



**VELEUČILIŠTE
U ŠIBENIKU**
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ŠIBENIK UNIVERSITY OF APPLIED SCIENCES

DEPARTMENT OF ADMINISTRATIVE STUDIES

PROFFESIONAL GRADUATE STUDY

ADMINISTRATIVE LAW

Erasmus+ Course Catalogue

Academic year 2026/27

Dean PhD Ljubo Runjić, college professor

Head of department PhD Dragan Zlatović, college professor

Šibenik, June 2026

Course list

Course	Professor	Lecturing	ECTS
European integrations and institutions of the European Union	Lj. Runjić/M. D. Burić	30	5
Good Governance	A. Lalić	30	6
Environment Law	A. Lalić		
Protection of human rights	S. Veštić Mirčeta	30	5
English for public administration	I. Bratić	20	3
Management of Decentralization	I.Rančić	30	5
Public administration efficiency	J.Žaja	30	5
European Union's Internet Law	M.D.Burić	30	5

Full Course Curricula

1. GENERAL INFORMATION ON THE CASE			
1.1. Name of object	GOOD GOVERNANCE	1.8. College code in ISVU	
1.2. Case holders	Alen Lalic, lect.	1.9. College code in MOZVAG	
1.3. Associates		1.10. Method of teaching (number of hours P + V + S + e-learning)	45+15+0
1.4. Study programme (professional, specialist graduate professional study programme)	Specialist graduate professional study programme	1.11. Level of application of e-learning (level 1,2,3), Percentage of course performance on line (max. 20%)	Level 1 – materials available online, 0%
1.5. College status (O,I)	Obligatory	1.12. Ordinal number of amendments to the description of the college	0
1.6. Year of study	1.	1.13. Modernization	☐ yes ☐ no
1.7. Credit score (ECTS)	6	1.14. Estimation of the percentage of amendments College program	Less than 20% ☐ More than 20% ☐

2. CASE DESCRIPTION	
2.1. Objectives of the College	The aim of the course is to enable students to acquire knowledge of good governance (right to good governance) as a modern model of public administration
2.2. Requirements for course admission and entry competences required for the course	Conditions for enrollment in the 1st year of study
2.3. Programme-wide learning outcomes to which the course contributes	IU 1.2, 3,4,5,6,7,8,9, 10, 12,14,15, 17
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	Learning outcomes according to Bloom's taxonomy: <i>(up to two verbs per IU)</i>
	Analyze the historical development of administrative doctrines from classical to contemporary administrative doctrines
	Understand the most important and important processes in the doctrine of good governance
	Evaluate the pros and cons of good governance
	Apply good governance models from EU law to the right of the Republic of Croatia

	Compare models and instruments of good governance in the Republic of Croatia					
	analyze and synthesize administrative reforms based on the use of modern methods and instruments of good governance applicable in Croatian public administration and the public sector					
	Critically refer to the application of good governance methods and instruments in the Republic of Croatia					
2.5. Course content elaborated in detail according to the hourly rate	Constructive alignment					
	r.br.	Thematic unit	IU College	Teaching content/method	Evaluation	Time required
		Introductory lecture; determination of objects and areas of good governance	1,2	They listen to lectures and read literature, discussing the topic on display.	In the oral exam, students define the subject and area of good governance	3 hours
		Historical development of administrative doctrines from classical administrative models to modern administrative doctrines and the right to good governance (right to good governance) Exercises: analysis of administrative models and recognition of them according to historical theoretical models	2,3, 5	They listen to lectures and read literature, discussing the topic on display. Exercises: students get to know and recognize models of public governance according to the historical development of the same models of public management.	In the oral exam, students define the historical development of administrative doctrines and know how to distinguish public administration models that have been developed throughout history and critically relate to them, pointing out the advantages and disadvantages of each administrative model.	3 hours 2 hours
		EU law and right to good governance Exercises: Analysis of judicial decisions of the	3,4,5, 6,	They listen to the lecture and read the literature, discuss the topic on display.	Students in the oral exam recognize the concept of the right to good administration in EU law and know how to compare it with the management model in the Republic of Croatia with the	3 hours 2 hours

