithëpërfshtirës dhe Universiteti i Prishtinës, në Grup autorësh, Zhvillimi i arsimit gjithëpërfshtirës në Kosovë – Sfidat dhe rezultatet, Prishtinë, FSDEK.
- Xhuvani, A, (2002), Hyrje në Edukimin special, Sejko, Elbasan
- Grup autorësh, (2003), Edukimi special në Kosovë, Prishtinë, FSDEK.
- Zabeli, Dr. Naser, (2008), Strategjitë psikopedagogjike për reduktimin e sjelljes së papërshtatshme në klasë, Prishtinë, FSDEK & Libri shkollor.
- Zabeli, Naser, (2003), Edukimi inkluziv – teori dhe praktikë aktuale, Prishtinë, Save the Children – Denmark
- Indeksi për gjithëpërfshtirje, (2014),përshtatur nga Zabeli, N. dhe Behluli, L., Save the Children.
- Zabeli, Naser, (2001), Nxënësit me nevoja të veçanta, Prishtinë, Save the Children & KEC.
- Duka, Ambera, (2011), Probleme të punës mësimore me fëmijët me nevoja të veçanta, Tiranë, Mediaprint.

Concretization tools:

Book, notebook, pens, projector, etc.

Assessment methods:

The advanced lecture, discussion, group work, pair work, individual work, interactiv teaching methods

Criteria for passing:

The practical exercises and independent work.

The practical 40% and theoretical 60%.
The name of the course: Psychology of education

Content: The course will include the treatment of psychological issues involved in the field of education and the practical application of psychological principles of teaching. Special emphasis will be placed in learning, teaching, motivation, creativity in the classroom, and impact that the environment has at the individual behaviour.

Learning objectives: acquisition of knowledge about the development of the individual, including the theories of Erikson, Piaget and Kohlberg, Understanding of the principles and theories on motivation and learning relating these to the behaviour, cognition and information processing. Gaining of knowledge about classroom management techniques and methods to deal with the behaviour problems. Familiarity with contemporary issues related to education, critical thinking, etc.

Course learning outcomes: After completing this course (subject) the student will be able to: reflect on the importance of recognizing the educational psychology, explain the importance of the recognition of sensory elements and perception until the most complicated forms of thinking and the intelligence; reflect on the factors (biological, social, activity, maturity, etc.), which help especially successful learning; know how to develop psychic processes, the stages through which human development passes through, differ the development of phyla-genetic from that of orto-genetic; know how to motivate, recognize emotions, aspirations, etc. and besides these to choose learning contents, to use concrete learning tools in their teaching contents directly, to know how to apply the rules and procedures for learning the appropriate level that suits the student;

Teaching forms/methods: Regular teaching through lectures, discussions and group work, individual consultations, as well as practical experience and seminar.

The ratio between theory and practice part of studying

<table>
<thead>
<tr>
<th>Theory</th>
<th>Practice</th>
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<tbody>
<tr>
<td>70%</td>
<td>30%</td>
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</table>

The basic literature for the course

“Education Physiology”, Bardhyl Musai
“Physiology (a concise introduction) Pettijohn. F. Terry
Edmond Dragoti, “Psikologjia e adoleshentit”, Tiranë, 2012
Theodor Karaj, Psikologjia zhvillimore e fëmijës.”, Tiranë, Botimi i dytë, 2015
Juniku, Neki, Kaptina nga Psikologjia, Shkup, 1994
Pettijohn. F. Terry, Psikologjia (Një hyrje koncize), Tiranë, 1996

Concretization tools:
Book, notebook, pens, projector, etc.

Assessment methods:
The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

Criteria for passing:
The practical exercises and independent work.

The practical 40% and theoretical 60%.

Name of the course: *Environmental education*

Content of the course: The course is divided into several parts:

- Familiarity with the general concepts of the environment: ecology and ecological factors, the environment as a notion, pollution, pollutant, entry ways, interactions and consequences;
- Main environmental substrates: air, water, soil and biodiversity and the interconnection between them;
- Part on the main human development activities but which have impact on the environment: energy, transport, industry, agriculture, tourism, etc.
- Main pressures in our environment: waste, noise, urban planning and chemicals;
- Part on the global environmental issues: climate change, the thinning of the ozone layer, acidification and pollution of the seas and oceans;
- Global measures, European and national environmental protection: conventions, protocols, strategies and action plans, etc. and personal approach to environmental problems.
- Part on the environment of Kosovo and the main issues, education for sustainable development.

Learning objectives: With this course the student will: acquire contemporary knowledge on environmental education: concepts, biosphere as a whole, bio-geo-chemical cycles in nature, pollution, pollutant, pollution consequences; Gain basic knowledge on the contemporary environmental components: water, air, soil and biodiversity; gains knowledge on major activities that have impact on the environment, the pressures on the environment and global environmental problems; gains basic knowledge on global mechanisms, European and national environmental protection; gains basic knowledge on the environment of our country and its main problems.

Subject learning outcomes (competences, knowledge, and skills): After completing the course the student will gain the competencies: to define the main concepts of the environment and environmental education, to interpret information on key environmental components; to differ major impacts on the environment, to recognize and interpret global environmental problems, to identify the main global mechanisms global, European and national environmental protection mechanisms, to interpret local environmental conditions, and to promote a proactive approach to the environmental preservation.

Teaching forms/methods: regular lessons are organized in group lectures whilst the practical part is organized in small groups of 15 students.

The ratio between theory and practice part of studying

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<th>Theory</th>
<th>Practice</th>
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<td>60%</td>
<td>40%</td>
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</table>

The basic literature for the course

- Group of authors “Green Pack” for Kosovo, Regional Environmental Centre for Central and Eastern Europe
- Ramadani I. (2011), Environment, challenges and perspectives – the role of humans

Concretization tools:

- Book, notebook, pens, projector, etc.

Assessment methods:
The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

**Criteria for passing:**

The practical exercises and independent work.

The practical 40% and theoretical 60%.

**Course title: School and community**

**Content:** Course is divided in several parts:

In this course students will be able in a direct and practical way to prepare for the understanding of the importance of the school and community as well as implementations of this knowledge into practice. Students will get the chance to know and apply different forms of cooperation with community, by being stimulated and encouraged to organize an activity in groups to cooperate with community as teachers. Through this course we aim also a progressive movement in improving the quality and promotion to the future teachers the community as an important partner in their work.

**Purpose of the course:**

- Preparation of students in a practical way for the importance of cooperation with community.
- Forms of cooperation with community
- Implementation of strategies for cooperation with community
- Preparation of students to gain communication skills in terms of communicating with community.

**Learning outcomes (results) of the course (competences, knowledge, skills)**

After completing of this course students will gain competences:

- To know the strategies of practical cooperation with community
- To know the importance of community involvement in quality development of the school.
- To treat community as an important factor in their work as teachers.
- To plan concrete forms of cooperation with community
- To be able to implement cooperation with community, etc.

**Forms and methodologies of teaching**

Interactive lectures, group work and student assignments research papers and projects.

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<th>Theoretical part</th>
<th>Practical part</th>
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</table>

**Basic literature for the course**

2. Bonnie Miller “Si te krijohet kontakti I sukseshem me nxenesit”, Prishtinë 2003

**Concretization tools:**

Book, notebook, pens, projector, etc.

**Assessment methods:**
The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

Criteria for passing:

<table>
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<tr>
<th>Attendance</th>
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<tbody>
<tr>
<td>Commitments / exercises</td>
<td>5%</td>
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<tr>
<td>Research presentations</td>
<td>10%</td>
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<td>The first evaluation</td>
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<td>Final evaluation</td>
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Course name: Learning difficulties

Course description: Knowledge on the basics of Learning Difficulties, and education of students with such difficulties.

Course learning objectives: Introduction to core concepts related to Learning Difficulties; Analysis of disabilities and levels of students’ and adults’ categories with Learning Difficulties; Identification of disabilities and difficulties in children’s learning, by comparing some of the world’s education systems with Kosovo’s education system.

Students’ learning outcomes:
Understanding and acquiring knowledge on core concepts in the field of Learning Difficulties; Demonstration of knowledge, academic and practical attitudes and skills in relation to modern trends in the field of Learning Difficulties; Identification, analysis, comparison and argumentation of acquired knowledge; Demonstration of knowledge, academic and practical attitudes and skills in relation to modern trends in the field of Learning Difficulties.

Teaching methodology: Methodological combinations according to situations, purposes and teaching/scientific contents: lecture-discussion-analysis, seminar-discussion, debate, group work, individual-group work, analytical, synthetic, inductive and deductive methods.

Core literature:

Concretization tools:
Book, notebook, pens, projector, etc.

Assessment methods:
The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods
Criteria for passing:

The practical exercises and independent work.
The practical 60% and theoretical 40%.

Course name: *Children rights and teaching ethics*

Contents: The course considers different moral implications on teaching theory and practice. The moral character of teaching – different teaching concepts; ethics theory – great moral philosophers highlight issues of objectivity or moral values of the teacher; contemporary ethics theory reviews actual moral and social debate with references to concepts such as empathy, utilitarianism, value ethics, liberalism and communication.

Course learning outcomes: basic knowledge on educational issues within ethical education and ethics’ concepts; Development of competencies for individual thinking related to issues of teaching and their transfer to others.

Teaching methods: Formal lectures, interactive teaching strategies, group work, individual work and debates.

Proportion between theoretical and practical part of the course:

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<tr>
<th>Theoretical part</th>
<th>Practical part</th>
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<td>40%</td>
<td>60%</td>
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</table>

Core literature to be used during the course:

Dr. S. Rashiti, Bashkëkohësimi i mendimeve socio-etike, Prishtinë, 1994
Dr. Sadik Rashiti, Kategoria e ndërgjegjes, Prishtinë, 1997.

Concretization tools:

Book, notebook, pens, projector, etc.

Assessment methods:

The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

Criteria for passing:

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<tr>
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<td>Commitments / exercises</td>
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<tr>
<td>Research presentations</td>
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<tr>
<td>The first evaluation</td>
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<tr>
<td>Final evaluation</td>
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Course name: *Education and media*

The need for such a course: Media education is a process through which individuals are equipped with education on media, manage to understand media critically, especially the nature, techniques and influences of media messages and media productions. This implies critical thinking on media texts (de-structuring, media analysis and assessment). On the other hand, modern schools have an increasing awareness for the need to learn in the classrooms about real world by bringing media content to the classroom. From this perspective, media use in schools is an advantage. Also, virtual world (television, computer, Internet, etc.) is
proving to be a growing factor that affects isolation of the individuals, by offering them a mode of virtual world. This is a misunderstanding which needs to be discussed constantly in the process of students’ education.

**Course description:** This course teaches key concepts of mass media and popular culture. Key topics to be discussed include: What are media? Who stands behind media? Media between information and profit. Media audience. Media message and ideology. Theory of Columbia’s School and theory of Frankfurt School. Other media theories [Agenda Setting, Increasing Knowledge Gap, Spiral of Silence etc.]. Media and entertainment. Media and violence. Media and racism. Media and women. Media and children. Media in unusual situations. 21st century media and individual-society: social networks, Facebook, YouTube, Skype, etc.

**Learning outcomes:** Media education does not aim to provide accurate answers to numerous questions that can be asked to media and its role in society. Media education aims to develop proper questions for media. The role of educator in this case is not to create a knowledge encyclopaedia for the students, to facilitate the critical thinking process for them and a dialogue for media role. So the instructor becomes c-student. At the end of the course, students are individuals who ask fair questions for the media, and can think critically for messages that they receive from the media, and also can distinguish the usefulness and consequences in the relationship of modern men to media.

**Literature:**
- Bill Kovach & Tom Rosenstiel, *Elementët e gazetarisë*, ISHM, 2009

**Concretization tools:**
- Book, notebook, pens, projector, etc.

**Assessment methods:**
The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

**Criteria for passing:**
- Attendance: 5%
- Commitments / exercises: 5%
- Research presentations: 10%
- The first evaluation: 30%
- Final evaluation: 50%

**Course name:** *Math Teaching Methodology II*

**Contents:** Through this course, students will be introduced to the following topics: Students’ learning and knowledge construction for numeric sets and operations – presentation,
processes, steps and levels, approaches; Understanding and construction of geometric knowledge – levels VanHiele of understanding in geometry – plane geometry and deduction; Understanding construction of students’ knowledge for measurements and masses – processing decimal numbers through measurements; Understanding and initial algebraic knowledge – examples, actions within one set; building the function concept – presentations and composing elements of the function concept; examples; Constructing and processing the concept of equations – examples; Lesson planning, understanding, learning performance, learning strategies.

**Learning objectives:** to understand processes of construction of concepts from numeric sets and actions: from geometry, masses and measurements, beginning algebra, function and equations. Construction, correct construction or further development and reinforcement of mathematics knowledge takes place through the classes.

**Learning outcomes:** At the end of the course, students will be introduced to
- develop activities according to modern methods that are based on core competences in the field of mathematics;
- integrate theories of learning mathematics in daily plans and practical work;
- integrate the hours of mathematics the language, art, music and science using interactive teaching methods;
- harmonize teaching and learning styles of students and multiple intelligence activities in geometric figures, sizes, measurements, performance data and solving problems of everyday life;
- plan learning activities based problem solving
- analyze different methods of evaluation aimed at advancing the fulfillment of learning outcomes.

**Teaching methods:** Teaching is done based on interactive methods, homework, advanced lectures, discussions, independent individual work, group work, seminars and presentations.

**Proportion between theoretical and practice part of studies**

<table>
<thead>
<tr>
<th>Theoretical part</th>
<th>Practical part</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 %</td>
<td>60 %</td>
</tr>
</tbody>
</table>

**Literature:**
Liping Ma; *Knowing and teaching elementary mathematics*, LEA-London (1999)
Musai, B (2005) *Mësimdhënia dhe të nxënët ndërveprues – Modele për zhvillimin e të menduarit kritik të nxënësve në matematikë* 1- 5 Tiranë: CDE

**Concretization tools:**
Book, notebook, pens, calculator, etc.

**Assessment methods:**
The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

**Criteria for passing:**
- Attendance 5%
- Commitments / exercises 5%
- Research presentations 10%
- The first evaluation 30%
- Final evaluation 50%
Course name: History of national literature

Content: The course defines literary-artistic work created in Albanian language by most famous authors. This course discusses the huge importance that national literary-artistic production has. This literature has an aesthetic influence on the receiver (children and adult listeners and readers) and enables spiritual growth, knowing oneself and the world, and makes knowledge and education more sustainable.

Learning goals: Students will be introduced with terms, notions and concepts of national literature and the reasons for independently separating it from the rest of general literature. Student will be able to identify conveying functions that enables this literature and its importance for formation of character and aesthetic taste of certain age groups; To describe and assess this special literary-artistic process generally, about typology, literary styles, poetic structures, types and genres and will be introduced to a series of literary, pedagogical, psychic and educative requirements that need to meet and develop this literary work for students; To deepen basic knowledge on historic, cultural, literary and educative heritage of national literature and to elaborate on its values by discussing the work of most representative authors of the literature, so that they convey this knowledge as educators and teachers as well as academic citizens.

Course learning outcomes: Acquiring knowledge and basic skills, by using elementary knowledge obtained before for this process and by using knowledge obtained from national literature during the previous course, which for its development needs to meet a series of other literary, pedagogical and psychic requirements. This course reinforces the culture of reading, writing, communication, education, spiritual growth, and lastly, gives students the opportunity to experience and interpret applying professional competence.

Teaching methods: Lectures, seminars, comments, literary texts, individual work, and pair or group work.

Proportion between theoretical and practical part of studies

<table>
<thead>
<tr>
<th>Theoretical part</th>
<th>Practical part</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 %</td>
<td>40 %</td>
</tr>
</tbody>
</table>

Core literature:
Dr. sc. Faik Shkodra, Letërsia për fëmijë nga fillimet deri sot, Prishtinë, 2002.

Concretization tools:
Book, notebook, pens, projector, etc.

Assessment methods:
The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

Criteria for passing:
Attendance 5%
Commitments / exercises 5%
Research presentations 10%
The first evaluation 30%
Final evaluation 50%
Course name: *Methodology of physical education*

**Course objectives:** Through its application in the teaching process, it makes possible organization, development and course of teaching at a higher professional level, by adapting to conditions and methodical-didactical requirements.

**Expected learning outcomes:** At the end of the course, students will be able to:

- To plan and process course material.
- To project certain programmatic models, depending on purpose, requirements, age, gender, etc.
- To enable students to get familiar with the modern achievements from methods of physical education.
- To prepare students for independent practical and theoretical work.
- To enable students to master successfully / easily programmatic content of other courses.

**Teaching methods**

Theoretical lectures, discussions, seminars, group work with interactive methods – repetition according to individual needs of programme content.

**Proportion between theoretical and practical part of studies**

<table>
<thead>
<tr>
<th>Theoretical part</th>
<th>Practical part</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>65%</td>
</tr>
</tbody>
</table>

**Core literature to be used for the course:**


J. Daci, V. Belliu: *Metodika e edukimit fizik*, Tiranë, 2000

**Concretization tools:**

Book, notebook, pens, projector, etc.

**Assessment methods:**

The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

**Criteria for passing:**

<table>
<thead>
<tr>
<th>Attendance</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitments / exercises</td>
<td>5%</td>
</tr>
<tr>
<td>Research presentations</td>
<td>10%</td>
</tr>
<tr>
<td>The first evaluation</td>
<td>30%</td>
</tr>
<tr>
<td>Final evaluation</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Title of the course: Methodology of Albanian Language**

**Content:** Albanian Language textbooks (content, structure); Scientific and didactic criteria of designing textbooks; Alternative texts and their selection; Integration as a basic criterion for the construction of texts and Albanian Language Program. Annual planning of the course and elements of daily plan. Albanian Language Learning at school (historical overview). Criteria of scientific modernization of didactic teaching of Albanian Language at school. Current problems of teaching in the Albanian language in school - integration concept. Language and reading, integration processes. Integration of goals into the plan and course objectives. New scientific insights and methods for teaching of Albanian Language. Standard subject and content standards in the course of Albanian Language etc....

**Learning objectives:** *Methodology of Albanian Language* as a university course aims to train students professionally of the teacher profile for lower secondary school by raising the level...
of professional training in teaching. Didactics of Albanian Language aims to provide for student-teacher a vision of methodological opportunities within the knowledge and use of the principles, criteria, methods, techniques, forms and strategies related to teaching, learning and assessment of students.

**Learning outcomes:** To recognize theories and experiences of tradition and modern language teaching; compare learning theories by arguing the advantages of one against the other; express their opinions regarding the most appropriate theory for teaching and learning in our school; distinguish methods, forms, strategies and techniques that promote successful interactive teaching and learning; create teaching models, which use methods that encourage critical thinking and learning in interaction

**Teaching Methodology:** Regular teaching with some intensive approach. Forms of work: frontal, group, individual and other, as a class project etc...

**Relation between theory and internship at the studies**

<table>
<thead>
<tr>
<th>Theory</th>
<th>Internship/ Practical part</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Literature:**
1. Mustafa, A. Didactics of Present Albanian Language and reading, Skopje 2004
2. Gjokutaj, M.; Mërkuri, N.. Successful models of teaching, Tiranë, 2003;

**Concretization tools:**
Book, notebook, pens (color pens), newspapers, projector, etc.

**Assessment methods:**
- Assessment of students' knowledge is made during the semester and in the preliminary test and final exam;
- There will be a preliminary test by week 15 of the academic unit;
- The exam is held by test and will be questioned orally;
- Students who achieve the maximum score in the test will be free from final exams;
- Students who are caught with copies during the test, are not eligible to take the exam for three terms.

**Criteria for passing:**
Attendance: 15%
Active attendance and taking the plus (+) during the semester: 30%
Exam: 55%

**Course name:** *Assessment in education*

**Course description:** During the course, issues such as the following will be discussed: Relevance of assessment in education, theoretical approaches on educational assessment, knowing and mastering skills for practical application of formal assessment techniques such as: students’ portfolios, students’ performance, checklists, different records of behaviours through video cameras, photos, children’ drawing and planning the assessment procedure. Of special importance for assessment is processing of data collected through these techniques.

**Learning objectives:** The objective of the course is to introduce students to experiences that include strategies which lead to authentic, diagnostic, formative and summative assessment. The course will also put emphasis on effective techniques of alternative assessment.

**Expected learning outcomes:** Students will: Understand importance of learning about objective assessment; know strategies which lead to continuous students’ assessment; Apply strategies which limit prejudgements in assessment; they apply a number of assessment
techniques through real experiences; Create abilities to analyse collected data; Create skills for using data for planning the individualized work (development of competencies through curriculum).

**Teaching methodology:** Regular teaching will be implemented through individual and group work and frontal teaching. We will suggest other alternative forms such as written work (essays). The course is developed in support of interactive teaching through the implementation of new teaching techniques, by constantly providing opportunities for questions and discussions. Students are obliged to complete given assignments, to write essays and to present in groups.

**Literature:**

**Concretization tools:**
Book, notebook, pens, projector, etc.

**Assessment methods:**
Lectures, with their share of theoretical and hours exercises, which include work groups, individual work, discussions, tasks weekly course and seminar papers.

**Criteria for passing:**
The practical exercises and independent work.
The practical 60% and theoretical 40%.

**Course name: Personality psychology**
**Content:** The course will include discussing psychological issues included in the field of education and practical application of psychological teaching principles. A special emphasis will be placed on learning, classroom creativity, and impact that environment has on human behaviour.

**Learning objectives:** In general, the course tries to clarify notions of overall development of students and interactions of students with other individuals in the environments where they live and how those interactions affect their development. The course aims to prepare students to better understand the students’ development in the physical, motoric, emotional and social development, their reaction manners, how emotions are presented and social aspect of students’ development, how they learn, how they develop intellectually and how to take care of students so that not to create emotional and social difficulties in their development, etc.

**Learning outcomes:** Upon completion of this course students will be able to: Know students development across stages; know core psychological theories and research on children development; know working techniques for students facing intellectual, learning, motoric, mental, emotional and social difficulties; know how to identify and explain emotional and social experiences; know children development stages; know effects and consequences of early development disorders at an adult age.

**Teaching methods:** Regular teaching through lectures, discussions and group work, individual consultations, and practical and seminar experience.
Proportion between theoretical and practical part of studies

<table>
<thead>
<tr>
<th>Theoretical part</th>
<th>Practical part</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Core literature to be used during the course.
“Psikologjia e Edukimit” Bardhyl Musai
“Psikologjia (Një hyrje koncize)”- Pettijohn. F. Terry
”Psikologjia e Përgjithshme”- Prof. Dr. Pajazit Nushi

Concretization tools:
Book, notebook, pens, projector, etc.

Assessment methods:
The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

Criteria for passing:
Practical and individual independent work.

Course name: Classroom management and discipline
Course description: This course is designed to support the teacher in developing a practical and effective approach of classroom management. Initially, students will understand the importance of classroom management. The course will explain historical context of discipline and classroom management and main theories on human behaviours. Classroom management through work organization based on certain rules and procedures in classroom is very much needed to meet educational goals. Effective classroom management can be used to create a positive socio-emotional climate in the classroom, which at the same time means minimizing divisive behaviour. To achieve this, cooperative learning is used, as well as respect for learning styles, organization based on students’ preferences, fair and transparent assessment, and many other communication strategies that assist classroom management. Strategies for planning and managing the classroom time: time management and typical problems with transitions are meanwhile other important issues for effective classroom management.

Expected learning outcomes: Students will: Understand importance of good classroom management; Know procedures for classroom management; Analyse process of development of fair and powerful relations with students; Learn to have accurate expectations and preserve self-control when they have to do interventions and interruptions from students “with problems”; Use strategies for self-directing learning and to stop and eliminate repeated problematic behaviours among children or between children and teacher.

Teaching methodology: Regular teaching will be implemented through individual and group work and frontal teaching. We will suggest other alternative forms such as written work (essays). The course is developed in support of interactive teaching through the implementation of new teaching techniques, by constantly providing opportunities for questions and discussions. Students are obliged to complete given assignments, to write essays and to present in groups.

Literature:
Concretization tools:
Book, notebook, pens, projector, etc.

Assessment methods:
The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

Criteria for passing:
Practical and individual independent work.