		European Court of Justice, which develops the concept of the right to good administration		Exercises: students read and analyse ESP judgments relating to the right to good governance	synthesis of changes to the model of public management in the Republic of Croatia according to the concept of the right to good administration from EU law. Also, students recognize the concepts of the right to good governance model that have arisen from the judgments of the European Court of Justice.	
		European Code of Good Conduct for Administration Employees Exercises: Comparative analysis of the European Code of Ethics in relation to codes of ethics in public law bodies of the Republic of Croatia	3,4,5, 6,	They listen to the lecture and read the literature, discuss the topic on display. Exercises: Students analyze and notice the difference between the European Code of Ethics and codes of ethics adopted by public law bodies in the Republic of Croatia.	Students in the oral exam recognize the concept of good behavior of officials according to the European Code of Good Conduct of Employees in Administration and know how to compare it with ethical codes in the Republic of Croatia with a critical review and synthesis of changes to ethical codes in the Republic of Croatia in accordance with the European Code of Good Conduct of Administrative Employees.	3 hours 2 hours
		Application of the EU concept of the right to good governance in Croatian law Exercises: Analysis of compliance of the	4,5,6	They listen to the lecture and read the literature, discuss the topic on display. Exercises: On the basis of previous lectures and exercises on the EU concept of the right to good administration,	Students in the oral exam recognize the EU concept of the right to good administration and know how to synthesize deviations from the right to good administration in Croatian law with the proposal of legislative and other legal amendments in the Republic of Croatia.	3 hours 2 hours

		EU concept of the right to good administration with The Republic of Croatia law		students analyze and critically present opinions on the compliance of EU law with Croatian law, and synthesize possible changes in Croatian law, all regarding the concept of the right to good administration in EU law.		
		The concept of good governance in other countries Exercises: Comparative analysis of the concept of good governance in other countries in relation to the concept of the right to good governance in the Republic of Croatia	4,5,6,	They listen to the lecture and read the literature, discuss the topic on display. Exercises: students comparatively analyze the concept of the right to good governance developed in other countries and present critical opinions about differences in relation to the concept of the right to good administration in the Republic of Croatia	Students in the oral exam recognize the concept of the right to good administration in other countries and know how to synthesize deviations from the right to good administration in Croatian law with the proposal of legislative and other legal changes in the Republic of Croatia.	3 hours 2 hours
		Advantages and disadvantages of good governance	2, 5,6	They listen to the lecture and read the literature, discuss the topic on display.	Students in the oral exam know how to recognize the advantages and disadvantages of good governance and synthesize possible changes to the concept of good governance.	3 hours
		Attitude of good governance to classical	2,5,6.	They listen to the lecture and read the literature,	Students in the oral exam recognize the advantages of classical administrative	3 hours 1 hour

		administrative doctrine Exercises: Application of the model of the right to good governance to the classical administrative structure		discuss the topic on display. Exercises: Students apply the concept of the right to good administration to the model of classical state administration and synthesize possible changes to the state administration structure according to the trend of the right to good administration and vice versa.	doctrine in relation to the model of good governance and synthesize possible changes to the concept of good governance according to the model of classical administrative doctrine.	
		Modern trends- from agnecification to deagansification	5,6.	They listen to the lecture and read the literature, discuss the topic on display.	Students critically reflect on the main advantages and disadvantages of agencyzation or deagnification and synthesize in which administrative areas to abandon or adopt an agency model of public management.	3 hours
		Aganecification according to EU law and application of models in Croatian law Exercises: Noticing a change in the agency model of public sector management	2,3 ,5,6.	They listen to the lecture and read the literature, discuss the topic on display. Exercises: students, based on theoretical knowledge of the trend towards degnification, notice which agency models in the Republic of Croatia should be changed, abolished or	Students recognize models of agencying in the Republic of Croatia and know how to synthesize models of agency public management according to the applicable EU law.	3 hours 2 hours