Course name: Children and learning in nature

Content: The course is divided in several parts: 1. The Part of general concepts of nature and the relationship of humans with nature: 2. Educativa and recreational activities: children and natural heritage; national parks and protected zones, educational values, preservation of ecosystems and recreation; 3. The role of walking, hiking, tourism and other activities in nature; 4. Zones of natural heritage and excursions in Kosovo: main zones to be visited, their values and status, why and how are they protected; 5. Education in nature; visit in botanic gardens / zoos, natural museums, etc.

Learning objectives: With the course, student will: obtain modern knowledge on nature and humans’ connection with nature, evolution of nature and position of humans in nature, values that humans get from nature and how they affect it; obtain basic knowledge on values of natural world and local heritage, most attractive areas in Kosovo for visits/excursions; and cultivate and convey the benefits of walking in nature, hiking, natural tourism, activities for protecting nature such as cleaning campaigns, gardening, etc.

Learning outcomes (competences, knowledge and skills)
Upon completion of the course the student will master the competences to: define main concepts of nature and education in nature; interpret natural values and natural heritage; know and interpret concepts of natural botanic gardens and zoos; develop knowledge and will for activities in nature; distinguish and categorize protected zones and their values; develop and transmit to others the will for doing activities in nature.

Teaching methods
Regular teaching is organized in group lectures, while practical part is organized in groups with visits in natural open environment.

Proportion between theoretical and practical part of studies

<table>
<thead>
<tr>
<th>Theoretical part</th>
<th>Practical part</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Core literature to be used for the course:
Group of authors 2010 “Green Pack for Kosovo”, Regional Environmental Center for Central and Eastern Europe.

Concretization tools:
Book, notebook, pens, projector, etc.

Assessment methods:
The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods
Criteria for passing:
The practical exercises and independent work.
The practical 60% and theoretical 40%.

Course name: Basics of education research
Contents: The course will discuss issues such as: theoretical approaches to research methodology in issues of education in general, mastering of skills for applying research methods and learning for higher order critical thinking, for preparing various works especially diploma thesis, discussions on cooperative learning with others, communication and presentation of research findings.
Learning objectives: The purpose of this course is to introduce students to modern research methodologies and strategies in the field of education in general and pre-school education in particular. This course aims to change the so far teaching practice and to increase the quality and efficiency of students in researching educational topics and presenting research findings. The course will encourage students to demonstrate skills and reflect on their skills for preparing the diploma thesis.
Course learning outcomes: Upon completion of this course, students will: explain core concepts in pre-school education research; analyse theoretical aspects and different styles of education research and modern teaching strategies; identify successful planning aspects of research in education; compare successful models of research; apply their skills in preparing their diploma thesis.
Teaching methods: The course will be developed in support of interactive teaching by using new teaching techniques in schools as well as questions and discussions. Students complete their assignments and prepare presentations for their results, write essays and present in groups.

Proportion between theoretical and practical part of studies:

<table>
<thead>
<tr>
<th></th>
<th>Theoretical part</th>
<th>Practical part</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion</td>
<td>40%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Literature to be used for the course:
Musai, Bardhyl : (2003 ) Metodologjia e mësimdhënies, Tiranë

Concretezation tools:
Book, notebook, pens, projector, etc.

Assessment methods:
The advanced lecture, discussion, group work, pair work, individual work, interactive teaching methods

Criteria for passing:
The practical exercises and independent work.
The practical 60% and theoretical 40%.

Course name: Pedagogical practice IV
Content: During the course, the following issues will be discussed: planning of education work based on the characteristics of early childhood age groups, as well as specific features of the programme. The individual plan will be used concretely for early childhood development, depending on the needs, children development potential and assessment of children development based on different dimensions, preparation of teaching aids, small group interactive strategies, cooperation with professional staff at the pre-school institution, as well as with families and community. Meanwhile, students self-assess their professional growth.

Learning objectives: During the course, the following issues will be discussed: planning of education work based on the characteristics of early childhood age groups, as well as specific features of the programme. The individual plan will be used concretely for early childhood development, depending on the needs, children development potential and assessment of children development based on different dimensions, preparation of teaching aids, small group interactive strategies, cooperation with professional staff at the pre-school institution, as well as with families and community.

Course learning outcomes: Students will:
Compare educative work in the kindergarten setting depending on the characteristics of specific programme that will be implemented; interpret the curriculum to plan activities of integrated curricula; Apply different strategies of educative work and know when each is applied adequately; Plan, implement and assess educative work during different timelines; Self-assess their professional development and determine own learning goals.

Teaching methods: Observation of teaching and learning process in a pre-school institution, discussion on methods and examples, cooperative and individual learning.

Proportion between theoretical and practical part of studies:

| Theoretical part: 20% | Practical part: 80% |

Head of the study program: Primary program:
Prof. Ass. Dr. Behxhet Gaxhiqi

Course name: Diploma thesis

Content: Content changes depending on the topic selected by the students.

Learning objectives: Preparation of students for research work in the field of Albanian language.

Course learning outcomes: To understand and apply quantitative and qualitative research methods; to identify and define teaching issues and ways to solve them by using other experiences and results.

Teaching methods: Individual work and consultations with the mentor professor.
### 2.4 Cultural Heritage and Tourism Management

<table>
<thead>
<tr>
<th>Description (name) of the study programme</th>
<th>“Cultural Heritage and Tourism Management”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description (name) of the academic programme</td>
<td>Cultural Heritage and Tourism Management</td>
</tr>
<tr>
<td>NQF Level (with indication whether BA, MA, PhD, other Doctorate Programme, Professional Certificate or Diploma, university course etc)</td>
<td>Master of Science- MSc.</td>
</tr>
<tr>
<td>Academic degree or certificate, spelled out in full and in abbreviated form</td>
<td>Master of Science in Cultural Heritage and Tourism Management- MSc</td>
</tr>
<tr>
<td>Profile of the academic programme</td>
<td>Master</td>
</tr>
<tr>
<td>Target group</td>
<td>All those who have completed bachelor degree in: History, Ethnology, Sociology, Architecture, Economics, Geography, Art, Education, Philology and Law.</td>
</tr>
<tr>
<td>Minimum period of study</td>
<td>4 semesters (2 years)</td>
</tr>
<tr>
<td>Type, structure and cycle (full time or part time)</td>
<td>Full time in Campus</td>
</tr>
<tr>
<td>Number of ECTS (total and per year)</td>
<td>120 ECTS</td>
</tr>
<tr>
<td>Number of student places</td>
<td>25-30 students per year.</td>
</tr>
<tr>
<td>Person in charge of the academic programme</td>
<td>Prof. Ass. Dr. Behxhet Brajshori,</td>
</tr>
<tr>
<td>Scientific/artistic staff (number per staff category)</td>
<td>Regular Professors;</td>
</tr>
<tr>
<td></td>
<td>Associated Professors:</td>
</tr>
<tr>
<td></td>
<td>Professor Assistant: 10</td>
</tr>
<tr>
<td></td>
<td>Guest Lecturers: 14</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>150 Euro per semester</td>
</tr>
</tbody>
</table>

2.2. Labour Market

Having into consideration that Kosovo has huge resources of cultural heritage which belong to different periods of civilizations and different cultures beings appreciate that staff which will get to graduating from this program will have a real opportunity to participate in such labor market. Such staff are deficient in Kosovo. In addition, Kosovo has great tourist potential, ranging from the potential for development of summer tourism, winter tourism, cultural tourism, and to sources of healing mineral water. Sustainable development policies on the protection, restoration, preservation, conservation and exploitation of the movable and immovable property heritage of the potential tourism, presents the best opportunity to diplomuairit in this program to apply their knowledge. Modern and effective management of these potentials and helping the economic development of Kosovo.

2.3. International Comparison

"Cultural Heritage and Tourism Management", has a comparative advantage not only of the region but also to the international dimension, because Kosovo has numerous resources and cultural tourism and good geographical position.

2.4. Target Group of the program

It is dedicated to the graduated in the areas of: History, Ethnology, Sociology, Architecture, Economics, Geography, Education, Philology and Art.

2.5. The mission of the program

"Cultural Heritage and Tourism Management", is issuing labor market staff professionally prepared and competitive in the design, implementation, control and evaluation of policies in the fields of cultural heritage and tourism as well as for the successful management of potential cultural and turistike. The University mission is that the implementation of this program, students develop skills applicable to their implementation in practice.

2.6. Aim and the profile of the programme

-"Master Program in Cultural Heritage and Tourism Management " is an interdisciplinary graduate studies program, carefully designed for students who are interested in management, museum studies, tourism, creative industries, architectural heritage and historic cities.

The aim of the Master program is to provide education for the development of human resources necessary for the mobilization and management of cultural heritage tourism in socio-economic development of Kosovo society.
The program provides substantial training to create high-level professionals in the field of tourism and cultural heritage management with the necessary skills to mobilize domestic and international planning.

Students will learn the main topics in management, project management, and legal issues relevant to cultural heritage and tourism management. They can also select electives offered under the program, based on their specific interests.

2.7. Expected outcomes:

- After graduation, the students will get:
  
  • Ability to enter the labor market as skilled and knowledgeable in the management of tourism and cultural heritage;
  
  • Ability to understand the diverse nature of cultural heritage and tourism management and equipped with a range of practical skills related to the management of cultural heritage and tourism;
  
  • Understand the major issues of the management of interactions between visitors and heritage and tourist sites, including sites management, interpretation and management of the Visitors.
  
  • Perform work in an ethical manner within the field of Cultural Heritage Management and / or the practice of sustainable tourism;
  
  • Understand and interpret legislation in Kosovo in connection with the Cultural Heritage and Management.
  
  • Carrying out large-scale research projects or consulting in the field of Cultural Heritage Management and Tourism.

2.8. Coorelation between the theoretical and practical part/experimanetal of studying

The theoretical part will be developed proportional to the practical part. The practical part consists of exercises that take place in the classroom after the first part of the lecture, because the content of courses at this level of study, the students who did not earn only theoretical knowledge, but the program is designed to implement in practice practical and theoretical examples.

2.9 Calculation of the ECTS

<table>
<thead>
<tr>
<th>1 ECTS = 25 Hours</th>
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</thead>
<tbody>
<tr>
<td>1 SEMESTER = 30 ECTS</td>
</tr>
<tr>
<td>1 YEAR = 60 ECTS x 25 hours = 1500 hours x 2 hours = 3000 hours</td>
</tr>
</tbody>
</table>
2.10. Internship

In the subsequent table are presented some of the companies and institutions where students’ perusing the proposed Master program can conduct their internship and/or, after their graduation, can serve as employee institutions for them.

<table>
<thead>
<tr>
<th>Companies, institutions or organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ministry of Culture, Youth and Sports of Kosovo;</td>
</tr>
<tr>
<td>- National Museum of Kosova;</td>
</tr>
<tr>
<td>- Prishtina Ethnological Museum;</td>
</tr>
<tr>
<td>- Kosova Council for Cultural Heritage;</td>
</tr>
<tr>
<td>- Ministry of Trade and Industry (Department of Tourism and Hotel);</td>
</tr>
<tr>
<td>- Kosovo Municipalities; - Kosovo Governmental Institutions and</td>
</tr>
<tr>
<td>- Other intuitions/companies form private sector and from civil society institutions be they national,</td>
</tr>
<tr>
<td>regional and/or international, which deal with the Cultural Heritage and Tourism in Kosovo.</td>
</tr>
</tbody>
</table>

2.11. The research plan for programme / programmes under evaluation

During the implementation of this programme, the students are bound that at least develop one scientific research by each course of the programme.

2.12. Terms of students Admission and Enrollment

In this programme of studies can be admitted all students that have completed the basic studies Bachelor in the branches as mentioned in the item 2.4.

The other criteria for Admission and Enrollment will be determined by the Senate of the University.

2.12 Diploma Supplement

On completion of studies students will receive a diploma, along with the diploma supplement. The aim of the diploma supplement is to provide sufficient data to improve the international 'transparency' and fair recognition of academic and professional qualifications. It is designed in such a way to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully been completed.
## 2.13 Master Study Program

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Hours/Weeks</th>
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2.14. Short description of courses:

**Course: Introduction to Cultural Heritage**

This course aims to introduce students to the basic principles and the philosophy of cultural heritage and sustainable tourism and to develop a critical understanding of these concepts. It will try to identify trends in cultural heritage studies, and address the key ideas of heritage interpretation and in sustainable tourism prospects. Students will have also the chance to receive basic info about archaeological, architectural, ethnological and spiritual heritage in Kosovo.

The seminars and lectures by Tempus network teachers from Albania, Spain and Italy will contribute to amplify knowledge through European experiences and case study. More specifically, the following topics will be delivered during lectures:

- Definition of Heritage; Basic principles and concepts of cultural tourism and sustainable tourism; The Cultural Heritage in Kosovo: the components; The regional and national Cultural Offer system of organization; National and international authorities and institutions in the field of cultural heritage and their perspectives (4 h lecture - M. Moderato - UdA exploitation of natural resources and its valorization in the cultural heritage - I. Gutierrez - ICAC; The values of architectural heritage in Kosovo in a multicultural perspective K. Elezi; Projecting interventions in cultural heritage

**Literature:**

- J. Jokilehto - ICCROM Working Group 'Heritage and Society'- Definition of cultural heritage, references to documents in history (2005)

**Course: Archeological Heritage** - Course target is to allow students to have knowledge about the basis of Balkan archaeology with special focus to Kosovo territory. The course will concern the prehistoric ancient and medieval archaeological heritage in Balkan region, mostly in Kosovo. The module will give an overview of the formation, expansion, dating and ethnicity of the different cultural groups. A special attention will be given to the architecture and art starting from prehistory (cave like buildings), to the bronze age (forts, cemeteries) and the historic times (iron age settlements and cemeteries, birth and development of urbanism, roman and byzantine times and monuments.

During the course, site visits will be developed in order to work on the field with the cultural heritage.

A short module will be focused on the Hellenistic architecture and urbanism, as a case study.

**Literature:**

- C. Renfrew- Bahn, Archeology. Theory, methods and practice, London 2005

**Course: Tourism Management** - The course offers an insight on the growth and development of tourism. It explores the economic benefits of tourism for a nation; it presents statistical methods to measure tourism, as well as social and environmental impact of tourism. Furthermore, it is focused on understanding the types management of tourism, tourism products, management of innovation and tourism effects on the national economic development. Additionally, the following topics will be included: Defining the concept of tourism and tourist; Historical evaluation of this science; Explanation of tourism economic
growth; Economic benefits from the tourism; Impact of the demand and supply on tourism economy; Supply obligations in tourism statistics; Social and regional impact in tourism; Correlations of employment and tourism; Tourism policies; Planning in tourism as well as study visit at tourism places in “Dukagiini” Peja.

**Literatura:**

**Course: Tourism Marketing** - This course will help students to appreciate, develop, and manage marketing in the hospitality and travel industry sectors. The course will introduce basic concepts and skills in tourism marketing, and will address differences between tourism and other industries. Students will learn how marketing managers can position their products or destinations to capture customers.

The content of the course include core following topics:
The marketing concepts of tourism; Analysis of tourism demand; Market segmentation; Analysis of tourism behavior, The marketing mix; Tourism products; Tourism pricing; Tourism marketing in Eastern Europe; The EU leisure tourism market; The short holiday market; Business travel marketing; Destination marketing; Marketing the small tourism business; Information technology and databases for tourism; Service quality and tourism; Marketing research in tourism.

**Literature:**
A.V. Seaton, Ph Dr. Professor of Tourism Behavior University of Luton. 
Dr.M.m. Bennet is Lecturer in Tourism at the University of Surrey Guildford UK 

**Course: International Protection of Cultural Heritage** - The course elaborates international protection of cultural heritage in the regional and universal aspects. Protection of cultural heritage in normative terms will be discussed the most important international documents which obligate international entities in the sphere of protection of cultural heritage. The notion of cultural heritage; Also discussed will be the major powers of the international organizations dealing with the protection of cultural heritage.

This course provides students with the knowledge and skills necessary to address the problems in the protection of cultural heritage at the international level; T’i to apply the knowledge in the field of protection of cultural heritage (acquired through self study and / or the respective lectures) in specific cases; T’i discern the main international documents on the protection of cultural heritage and t’i zbatushmërin interpret their national law.

**Literature:**

Course: Natural Resources and Spatial Planning -
The course aims at exploring the importance of the Nature protected areas in different fields: scientific, economic, social, etc. It will also focus on the importance of different zones regarding IUCN (Strict protected areas, national parks, nature monuments, protected landscape, Zones for Habitat management and protected zone for resource management. Core topics to be elaborated during this course:
Definition and classification of natural protected areas; Planification and management of natural resources; National Environment policies; Tourism, governance and natural parks; Kosovo natural resources and their updated state; Natural resources as touristic attractions; Strategies and management of preservation of natural resources; Planification of Natural Parks P. Rovigatti UdA) etc

Literature:

Course: Architectural and Art Heritage -
The subject intended to provide basic knoëledge of the Kosovo's cultural Heritage rich in architectural and artistic values. The course examines the architecture and art in this region starting from the Byzantine period (ëith have mostly religious monuments, such as churches and monasteries), and the medieval age (Christian Orthodox architecture and art, Islamic architecture and art). Churches, monasteries, public buildings, mosques, bridges, shrines, schools, residential homes ëill be examined. Other special attention ëill be devoted to Kosovo’s traditional architecture such as tower construction ëhich is typical, its role in the continuity of life in Kosovo, and the fortifying and housing aspect of it. Finally the course will examine the period of Modernism expressed in construction and workmanship after Second World War, the role of architecture and modern art presented in Kosovo, the advantages and consequences of the modernization in Kosovo.

Literature:
Dečani et l'art byzantin au milieu du XIVe siècle, a cura di V.J. Djurić, Beograd 1989
C. Walter, Art and Ritual of the Byzantine Church (Birmingham Byzantine Series, 1), London 1982
E. Carbonell, R. Cassanelli, T. Velmans, Il Rinascimento in Oriente e Occidente 1250-1490
J.D.Hoag, Islamic architecture, 1973

Course: Ethnological and Spiritual Heritage -
Contemporary notions of heritage - cultural, historical, ethnographic, tangible or intangible – are intimately tied to the history of anthropology and the history of institutions that have generated representations and discourses on culture. Therefore, this course aims the interrogation of the beginnings, history and development of ethnographic and ethnological practices as they have been integrated into, negotiated by, and transferred through institutions of cultural heritage. The course takes a critical approach to the study of heritage and is informed by postcolonial, feminist, and
intersectional theory. In particular; the course focuses on the ways in which we have moved from ethnology to heritage as a knowledge formation and practice. According to statements of anthropological associations on human rights “this knowledge entails an ethical commitment to the equal opportunity of all cultures, societies, and persons to realize this capacity in their cultural identities and social lives. Therefore heritage becomes increasingly important in the assertion and negotiation of various identities; these include the power relations between institutions that represent heritage, the legal and transnational, or legalistic, frameworks that aim to protect it, and the social and political formations it informs. Among others, core topics delivered to students during this course: History of anthropology; The anthropological institutions; The relation between anthropology and ethnography; Notion of heritage; theories on heritage; practices of heritage; heritage and identity; the representations of heritage; the representations of identity; remember and forget; spiritu4al heritage and ethnological approaches; Museographic criteria of ethnographic materials: treatment, exposition, valorisation.

**Literature:**
E.A. Schultz, R.H. Lavenda, Cultural Anthropology, Oxford University Press Canada 2010

**Course: Strategic Management and Planning** - This course is designed with the aim to prepare students to be senior managers for the increasingly competitive business world. The emphasis of this course will be on the strategic analyses, decisions, and actions that organizations take to create sustainable competitive advantages, with the consideration of both: the internal condition and the external environment. Furthermore, this course will teach students how to lead a company in such a way as to create communicative abilities and environment conducive to innovation. One of the main objectives of the course is teach and train students how to create a competitive advantage for their companies in a highly competitive business landscape. More specifically, below are the topics on which the course will be focused:
Introduction to the course, general scope, strategic management today, organizational planning, the values of the strategic management; Characteristic of strategic decisions, levels of strategies, compilers of strategies, process of strategic management, strategic management on different organizations; Creation of Vision of Organization, philosophy, mission and the aims of organization, pretenders of organization, business ethics; Evaluation of nature and environment, knowledge and prediction of environment influence, identification of competitive forces through structural analyses; Identification of strategic position through the close environment analyzes matrixes of factors priorities; Structure, Culture, resources of organization, SWOT analyze; Distinct Competence competitive advantage, dynamic of competitive costs; The objectives of organization, types of strategies, struggle with insecurity, competitive strategies and those based on market etc.

**Literature:** Dr. Vasilika Kume (Strategic Management, Concept theory, enforcement, third edition, Tirana, 2010)
**Course: EU Policy on the Protection of Cultural Heritage**

The course is focused basically on knowledge related to: European Institutions competences for Cultural Heritage Protection; EU subsidies for the maintenance of cultural heritage; important rules and guidelines for the protection of Cultural Heritage; The application of these standards in the European Union member states.

**Literature:**

- European Cultural Convention, Paris 19.XII.1954
- Convention for the Protection of the Architectural Heritage of Europe, Granada 3.X.1985
- E.A.Schultz, R.H. Lavenda, Cultural Anthropology, Oxford University Press Canada 2010

**Course: Positive Legislation upon Tourism and Touristic Values in Kosovo** - The course is designed with the aim to understand the role of tourism legislation and its impact on social and economic development, advantages and disadvantages of tourism and tourism legislation, government and institutions policies and measures on promotion of tourism as well as environmental protections. In addition, the course presents and depth understanding of touristic values in Kosovo, current legislation and effective utilization of resources. A critique analysis of the Kosovo’s tourism legislation and proposals due to its contemporary legal regulation will be conducted as well.

**Literature:**

- Dr Riza SMAKA, Business Law, Dr Riza SMAKA, International Business Law, Dr Mazllum BARALIU, Business Law, Prishtina, 2011.

**Course: Geography of Tourism and Protection of Natural Assets** - This course will provide the students with geographical instruments useful to understand the global tourism as a geographical phenomenon, focussing on its history, the supply/demand issues, the types and fluxes, the territorial infrastructures and the socio-economic but also environmental impacts. Then it will focus on case studies and local examples to apply on the territory the theoretical approach explained. The topics include in the course:

- Introduction to the tourism; Touristic values on the Global level, European level, local levels knowledge of Kosovo’s tourist facilities; Tourism effects; Management of tourism - concepts and principles management tools of tourism; eco-tourism, the concept value and capabilities of tourism in Kosovo marketing of tourism values- basic principles and methodologies; Introduction to geography of tourism in the international context; Interpretation models of tourism; alternative and sustainable “tourisms” etc;

**Literature:**


**Course: Conservation and Restoration of Cultural Heritage** - The course will focus on the basic principles of diagnostic and restoration in the field of architectural and cultural heritage. During classes it will be proposed the various approaches to diagnosis and restoration works and the necessary work steps to achieve a good restoration. It will be also taught the basis of building technology with traditional materials, as it is necessary for a good restoration. It will be also tackled the different problems related to the conservation of cultural heritage and its salvaging from weather and bad use. This course will include the following topics: Methodology of the Conservation and Restoration of the Cultural Heritage; documentation, survey techniques SWOT analyses on a historic district, on concrete sample; Methodology on assessment of Cultural Heritage; damage analyses, material analyses; Defining the used material on concrete samples; features of basic material, such as wood, stone, lime, etc. Traditional design of public building, such as: religious buildings, baths, clock towers; Traditional construction techniques; use of stone, wood, adobe brick, lime, etc. Defining the adaptive reuse of Cultural heritage and the methodology on adaptive reuse; Traditional construction techniques; use of stone, wood, adobe brick, lime, etc; Competitive study on restoration of the cultural heritage, illustration of samples; Theory of restoration and conservation of architectural monuments in the international framework, traditional design of the folk architecture.

**Literature:**

**Course: Intercultural Communication** - This course is designed to provide students with the fundamental principles and practical skill-sets to understand the diverse cultures particularly for inter-lingual and inter-cultural types of communication and experiences which impact on intercultural communication in the Cultural Heritage and Tourism Management context. Emphasis will be placed on the understanding of linguistic and non-linguistic factors of communication and effective types of intercultural communication and its potential application as a social interaction. Moreover, students will be able to understand the importance of communication as a tool that accompanies the individual to life, express in writing and orally.