		towards new theoretical thinking		annexed to the classical state structure		
		The role of public administration in shaping public policy	2,3,5,6	They listen to the lecture and read the literature, discuss the topic on display.	Students in the oral exam know how to recognize the role of public administration in shaping state policy with a critical review of the democratic deficit of the same and synthesize possible further models of the influence of administration on policy formation.	3 hours
		Strengthening the capacity of public administration in shaping public policy	2,3,5,6	They listen to the lecture and read the literature, discuss the topic on display.	Students in the oral exam know how to recognize the role of public administration in shaping state policy with a critical review of the democratic deficit and synthesize possible further models of the influence of the administration on policy formation.	3 hours
		Participation of citizens in the design and work of public administration	4,5,6	They listen to the lecture and read the literature, discuss the topic on display.	Students at the oral exam critically reflect on the participation of citizens in the design and control of public administration with the synthesis of proposals for better control of public administration by citizens.	3 hours
		The impact of digital technologies on the concept of good governance	2,3,4,5,6	They listen to the lecture and read the literature, discuss the topic on display.	Students know how to recognize and analyze the impact of digital technologies that enhance the concept of the right to good governance and critically reflect on the possibility of further	3 hours 2 hours

		Exercises: access to and study of digital models that enhance the concept of good governance		Exercises: students access and study various digital technologies through computers that enhance the application of the concept of good governance	digitalization of public administration.	
		The trend of further reforms of public administration and changes in the modalities of the concept of good governance and the right to good governance, Concluding considerations	5,6	They listen to the lecture and read the literature, discuss the topic on display.	Students in the oral exam on the basis of earlier thematic units know how to notice the trend in which the further development of public administration and the concept of good governance will go, with a critical review of the same and synthesizing possible new concrete models of public governance.	3 hours
3. EVALUATION OF STUDENT WORK						
3.1. Obligations of the student	In accordance with the Regulations on studying and the Ordinance on the evaluation and evaluation of students' work: for all full-time students attendance at least 70%. Part-time students are obliged to attend classes at least 50%. Students can pass the final exam by passing the subject course on the oral exam.					
3.2. Monitoring the work of students (enroll in the share of ECTS)	Active attendance of classes	1 ECTS				
	Exercises	2 ECTS				
	Written exam					

credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Viva voce	3 ECTS			(other enroll)	
					(other enroll)	
3.3. Student workload	The student's workload on all grounds is for 1 ECTS credit 30 hours of work in the semester and is assessed as:					
	Obligation		Hours (estimate)			
	Attendance of classes		60			
	Preparation of seminar papers and presentations		15			
	Preparation for colloquium/exam through self-study		75			
4. FORMATION OF THE RATING						
4.1. Evaluation of the seminar paper						
4.2. Assessment of colloquiums / written and oral part of the exam	Badly	Satisfactorily		Above average		
	It responds from memory, without a deeper understanding. No he knows and does not apply basic terms and concepts. He does not know how to apply or explain the content with examples course.	Reproduces core concepts and without difficulty he transfers new knowledge, understands the material, explains terms and concepts substantiated by examples		Knowledge is at the level of analysis, synthesis and evaluation. Notices legalities, accurately and thoroughly explains the content of the material logically connects and explains terms and concepts that he substantiates with examples. Find solutions that were not originally given. Spotting correlation with related material		