The topics that are included in this content of the course are:
Linguistic and non-linguistic factors and communication; Competences and performance of communication; Types and styles of communication; Linguistic tools for pragmatic
communication; Communication deficit theory; Communication and information; Linguistic competence and communicative competence, Internal Communication etc.

**Literature:**
M.Bachtin, *Die Esthetik des Wortes*, Frankfurt, 81
H.M.Gauger, *Über Sparche und Stil*, München, 94
È.H.Veith, *Soziolinguistik*, 2 Auflage, Tübingen, 95
Menschliche Kommunikation.. (grup autoresh), Bern, 67
È. Dresler, *Einfuhrung in die Textlinguistik*, Tubingen, 79.

**Course: Tourism and Regional Development** - The course examines the role of economics of tourism as well as the concept and content of the tourism system. Recognition with specific elements of tourism and its impact on regional economy, analysis of the interdependence between regional development and tourism effects and the role of human capital in regional development and tourism. Furthermore, it addresses the interrelationship of tourism and regional development, economic, socio-cultural and environmental development, development of tourism and globalization process. The following topics will be elaborated during the course:
- Economic factor; Economics of development and growth; Tourist consumption-the notion, types and resources of the funds; Tourism as a factor in the development space(environment);
- Tourism and regional development; Development of tourism and globalization processes;
- Tourism policy- essentials elements; Tourism in the national economy; Tourist demand: definition , main features , types; Tourist offer : the notion, types , features; Economic effects of tourism; Tourism development functions;

**Literature:**
Souvenirs: The Material Culture of Tourism (University of North London Voices in Development Management) by Michael Hitchcock and Ken Teague (Jul 2000)  

**Course: Entrepreneurship and Innovation in Tourism and Cultural Heritage** –
The main aim of the course is to provide with theoretical and practical knowledge of how to run an entrepreneurial business. It is focused on the understanding of entrepreneurship, concept of SMEs, dynamic role of small business, ways forms of ownership of start-up enterprises, assessment of opportunities for new businesses, financing SME, importance of business plan, strategic and operative planning for a new business, risk management- the exit strategies, leadership activities, company growth management, management of innovations, and changes, new opportunities for business and key decision-making areas of the entrepreneur. The course includes these core topics:
- Teaching Entrepreneurship; The Spirit of Entrepreneurship; Case study: Cameron Herold: Let’s raise kids to be entrepreneurs; Concepts: What is Entrepreneurship?; Who is the Entrepreneur?; Case study: What do you think for yourself?: Background/Characteristics of the Entrepreneurs; Entrepreneurial Feelings, Entrepreneurial behavior, Successful Entrepreneur; Overview of a series of questions about Entrepreneurship and the Entrepreneurs; Case study: Tony Robbins asks why we do what we do; Assessment of opportunities for new businesses;
Literature:
Dr. Emeric Solymossy, Dr. Safet Merovci, “Entrepreneurship”, University of Prishtina, Faculty of Economics.

Course: Research Planning and Management of Cultural Heritage - This course aims to investigate the meaning and the content of the importance of cultural heritage. Its main objective is to provide theoretical framework and to examine different issues of evaluation, legislation, sustainability, socio-economic impacts and communication with the aim of fostering the global responsibility and to present investigative approach to manage the cultural heritage. The course provides students with necessary knowledge and skills for developing the management methods necessary for planning and managing the cultural heritage resources. More specifically, the topics will be covered during this course:
An overview of the key terms and policies of cultural heritage; Managing cultural heritage; Presentation, analysis and discussion of - “Recommendation of the Committee of Ministers to member states on the promotion of tourism to foster the cultural heritage as a sector of sustainable development”, Council of Europe, January, 2003; Inter-sector politics: culture, tourism, economics, and entrepreneurship through cultural tourism projects; Components of collective heritage; The contemporary role of heritage Material and non-material heritage; Case study on management of cultural heritage; Urban cultural policy and cultural heritage of Kosovo as a function of tourism and cultural development; Cultural tourism, cultural legacy and economic interests; Promotion of cultural heritage; The integrated approaches to the cultural heritage on research and management of cultural properties as a modern entertainment and urban symbols, searching for a South-East European cultural identity; Key managing tools on cultural heritage; Management and strategic development of inter-cultural projects.

Literature:
Conservation of Cultural Heritage Management (Lectures without authorship)

Course: Technologies in Tourism and Cultural Heritage –

The course will focus on the development of New Technologies for Tourism and Cultural Heritage, including Internet collaborative technologies (Web 2.0), mobile technologies and technologies for Augmented Reality as they are an asset of considerable importance, both in improving the quality of the tourism and cultural experience offered by individual operators, and to facilitate effective collaborative aggregation of public and private operators of
Tourism and Cultural Heritage in Networks of Enterprises. The following topics will be explained during lectures and exercises of this course:

New Technologies for Tourism and Cultural Heritage: Touristic experiences, Tourist Experience Design and New Technologies; New Technologies for Networks of Enterprises; Knowledge Management in Networks of Enterprises; Trust and collaboration in Networks of Enterprises and enabling technologies; Base concepts of web 2.0; Database, GIS and other tools for the management of the Cultural Heritage; 3D reconstructions and digital graphics-M.Moderato UdA; Web museums and virtual exhibitions; Research and Communication tools for the cultural heritage in the web 2.0 (exercises); Digital press and publications. M. Moderato UdA.

Literature:
Handbook of Research on Technologies and Cultural Heritage: Applications and Environments, Georgios Styliaras, Dimitrios Koukopoulos, Fotis Lazarinis
Tourism and Information Technologies: Past, Present, and Future, Dimitrios Buhalis
Information Technology and Tourism: a Research Agenda,” Andrew J.Frew

Course: History of Balkan Civilization - The course aims at exploring historical dynamics and patterns in the history of the Balkans with special focus on the modern and contemporary history and the position of the Balkans as a crossroad of identities. After completing these course students will acquire the ability to understand the main historical patterns in the Balkan, Collect historical data, Produce a scientific paper regarding the history of the Balkans; understand the historical relationships between South- Eastern Europe and Western Balkans. Additionally, these topics will be elaborated: Geography and ethnic geography of the Balkans to 1500; The Ottoman Background; The Serbian Revolution; The Greek Revolution; The Autonomous Serbian State; The Greek Kingdom; The Ottoman Empire to 1876;

Literature:
Charles and Barbara Jelavich, the Establishment of the Balkan National States, 1804-1920, the University of Washington Press 1993, United States of America.

Course: Course: An Overview of Cultural Heritage in Kosova - The course of cultural heritage of Kosova is designed to respond to the needs of students on how to protect the significant elements of cultural heritage and present an ethical representation of Kosovo’s heritage. Learn hat to protect and promote its cultural heritage; combine their efforts with national, international and local communities. Cultural heritage is considered to make an important contribution to the national economies, what’s more, being placed on the crossroad between Europe and Asia, and invaded from various empires such as Rome, Byzantium, and Ottoman Empire, Kosova has inherited an abundant diversity of cultural heritage, thus offering an ideal opportunity for cultural tourism. The aim of this course will be to provide students with the tools to preserve and present our heritage. The course contains the following topics:

Cultural heritage value- understanding Kosova’s heritage; Interpretation of Kosova’s heritage; Kosova’s natural heritage management; Kosova’s Cultural heritage management; Hellenic and Roman influence in Kosova’s heritage; Byzantium and Ottoman influence in Kosova’s heritage; Museum management in Kosova-challenges and opportunities; Challenges and perspectives of heritage in the 21st Century Issues in cultural heritage
conservation; Heritage marketing; Promoting of Kosova’s cultural heritage Tourism; Critical perspectives on cultural heritage of Kosova; Field trip around Kosova.

**Literature:** Because of the specificity of the course there is a lack of literature, however, students will receive electronically the necessary material, and what’s more, students will have the opportunity to research regarding Kosova’s heritage.

**Master thesis –**

In scope of the Master Program of *“Cultural Heritage Management and Tourism”* each student has to autonomously write Master Thesis in scope of his/her selected “specialization”. This thesis has to be about 80 pages long and in its formal design must comply with the rules of a scientific publication. The Master Thesis will be valued with 20 ECTS. The topic of the Master Thesis will be assigned to the student by the lecturer or it can be a proposal from the student which has to be approved from the mentor of the thesis in scope of which the respective student wishes to compose his/her thesis. During the master thesis mentor and the student will be in contact and work together all the time. The students can present the theses 30 days after the final examination. The presentation of the master thesis is public.

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**III. Academic Staff**

The academic staff involved in the teaching process on this study program which is comprised from local and international staff. All of the international staff have great experience in the Cultural Heritage and Tourism Management. Please find below the list of engaged staff.

<table>
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<tr>
<th>Academic Staff local and foreigners</th>
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IV. Students

The table of Enrolled students in the Programe of the Cultural Heritage and Tourism Management

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<td>Safet Merovci</td>
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<tr>
<td>Nuri Bexheti</td>
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<tr>
<td>Sara Santoro</td>
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<tr>
<td>Marco Moderato</td>
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<tr>
<td>Arjeta Troshani</td>
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<td>Pietro Rovigatti</td>
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<td>Massimo Bianchi</td>
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<td>Alessandro Tomei</td>
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<tr>
<td>Ibrahim Gashi</td>
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The enrolled students in the academic year of the 2013/2014, are at the final stage of exams completion and few of them are determined to get the diploma thesis.

V. Quality Assurance

Quality assurance, together with the monitoring and intervention mechanisms for improvement is organized by the Office of Quality Assurance at institutional level. Also, quality assurance coordinators for each department are responsible for monitoring and closer monitoring of all procedures necessary for qualitative work in this program Master of the faculty. Instruments for quality assurance include: Co-teaching, administration and evaluation of teachers by students with questionnaires, monitoring visits by program partners, mobility of students and professors, etc.

Rules for procedures of the quality assurance
Regulations dealing with quality assurance are: Rules of Procedure of the Committee for Quality Assurance and Quality Assurance Guidelines on Strategy UPZ and quality assurance. These regulations clearly present procedures and mechanisms through which institutions and study programs ensure that the quality of teaching and research be desired standards of local and international.

VI. Facilities and Equipment

To develop Master program of "Cultural Heritage and Tourism Management" will be used spaces within the campus of the University of Prizren and the necessary equipment. It should be noted that in the framework of the program funding from TEMPUS project for the first generation of students 2013/14, also were purchased equipment worth 21,000 euros intended for students of future generations of this program. These devices are located at the University of Prizren.

VII. researches and International Cooperation

Will be organized several study visits at partner universities of the project, where students will participate in workshops and seminars, as well as work with international student in certain projects.

With the purpose of successful implementation of this program in March of 2015 five (5) student from the University of Prizren attend intensive lectures at the University of Bologna - Rimini campus. But in April 2015 the professors mobility within three (3) professor at the University of Prizren participated in scientific conference conducted at the University of Warsaw in Poland.

Students enrolled in 2013/14 are at the stage of preparation of the Master thesis and within it are doing the necessary research.

In the framework of international cooperation program that was conducted and thought that the international partners who have participated in the drafting of the program (names of partners are listed below):

2 Cooperation International Institutions within the program

<table>
<thead>
<tr>
<th>University/Faculty</th>
<th>Universiteti &quot;G. d'Annunzio&quot;, Chieti-Pescara (Ud’A), Itali</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role within the program:</td>
<td>The &quot;G. d'Annunzio&quot; University of Chieti-Pescara (UdA) was first instituted as an independent university in 1960. In 1982 it gained the status of State University and has grown exponentially since then.</td>
</tr>
</tbody>
</table>
Currently it has 36,000 students and twelve faculties located on two campuses: one in Chieti, with the Registered Office, the Rectorate and the Central Administration, and another in Pescara. Also part of UdA is the Center of Excellence for Aging Sciences (Ce.S.I.); the Institute of Advanced Biomedical Technologies (ITAB); the Center for Continuing Education (CEDUC); the Leonardo da Vinci On-line Distance University, the Museum of BioSciences. Several agreements with foreign Universities, Erasmus projects and international research projects are in progress, under the programmes of Italian Ministry of University and Research and Ministry of Foreign Affairs, 7th European Framework and INTERREG, with the aim of a strong internationalization.

The university has directed as Grant Holder the Tempus project to which this master belongs, helping in the process of accreditation, teacher training tours and curricular review.

Some teachers of the university will be involved in co-teaching in different courses of the program of study:

- Introduction to cultural Heritage: dr. M. Moderato
- Archaeological Heritage - prof. S. Santoro
- Architectural and artistic heritage - prof. A. Tomei
  - Konservimi dhe restaurimi – prof. C. Varagnoli
  - Conservation and Restoration - prof. C. Varagnoli
- Natural Resources and Spatial Planning - Prof. P. Rovigatti
- Technologies in Tourism and Cultural Heritage - dr. M. Moderato

Contact person
(position, email, phone)

Prof. dr. Sara Santoro
Università "G.d'Annunzio" Chieti-Pescara
Department of the Psychology Science, Umanistiche e della Terra
Campus Universitario - via de' Vestini, 31
sara.santoro@unich.it
66013 CHIETI
tel. 0871.3556450
cell. 329.9858264

University/Facultet

Aleksander Moisiu University, Albania

Role within the program:

Curricula review and update

Co-teaching in:

History of Balkans - prof. A. Hoti

Elaboration of the report with title: "Survey on the Existent Curricula in the Field of Cultural Heritage and Tourism at the Higher Education Institutions in Albania". This report served as a reference for the elaboration of the curricula of the new master program. The group that elaborated the new curricula could have a general panorama of what is the actual offer in the educational market in the field of cultural
<table>
<thead>
<tr>
<th>University/Faculty</th>
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<th>Contact person</th>
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<tbody>
<tr>
<td>Institut Catala d’Arqueología Classica, Tarragona - Spain</td>
<td>Academic advises and training cooperation during the implementation of the MA Program. Publications support</td>
<td>Prof. Afrim Hoti, Head of Tourism Department, Faculty of Business <a href="mailto:afrimhoti@gmail.com">afrimhoti@gmail.com</a> +355 672003116</td>
</tr>
<tr>
<td>Institute of Cultural Monuments Gani Strazimiri, Tirana - Albania</td>
<td></td>
<td>Dra. Eva Subías Pascual, Lecturer in Classical Archaeology, University Rovira i Virgili/ Researcher ICAC Email: <a href="mailto:eva.subias@urv.cat">eva.subias@urv.cat</a></td>
</tr>
<tr>
<td>Antiquity of Southeastern Europe Research Center, University of Warsaw, Poland</td>
<td>Contribution on development and reviewing of the study programme; Co-teaching , History of Balkans - prof. P. Dyczek</td>
<td></td>
</tr>
<tr>
<td>Economic Faculty, University Luigj Gurakuqi, Albania</td>
<td>Economic Faculty of Shkodra University will offer its expertise with staff in Tourism Economics subjects upon the start of Cultural Heritage Master Program. All of our staff will be more than willing to teach best practices of Tourism Development in Northern Part of Albania with more focus on sustainable tourism development and particularly cultural Tourism. Co-teaching in the subject: Tourism Management</td>
<td>Prof. dr.Arjeta TROSHANI, Dean of Economic Faculty, University of Shkodra “Luigj Gurakuqi”, <a href="mailto:arjetatroshani@yahoo.com">arjetatroshani@yahoo.com</a></td>
</tr>
<tr>
<td>University/Faculty</td>
<td>Role within the program:</td>
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<tr>
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<tr>
<td><strong>WUS Kosova, Prishtinë</strong></td>
<td>WUS Kosova, as a local organization with extensive experience and expertise in higher education, was very actively and intensively engaged in contributing in the:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Development of the curriculum of Master Program;</td>
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<td>• Preparation the application for Accreditation;</td>
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<td></td>
<td>Quality assurance of the program in different form (developing questionnaires for students and professors, calculating data etc.);</td>
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<tr>
<td></td>
<td>• Linking the Master program with economy;</td>
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(second semester): Strategic Management and Planning”.

Mr. Dedaj for more than 10 years is engaged in higher education in different modalities, some of which are:

- Member of the Higher education Reform Experts of Kosova (Here Team of Kosova),
  - Member of NARIC Kosova,
  - Board member of the Center for Innovation and Technology Transfer Member of the Experts Team for Drafting the Strategy for the Higher Education of Kosova for the duration 2005-2015,

Author of the team that developed the Strategy for the R&D of the UP (out of 8 experts that developed the Strategy, three of them are my colleagues form WUS Kosova),

More than 10 years experience in International Project Management (developed and implemented more than 25 different projects, financed by different donors; Austrian Development Cooperation, 10 Tempus Projects financed by the EC, USAID); in total around 7.8 million Euros,

Contact person (position, email, phone) | But Dedaj, Executive Director - WUS Kosova.  
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong><a href="mailto:but.dedaj@wuskosova.org">but.dedaj@wuskosova.org</a></strong>; <strong>044 507 014</strong></td>
<td></td>
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</table>

| University/Faculty | Universiti Bolonjes, Alma Mater Studiorum (UniBO) |
Polo Scientifico-Didattico di Rimini

Role within the program:

UNIBO will support the development of multidisciplinary curricula and syllabi; in addition, it could be involved in activities related to the identification of consistent teaching methods and in their evaluation.

UNIBO staff may also deliver specialized lectures (also by means of distance-learning tools).

| Contact person (position, email, phone) | Francesco Maria Barbini  
Assistant Professor  
[francesco.barbini@unibo.it](mailto:francesco.barbini@unibo.it)  
Via Angherà 22  
47900 Rimini  
Itali  
Tel: +390541434132  
Fax: +390541434120 |
## 5. Staff

### 1. Full time academic staff

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
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### Total

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### 2. Part time academic staff (winter semester 2016)

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<td>1</td>
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6. Students

1.1. Statistics of students since establishment of UPZ.

You can see a dynamic growth in two years after establishment of the UPZ. Number of students for each program, failed students, and total number of students (not including students of the Faculty of education)

1.2. Development of student’s number since establishment of UPZ:

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### 2.1 Passing rate for each program and on institutional level in %.

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2.2 Students who drop out in %:

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<td>Total</td>
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</table>

3. Ratio of full time academic staff and students is 1 per 320. Ratio of all academic staff (full time and part time) is 1 per 36.5.

4. Scholarships

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5.- Students Support Service is in close cooperation with the Student’s Parliament Service who are represented at all levels of their students organization, those members have a great role within students’ internal and external activities cooperation with other universities.
6. Provide the students’ with advisable aid and support services during entire their basic studies at UPZ on daily basis, five days per week from 8 to 16 hrs.

7. Foster an academically focused climate supportive of the success of students.- Interest and motivation of students to participating in trainings.- Quick information regarding the flow of the information in the framework of UPZ

8. Students’ activities on local and international cooperation- In the past and for time being we have some students exchange with some of our partner universities in which we have a common agreement of the student’s exchange, but also this common cooperation is still going to date.- Some of our students are returned to study at our University after their staying abroad of one year in their respective study programme.- Also our aim is the most desired requirement to have organized more international educational trainings within our country and partners involved in different projects, because this will facilitate our students being more knowledgeable and more inspired, and admirable with the experiences shared with the students faculties/colleges from different culture backgrounds and different manner of educational development of the foreign countries.- Regarding the students internship, our university has few agreements with local companies where the students of Economic Faculty and Law Faculty are conducting their internship at their compounds, also the Faculty of Education are conducting their internship at the primary and secondary relevant schools, as required within their curriculum programme.
7. Quality Assurance

1. Quality Assurance system
   1. In March 2012 the Management of the University of Prizren established the Quality Assurance Office with the remit to facilitate the implementation of the principles outlined above.

   At national and European level the University of Prizren is committed to use as guiding documents within the European Higher Education Area as well as those of the Republic of Kosovo:

   1. Bologna Declaration;
   3. Lisbon Convention;
   4. Kosovo Law on Higher Education;

2. Regulations for procedures of quality assurance
   There are three filters that a program has to go through in order to be applicable for the evaluation by Accreditation Agency. Focus Group of the particular faculty (consists of Dean of the faculty, Professors, students) after study of labour market, proposes a study program in Senate of UPZ to be approved, offering facts and feasibility. The Senate than gives the recommendations to the rectorate who takes a final decision.

3. Review procedures of study program
   Study programs are prepared by committees of faculties lead by the dean of faculty. Usually programs are reviewed based on the recommendations during the debate in Senate and Focus groups of faculties and international experts after the evaluation.

4. Instruments for quality assurance
   The following qualitative and quantitative instruments are used to assure and enhance quality:

   1. Questionnaires
   2. Interviews
   3. Monitoring
   4. Appraisal scheme
   5. Self-Assessment Report

   And any other useful instrument such as: double marking, external consultancy as defined in legal documents of the university.
5. Mechanism for implementation of quality assurance measures
Quality assurance measures are lead by office for quality assurance in close relationship with vice-rector for quality assurance and rector.
# 8. Space and equipment

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| Halls and stairs | 1356 |
### Faculty of Economics

*B+P+2, S=3500m²*

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**Faculty of Law and Faculty of IT**

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<td>Corridor</td>
<td>120</td>
<td></td>
<td></td>
<td>/</td>
</tr>
<tr>
<td>Central heating</td>
<td>1091</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>3000</strong></td>
<td><strong>544</strong></td>
<td><strong>42</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>
9. Research and International Relationship

1. Research strategy
UPZ appointed a research group which is currently working on putting in place this very important condition of being a meaningful university. One of the goals of the group is setting a link where all of the professors can publish their scientific work. They are currently working on research plans and priorities that our academic staff should concentrate in future.

2. Research publications
As specified above, research group that is already appointed is working on creating the data base where all of the publications can be uploaded. We are aware of the importance of research and give a lot of effort in establishing the necessary administrative infrastructure, appoint the administrative staff who will take care of the data base.

3. Participation on conferences
List of publications and attendance on national and international conferences can be found on CV of professors for each faculty on digital form.

4. Projects that are currently running at UPZ
   TEMPUS projects that are being implemented at UPZ;
   a. QA@UPPZ – Quality Assurance capacity building
   b. EUREQA – Enforcement of quality assurance structure
   c. Master in Cultural Heritage and Tourism Management
   d. Integration of Students Union in EU students Union
   e. Financial System

5. International relationship
International relationships for The UPZ are priority. We know the fact that our university can profit a lot from the developed universities and universities with tradition. Establishment of the Office and appointment of the coordinator for International Affairs is just one step of the internationalization of our university. The establishment of the office has been done in partnership with the TEMPUS project. In coming months UPZ will work on drafting the strategic plan for internationalization. It is our aim that during the period of time 2015-2018 to sign a contract of cooperation with tens of universities in different fields, like: exchange of students, research, workshops, organization of seminars and many more.