5. ADDITIONAL INFORMATION ON THE CASE			
5.1. Compulsory literature (available in the library and through other media)	Vukojičić Tomić, T. (2016). Good governance: from conceptualization to realization. Political Thought, 53 (2), 105-130.	Number of copies in the library	Availability through other media
	Šimac, N. (2016). The right to good public administration - in the context of European integration. Proceedings of the Faculty of Law in Split, 53 (1), 105-118. https://doi.org/10.31141/zrpfs.2016.53.119.105		
	Kellerhals Maeder, A. (2002). The state, the information society, "good governance", and the archives. Croatian and Comparative Public Administration, 4 (3-4), 717-742.		
	Miošić Lisjak, N. (2006). How much "good government" is there in Croatian e-government?. Annals of the Croatian Political Science Association, 3 (1), 369-401.		
	Woehrling, J. (2006). Judicial control of administration in Europe: according to a common model. Croatian and Comparative Public Administration, 6 (3), 56-56.		
	Zvonimir, Lauc: The Concept of Croatian Governance, Pravni vjesnik, 11/1, Pravni fakultet Osijek, 2011;		
	Zvonimir, Lauc: Good governance at regional level, Legal aspects of cross-border cooperation and EU integration:		

	Hungary – Hrvyska, EUNICOP, Faculty of Law, University of Pećuh & Faculty of Law University J.J.Strossmayer in Osijek, Pećuh-Osijek, 2011.		
5.2. Supplementary literature (at the time of submission of amendments to the study programme)	Branko, Smerdel: The Demands of Constitutional Rule and the Concept of Constitutional Election, in "Building Democratic Constitutional Legal Rights" Institution of the Republic of Croatia in a Development Perspective, Croatian Association for Constitutional Law, Zagreb, 2011, p. 1-61. Zvonimir Lauc: The relationship between the state and self-government observed through the principle of subsidiarity, Annals of the Institute for Scientific and artwork in Osijek, Volume 26, Zagreb-Osijek 2010 Zvonimir, Lauc: Acquis of the Council of Europe and Croatian Local Self-Government, Constitutional Changes of the Republic of Croatia and European Union, University of Split, Faculty of Law, Split, 2010; Zvonimir, Lauc: Management of the development of local and regional self-government, Pravni vjesnik, vol. 18, no. 1-2, Osijek 2002, p. 319-336. Zvonimir, Lauc: Decentralization - a condition of optimization of local and regional self-government, Croatian Public Administration, no. 3, Zagreb, 2001		

5.3. Ways of monitoring quality that ensure the acquisition of output knowledge, skills and competences	Quality control of students' work and acquisition of the necessary knowledge and skills will be ensured through interactive work. Keeping records of the presence and activities of students in teaching and obtained information on students' progress through colloquiums will provide information necessary for further instructions to students in order to increase the efficiency of their work. Students will be instructed in their rights and obligations and work methods and the necessary literature. Indicators of the quality assurance system: Student survey, monitoring of annual data from HZZZ on the annual state of employment of students, surveys of employers and association Alumni.
5.4. Informing the course and contacting the teacher	It is the obligation of every student to regularly inform themselves about the course, teaching and activities in classes. All notifications about the holding of classes or possible postponement of classes will be timely published on the e-learning pages of the course and on the website of the Polytechnic. Students can contact teachers during the consultation period (at least one hour per week), while for a short Questions and explanations can be addressed during class. It is also possible to ask questions by e-mail (from the official e-mail address on the domain @vus.hr) to which they will be answered as soon as possible (no later than five working days from receiving the e-mail)

GENERAL COURSE INFORMATION			
1.1. Course title	EUROPEAN INTEGRATIONS AND INSTITUTIONS OF THE EUROPEAN UNION	1.8. Course code in ISVU	201411 (DU4) (202154) (DU4-I)
1.2. Course lecturer	Ljubo Runjić, PhD, <i>Professor of Applied Studies</i>	1.9. Course code in MOZVAG	
1.3. Assistants and/or associates		1.10. Forms of teaching (number of hours Lecturing + Practical exercises + Seminars + e learning)	(45+15+0+0)
1.4. Study programme (specialist, undergraduate, graduate)	Professional Graduate Study Administrative Law	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st , course materials are on-line, 0%
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	1
1.6. Year of study	1 st	1.13. Modernization	☒ da ☐ ne
1.7. Credit score (ECTS)	5	1.14. Percentage estimate of course changes and/or supplements	Less than 20% ☒