   We established partnership with the following universities and institutions from the country, region and the world:
   1. University of Bremen, Germany
   2. University of Cologne, Germany
   3. University of Hamm-Lippstadt, Germany
   4. Sakaria University, Turkey
   5. University of Prishtina "Hasan Prishtina"
   6. Balikesirit University, Turkey
   7. University of Nigde, Turkey
8. Bharathi University, India
9. University of Kocaeli, Turkey
10. University of Tirana - Albania
11. Trakya University, Edirne, Turkey
12. University "Fan S. Noli" Korce, Albania
13. State University of Tetovo, Macedonia
14. University of Anatolia, Eskişehir, Turkey
15. University "Ss Cyril and Methodius", Skopje, Macedonia
16. Giresun University, Turkey
17. Ordu University, Turkey
18. University of Vlora "Ismail Qemali" Albania
19. University of Shkodra "Luigi Gurakuqi" Albania
20. Protocol of cooperation between the University of Prizren and STA (Country Master Distributor cmd)
21. Mevlana exchange program, Trakia University, Turkey
22. Cooperation agreement between the University of Prizren and University of Girona.
23. Mevlana exchange program of the University of Giresun, Turkey.
24. Mevlana exchange program, University Nigde, Turkey
25. Cooperation agreement between Tirana Agricultural University (Faculty of Economics and Agribusiness), and the University of Prizren
26. Agreement between the University of Prizren and the Badr University, Albania
27. Cooperation agreement between the University of Yalova, Turkey and University of Prizren
28. Cooperation agreement between the University of Peja "Haxhi Zeka" and the University of Prizren
29. Cooperation agreement between the University of Prizren and the University of Ljubljana, Slovenia
30. Agreement between the University of Prizren and University of Trierit, Germany
31. Cooperation agreement between the University of Prizren and Northern Illinois University, USA
32. Cooperation agreement between the University of Prizren and the Technical University of Bursa, Turkey
33. Cooperation agreement between the University of Prizren and Marmara University, Turkey.
34. Cooperation agreement between the University of Prizren and the University of Zadar, Croatia.
35. Cooperation agreement between the University of Prizren and University Politechnica delle Marche, Ancona, Italy
36. Cooperation agreement between the University of Prizren and the University of Tuzla, Bosnia and Herzegovina.
37. Cooperation agreement between the University of Prizren and University "Eqrem Cabej" Gjirokastra.
38. Cooperation agreement between the University of Prizren and Juraj Dobrila University of Pula, Croatia.
39. Cooperation agreement between the University of Prizren and Georgia Gwinnett College, Lawrenceville, USA.
40. Cooperation agreement between the University of Prizren and the University of Istanbul, Turkey.
41. Cooperation agreement between the University of Prizren and University of Gaziantep, Turkey.
42. Cooperation agreement between the University of Prizren and the University of Kastamonu, Turkey.
43. Cooperation agreement between the University of Prizren and the University of Istanbul, Turkey.
44. Cooperation agreement between the University of Prizren and University T.C. Hasan Kalyoncu, Turkey.
45. Cooperation agreement between the University and the University of Prizren "Hahxi Zeka" in Peja.
46. Cooperation agreement between the Ministry of Education, Science and Technology, University of Prishtina and University of Prizren
47. Cooperation agreement between the National Library of Kosovo and the University of Prizren.
48. Cooperation agreement between the University of Prizren and Kosovo Business Alliance
49. Cooperation agreement between the University of Prizren and the Craftsmen and Businessmen Association of Prizren
50. Memorandum of Understanding between the University of Prizren and
51. Kosovo Company for distribution and supply of electricity JSC (KEDS)

In negotiation phase:

1. University of Montenegro, Podgorica
2. University of Sarajevo, Sarajevo, Bosnia and Herzegovina
3. South East European University in Tetovo
10. Finance

1. UPZ Budget Plan and the way of its finance (2017-2019)

Budget for the year 2016

<table>
<thead>
<tr>
<th>Nr:</th>
<th>Budget Category / nr. of employers:</th>
<th>Number of Employees</th>
<th>Approved Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Employed in 2016</td>
<td>139</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Wages</td>
<td></td>
<td>1,619,940.00</td>
</tr>
<tr>
<td>3.</td>
<td>Goods and Services</td>
<td></td>
<td>600,000.00</td>
</tr>
<tr>
<td>4.</td>
<td>Utilities</td>
<td></td>
<td>53,000.00</td>
</tr>
<tr>
<td>5.</td>
<td>Self income</td>
<td></td>
<td>5,828.00</td>
</tr>
<tr>
<td>6.</td>
<td>Subventions and Transfers</td>
<td></td>
<td>10,000.00</td>
</tr>
<tr>
<td>7.</td>
<td>Capital Expenses</td>
<td></td>
<td>500,000.00</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td></td>
<td>2,788,768.00</td>
</tr>
</tbody>
</table>

2. Budget for 2017-2019, per academic year

<table>
<thead>
<tr>
<th>Nr:</th>
<th>Budget Category / nr. Of employers:</th>
<th>Academic Year: 2017</th>
<th>Academic Year: 2018</th>
<th>Academic Year: 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of Employees</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>2</td>
<td>Wages and Salaries</td>
<td>1,822,000.00</td>
<td>1,822,000.00</td>
<td>1,822,000.00</td>
</tr>
<tr>
<td>3</td>
<td>Goods and Services</td>
<td>790,000.00</td>
<td>790,000.00</td>
<td>790,000.00</td>
</tr>
<tr>
<td>4</td>
<td>Utilities</td>
<td>75,000.00</td>
<td>75,000.00</td>
<td>75,000.00</td>
</tr>
<tr>
<td>5</td>
<td>Subventions and Transfers</td>
<td>90,000.00</td>
<td>90,000.00</td>
<td>90,000.00</td>
</tr>
<tr>
<td>6</td>
<td>Capital Expenses</td>
<td>800,000.00</td>
<td>600,000.00</td>
<td>600,000.00</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td>3,577,000.00</td>
<td>3,377,000.00</td>
<td>3,377,000.00</td>
</tr>
</tbody>
</table>

3. Financial resources for 2016-2019

<table>
<thead>
<tr>
<th>Nr:</th>
<th>Resource :</th>
<th>Academic Year: 2017</th>
<th>Academic Year: 2018</th>
<th>Academic Year: 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Consolidated Budget of Kosovo</td>
<td>3,577,000.00</td>
<td>3,377,000.00</td>
<td>3,377,000.00</td>
</tr>
<tr>
<td>2</td>
<td>Subventions</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>3</td>
<td>Self income</td>
<td>10,000.00</td>
<td>10,000.00</td>
<td>10,000.00</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td>3,587,000.00</td>
<td>3,387,000.00</td>
<td>3,387,000.00</td>
</tr>
</tbody>
</table>
Justification:

✓ Academic Year of 2016

For the academic year of 2016, the approved budget is in amount of 2,788,768.00 Euro. This budget in general will be financed by the Kosovo Consolidated Budget (KCB).

The limited number of employers within budget is 139 and the foreseen amount for their salaries is 1,619,940.00 Euros (58% of total budget).

Regarding economic category “Goods and Services” budget approved is in amount of 53,000.00 Euros, or 2% of total approved budget.

Regarding economic category “Subventions and transfers” approved budget is in amount of 10,000.00 Euros, or 0.36% of total approved budget.

Regarding capital investment are foreseen 500,000.00 Euros, or 20% of total budget. All aforementioned categories are foreseen to be financed by the KCB. It was not planned to be spend self income amounts.

✓ Financing Plan for academic year of 2017-2019

• Planned Financial Resources

In the academic year of 2017 it is planned that the resources of funds will be 3,577,000.00 Euros, respectively to be increased for 28%.

These founds are planned to be financed 3,577,000.00 by KCB (99.7% of total resources), and 10,000.00 Euros (0.3%) from self resources.

In the academic year of 2018 and 2019 planned budget in amount of 3,377,000.00 Euros will be financed by KCB (99.7%) and 10,000.00 Euros by self resources (0.3%).

PLAN REGARDING BUDGET SPENDING

• Number of employees and their salaries

In the academic year of 2017 is planned that the number of personnel to be increased for 10% in comparison with 2016 (11 new employees), while the planned budget for the category Wages and salaries of this personnel is planed to be 1,822,000.00 Euros. This budget is planned to be higher than in the year of 2016 for 12.5%.

In the academic year of 2018 and 2019 number of employees is planned to be 150 and the budget for their salaries will be 1,822,000.00 Euros each year.

Note: The increasing of the employees number will happen because at the UPZ the number of students will be increased continuously upon ongoing years of study as well as additional joining of the Faculty of Education and opening of two study programs within Faculty of Life sciences.
Goods and Services

Regarding academic year of 2017 it is planned to be spend 790,000.00 Euro of founds for goods and services. This budget is planned to be bigger than in the year of 2016 for 32%.

Regarding academic year of 2018 and 2019 it is planned to be spent the same amount of founds.

Utilities

In the academic year of 2017 the budget for this category is planed to be 75,000.00 Euro while in the academic years of 2018 and 2019 is planned that these expenses to be in the same amounts.

Subventions and transfers

In the academic year of 2017 the budget requests for this economic category in amount of 90,000.00 Euro, while in the academic years of 2018 and 2019 are planned that these expenses to be in the same amounts.

Capital Investment

Regarding economic category for the year of 2017 are planned to be spend 800,000.00 Euro, that is more than in the previous year for 60%, while in the years of 2018 and 2019 it is planned to be spend about 600,000.00 Euro every year.
11. Plan for the implementation of ET recommendations from the last evaluation

1.1. Context

The presented document contains the improvement plan measures of The Public University of Prizren based on the recommendations of the Expert Team. It is drafted in coordination with the Program Directors and everyone involved in drafting of the Self evaluation Report.

1.2. Abbreviations used

The following abbreviations are used in the present document:
ET  Experts team
HE  Higher education
KAA Kosovo Accreditation Agency
OSV On-site visit
QA  Quality Assurance
SER Self-evaluation report
UoPz University of Prizren
UoP University of Pristina
**Experts recommendations and improvement plan measures by the UoPZ**

- **Recommendation:** Like 2012 the experts recommend again a specification of the mission statement and the strategy of the University. There is still also a need to advance the research profile of the whole university.

- **We believe** that our mission and vision suits very well to our capacities and needs. We have worked on it with international experts with participant from Universities of many EU universities. Have taken UPZ circumstances in consideration and came out with the mission and vision presented in our self-evaluation report.

- **Recommendation:** The experts recommend that the organizational chart of the UoPz should be presented for the next time in a version, which can be read more easily. Furthermore the organizational chart should be presented at the homepage of the university in English language, too.

- **Organizational chart is already formatted in a documents that can be read easily.**

- **Recommendation (to the Ministry):** The experts recommend that the contract period for part-time staff should not be less than two or three years after the first positive evaluation.

- **Only professors that fulfil the criteria to get employed full time can get a contract of three years. Others can only be engaged for a period of six months based on law.**

- **Recommendation:** The experts again strongly recommend that policy should offer more financial resources for the UoPz. Only with a higher budget UoPz can grow to a University of international standard and reputation.

- **In the upcoming year we will try to convince the ministry with our projects to get higher budget.**

- **Recommendation:** The experts recommend again that the development plan should be finished as quickly as possible.

- **Working group is already appointed for the new development plan 2016-2020. We believe that in the beginning of the 2016 we will have the draft.**
• Recommendation: The Experts recommend again, that research should be integrated in the upcoming development plan. The focus should be put on both, project-oriented and application oriented research. It could be helpful, to establish or use formal contacts with businesses in the region with the perspective of performing research on their behalf.

• We already agreed that research will be part of the development plan. Already discussed form of support for researchers, professors and students.

• Recommendation: The experts recommend, that the books in the library should be modernized continuously. There still are great lacks in German literature (primary and scientific literature), in law and in IT-related books and journals.

• University of Prizren regularly supplies its library with new books. Recently more than 1000 new titles have been bought and supplied within a TEMPUS project. Books are of all fields based on lists that professors asked for.

• Recommendation: The Experts recommend that contracts with staff, which should be renewed must contain at least three years, if a staff member has been evaluated after his first working period in a positive way

• Academic staff that fulfilled criteria for retracement has contracts permanent contracts. Staff that doesn’t fulfill retracement criteria can only be engaged for a short period of time. We regularly open call for retracement unfortunately not many fulfill the criteria foreseen by law.

• Recommendation: International contacts have been intensified in the last three years. Several foreign universities were visited. In the future more exchange programs with foreign universities should be started. The experts - again - strongly recommend, that the homepage of the UoPz must be translated into English language as soon as possible, because a Internet Presence is one important base of international visibility.

• Homage is already translated. Please check the following link: http://uni-prizren.com/en/Home?

• Recommendation: Weakness of the University from students’ side is administrative staff, who are not polite and they are not doing their job properly. Students are not sure with administrative professional capability. So
some extra training for them by external consultancy or by management should be provide. Also staff from UoPz should work more on visibility of mobility opportunities for students (ex. Open debates, presentation of the programmers, visible information on the web site etc.).

Upz employed students’ service officers in all faculties. Students now have much better treatment and they finish their needs much faster.
# Annex

## UNIVERSITETI I PRIZRENIT

### EVALUATION

Scale: 1 - Exemplary, 4 - Exceeds expectations, 3 - Meets expectations, 2 - Deficiency warning, 1 - Unsuitable

**Prof/Lect.:** ____________________________  **Course:** ____________________________

## General study conditions

<table>
<thead>
<tr>
<th>Note</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>The capacities of space were adequate.</td>
</tr>
<tr>
<td>2)</td>
<td>The technical equipment was adequate.</td>
</tr>
<tr>
<td>3)</td>
<td>The size of the group of students was adequate.</td>
</tr>
<tr>
<td>4)</td>
<td>The general study conditions were adequate.</td>
</tr>
<tr>
<td>5)</td>
<td>The equipment of the library was adequate.</td>
</tr>
<tr>
<td>6)</td>
<td>The setting of day and time was adequate.</td>
</tr>
<tr>
<td>7)</td>
<td>The general study conditions were adequate</td>
</tr>
</tbody>
</table>

## Professor/Lecturer's contribution

<table>
<thead>
<tr>
<th>Note</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Developed positive professional academic relationship with students.</td>
</tr>
<tr>
<td>2)</td>
<td>Responded positively to constructive criticism.</td>
</tr>
<tr>
<td>3)</td>
<td>Practiced punctually.</td>
</tr>
<tr>
<td>4)</td>
<td>Utilised information from other disciplines to insure transfer of learning.</td>
</tr>
<tr>
<td>5)</td>
<td>Assisted students with self-management skills.</td>
</tr>
<tr>
<td>6)</td>
<td>Provided prompt effective feedback.</td>
</tr>
<tr>
<td>7)</td>
<td>Students felt free to ask.</td>
</tr>
<tr>
<td>8)</td>
<td>Structured the course clearly.</td>
</tr>
<tr>
<td>9)</td>
<td>Clarified the usability and usefulness of the subject covered.</td>
</tr>
<tr>
<td>10)</td>
<td>Defined the learning target of the course.</td>
</tr>
<tr>
<td>11)</td>
<td>Achieved the learning targets.</td>
</tr>
<tr>
<td>12)</td>
<td>Made use of helpful aids (e.g. literature, script, transparencies) to support the learning process.</td>
</tr>
<tr>
<td>13)</td>
<td>Provided a good overview of the subject area.</td>
</tr>
<tr>
<td>14)</td>
<td>Took the students' vocational and social background into account.</td>
</tr>
<tr>
<td>15)</td>
<td>Linked the course to future occupational fields.</td>
</tr>
<tr>
<td>16)</td>
<td>The contribution of the Lecturer/Professor was adequate.</td>
</tr>
</tbody>
</table>

## Student's contribution

<table>
<thead>
<tr>
<th>Note</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>How many sessions of the course did you attend? o 25% o 50% o 75% o 100%</td>
</tr>
<tr>
<td>2)</td>
<td>How many working hours per week did you spend on this course? Approximately ____</td>
</tr>
<tr>
<td>3)</td>
<td>How many working hours did you spend in reading course materials? Approximately ____</td>
</tr>
<tr>
<td>4)</td>
<td>The expectancy of the Lecturer/Professor was too ambitious. o yes o no o partially</td>
</tr>
<tr>
<td>5)</td>
<td>The pacing of the course was too fast. o yes o no o partially</td>
</tr>
<tr>
<td>6)</td>
<td>My effort for a successful completion of the course was adequate.</td>
</tr>
</tbody>
</table>

Please turn over to enter critics and improvement suggestions!
Në basë të nent 10 pika 1 dhe 2, nën nent 11 të Ligjit të Punës nr.03/L-212 dhe nent 5 pika 5.3 dhe 4 të Rregullores për të ardhur e personale të Universitetit të Prizrenit, nr. 1411 të ndërtis 22.10.2014, Roknori i Universitetit, nuk kundër të kushtëve të pampara, pasëtorë-s

Mbësiti: Krasniqi

Emri: Drita

Datësinja: 26.12.1966

Título: Profesistent

Grada shkencore: Dr.sc

Vendi i punës: Prizren

Funxionet: 

Nr. i lotënjësimit/i: 1007217257

FAKULTETI EKONOMIK

i efren këtë

KONTRATË PUNE

Me këtë kontratë përcaktohen të drejtat për mbanjen e mënsimit, obligimet dhe përgjegjësitë e personit akademik.

Grupi-Kategoria: 

Nr. referencës: 

Título i zyrtarit të cilit ja i raportoni: Dektari i Fakultetit

Kodi: UNI11

Pjesesa muajore: 1,137.13 euro

Norma: E plotë 6 crë/ja

Pjesa mbëhet mbi hazën e arërë të mbajtura, të arsyetuar sa pas listes së studentëve të pranishëm në ndëren dhe të verifikuar nga personali i autorizuar i fakultetit.
Për arët e mbajtura raportet duhet të derëzohen deri më datën 5 të muajit vijes, adhurona raportet e derëzuar pas kësaj date nuk do të merren në konsiderim për kompensim.

Kohozgjatja e kontratës:

Kjo kontratë fillon më 09.03.2016 dhe mburon më 08.03.2020
Obligimet e t'e punësuarit:
1. Nga Ju kërkojet që punct t'i kryeni me ndërgjegje, me keshit dhe në mënyrë kualitative.
2. Nga Ju prioritet që t'i mbështesni standardet në të larta të efikasitetit të punës dhe kooperacioneve Tuaja.
3. Do t'a nëntrohuni autorizimeve të drejtëpërdrejtë të zyrtarit të cilët i raportoni shikishtë përcaktuar më lart dhe do t'i kryeni të gjitha punet që mund të janë e argjendur.
5. Ju më dhetë të kërkon apo pranoni udhëzime për kryerjen e punëve Tuaja nga asaj person, përveç atij që i raportoni sipas kësaj kontrakte.
6. Ju dhetë t'i përmbaheni orarit të parapall të punës, të respektoni akret individuale dhe kolektive dhe ndihmonet e udhëheqjesit të drejtëpërdrejtë dhe të organove të Universitetit.
7. Ju duhet ta numi presidësh dhe fshirëshin e atyre e profesionale të Universitetit.
8. Punëtori pjesët dhe të ndjekët në çdo vjen të punës që i përkujtojnë përgatitjes t'i treg shkeljeve dhe afilative të punës.
9. Para përfundimit të kësaj kontrakte, udhëheqësi e bën vlerësimin e punës lidhur me vazhdimin e kontraktës.

Ndërprerja e kësaj Kontrate do të bëhet:
1. Me martveshje me shkrin në mes palteve kontrakuese,
2. Për shkak të mospërmbushjes së këmëqëmave të detyrave të punës nga ana e t'ë punësuarit,
3. Me zanin e skadimit të afatit të kësaj Kontrakte.

Gjatë kollegjitjeve së kësaj kontrakte, në rastr dörtëqjetë, Ju duhet t'i jepni njohim me shkrim personi ose organi të cilët i raportoni, 30 ditë me botë.

Punëdhënieti zëton të dërgojë e vet për mosvazhdimin e kontrattit dhe përfundim të parakoha në kavëzën

Për përgjegjësinë disiplinore ndaj të punësuara zbatohen dispozitat ligjore pozitive, përkthimet me paralajmisë rreth 30 ditë dhe 7 ditësh për shkak të sjelljes së kon.

Taksat dhe tatimet:
Kontraktesi dhe punëdhënieti do të veprimi në përpajtje të më shumëregullores që zbatohen në Kosovë lidhur me taksat dhe tatimet. Punëdhënieti mund të ketë ndonjë vitë në të tjerë në qenë të ndihmonë në kontraktët në përbashkët e obligimeve lidhur me taksat dhe tatimet.

Kushet e posaçme:
Në rast të mospajimit të kushteve të kësaj kontrakte dhe regullave të punësimit apo kushteve të përgjithshme të punësimit, duhet të mbështetëvojnë disponizat e Ligjit të punës.

Honorari:
Do të pagohuni për shumën e arsimin në bazë të Rregullues për të ndihmuar personale.

Mospajimit e palëve:
Kontaktesi mund të kërkohej nga më ndonjë vendimi të cilin si xeja ose një konferençi si qëkohë të kushtëve të kësaj kontrakte.

Praninimi:
Lëshoni që të nesërënuni dhe ta ktheni kopjen e kësaj kontrakte për të vërtetuar se i keni lexuar dhe i keni kuptuar kushtet parapara dhe se i pranoni ato. Për kërkiminë mund ta merrni nje kopje.

Nënshkrimi i personit që e lëshon kontratën

Rektor,
Prof. Dr. Ramë Vataj

Praninimi i kontratës:
I pranoi kushtet e parashtuarë të kësaj kontrakte dhe deklaroj se do t'i kryej me besnikëri, ndërgjegje dhe diskrecion detyrat që më janë besuar.

Nënshkrimi

Enri e mbiemri Darta Kënskajı , Data 03/03/2016
Nr. i letërnjoftimit 1004217259 , Data, manjfi dhe viti i lidhjes 26/01/1963
Nr. i xhirologarisë 12010253777000124, Banko PeB

- 235 -
## Syllabus

Public University of Prizren-Faculty of Economics

Programme- Business Administration

<table>
<thead>
<tr>
<th>Curriculum – SYLLABUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Study Level</strong></td>
</tr>
<tr>
<td><strong>Course</strong></td>
</tr>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Semester</strong></td>
</tr>
<tr>
<td><strong>Teaching Week</strong></td>
</tr>
<tr>
<td><strong>Methodology of Teaching</strong></td>
</tr>
<tr>
<td><strong>Consultation</strong></td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Assistant</strong></td>
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</tbody>
</table>

| **Code** | **ECTS** | 3 |
| **Teaching Hours** | 45 |
| **Lecture** | 2 |
| **Exercise** | 0 |

**Aim of the course study**

**Beneficiaries of Students**
The course aims that in conceptual manner introduce complexity of development and increase of a new business, by including also evaluation of advantages and weakness, chances and threats which are around the business environment. The course offers basic knowledge upon theory and practice in the area of Accounting of Costs. Students will develop their necessary capabilities for successful decision making. They will analyze specific aspects with which they will face during the career development and will gain necessary capabilities on management of different decisions.

Methodology regarding enforcement of teaching topics:
Lectures, exercises, seminar paper, consultation, tests.

Conditions regarding realization of teaching topics:
Adequate Literature, use of IT Equipment.

Manner of Students Evaluation (in %)

<table>
<thead>
<tr>
<th>Manner of Students Evaluation (in %)</th>
<th>Evaluation in %</th>
<th>Final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>One seminar paper</td>
<td>Up to 10 points and the points are estimated in total of including colloquium and final test.</td>
<td>51-60%–mark 6</td>
</tr>
<tr>
<td></td>
<td>61-70</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>71-80</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>81-90</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>91-100</td>
<td>10</td>
</tr>
<tr>
<td>Colloquium</td>
<td>50% possible points + 1 point of colloquium will be considered successful will be added to the points of final test.</td>
<td></td>
</tr>
<tr>
<td>Final Test of the exam</td>
<td>50% of possible points + 1 point the exam will be evaluated positive. To these points will be added the points from seminar paper and colloquium to get the final evaluation.</td>
<td></td>
</tr>
</tbody>
</table>

Students Obligations:
Lectures:
Students have to attend regularly lectures and exercises, to use all possibilities to get knowledge, to muse the obliged literature and wider, to be active and obey rules upon higher education of the ethic of behavior and for cooperation.
### Students Course Duties

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hour</th>
<th>Day/Week</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>2</td>
<td>15 week</td>
<td>30 hours</td>
</tr>
<tr>
<td>Exercise</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Practice work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contacts with teachers/Consultation</td>
<td>0.33</td>
<td>15 week</td>
<td>5 hours</td>
</tr>
<tr>
<td>Practice in field</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminars</td>
<td>0.33</td>
<td>15 week</td>
<td>5</td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self study time</td>
<td>2</td>
<td>15 week</td>
<td>15</td>
</tr>
<tr>
<td>Final Preparation for exam</td>
<td>2</td>
<td>15 week</td>
<td>20</td>
</tr>
<tr>
<td>Spent time on evaluation (tests, quizzes’, final exam)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project, presentations etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notice: 1 ECTS =25 hours engagement, E.g. if the course has 3 ECTS student has to have engagement of 75 hours during the semester.**

**Total load:** 75

### LITERATURE

Prof. Dr. Skender Ahmeti, “Management of Accounting” i, Prof. Dr.Rrustem Asllani, “Financial Accounting”