			More than 20 % ☐
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of the course is to enable students to acquire knowledge about the history of European integration and the institutions of the European Union.		
2.2. Terms of course entry and required competences	General conditions required for enrollment in the first semester of studies. Knowledge of basic terms in the field of theory of the state and law, constitutional law, international law, law of international organizations and european law, and finding internal and international legal sources.		
2.3. Learning outcomes on the study programme level	IU1: Connect the basic terms of different branches of law and generalize the issues of work in public administration. IU2: Identify contemporary administrative doctrines and their influence on the convergence of administrative systems in the world. IU3: Distinguish public policies in Croatia and compare them with public policies in other countries. IU13: Identify the principles of application of European administrative law in EU member states and apply knowledge of judicial protection of rights arising from Union law, and compare the advantages and disadvantages of administrative law in Croatia with the administrative law of the European Union. IU17: Evaluate the existing system of state administration and public services in Croatia and predict the future development of the national administrative system at different levels.		
2.4. Expected learning outcomes on the course level	Learning outcomes according to the Bloom`s taxonomy: (up to two verbs per LO)		Level of LO: 1- remembering, 2- understanding, 3- application,

						4-analysis, 5-evaluation, 6-synthesis
	Analyze the historical, political, economic and diplomatic context of European integration.					4
	Distinguish the main directions of European integration.					4
	Show the spread of European integration					5
	Evaluate on the legal nature of the European Union in contemporary international relations					6
	Assess the further course of development of European integration processes					6
	Explain the institutional structure of the European Union in relation to other international organizations					6
	Critically examine the rights and powers of the institutions of the European Union					6
	Evaluate the effect of European law on the Croatian national legal order					6/7
2.5. Course content according to detailed curriculum schedule	Constructive allignement					
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation	Time
		Introduction to the course and a detailed teaching plan	-	Listen to a lecture and get to know the course content and documents on the e-learning course page by working independently on a computer.	-	3h

		Introduction to the history of European integration	1, 2	Listen to the lecture and read the literature.	At the colloquium or the written / oral exam students can analyze the historical, political, economic and diplomatic context of European integration	6h
		The beginnings of European integration	1, 2, 3	Listen to a lecture and read literature.	At the colloquium or the written / oral exam students can present the historical development of European integration processes.	12h
		Treaties of Rome	1, 3	Listen to a lecture and read literature.	At the colloquium or the written / oral exam students can explain the most important aspects of the EEC.	10h
		European (economic-monetary) union	1, 3	Listen to lectures and read literature. At the exercises students deal with certain policies of the European (economic and monetary) Union.	At the colloquium or the written / oral exam students can explain the most important aspects of the European (economic-monetary) Union.	10h
		Preparations for EU enlargement	1, 3	Listen to lectures and read literature. At the exercises students deal with the Treaty of Amsterdam and the Treaty of Nice.	At the colloquium or the written / oral exam students can explain the legal foundations of the European Union.	10h
		From the European Constitution to the Lisbon Treaty	1, 2, 3, 4, 5	Listen to lectures and read literature. At the exercises students analyze the existing legal foundations of the	At the colloquium or the written / oral exam students can explain the legal foundations of the European Union.	12h

				European Union and discuss possible changes to the existing Founding Treaties.		
		Determination of the nature of the European Union	1, 4, 5	Listen to lectures and read literature. At the exercises students analyze the legal nature of the European Union.	At the colloquium or the written / oral exam students can explain the legal nature of the European Union.	12h
		The expansion of European integration – the first, second and third enlargements	2, 3	Listen to lectures and read literature. At the exercises students analyze the entry of individual countries into the European Union using practical examples.	At the colloquium or the written / oral exam students can demonstrate the spread of European integration.	15h
		The expansion of European integration – the fourth, fifth and sixth enlargements, the admission procedure	2, 3	Listen to lectures and read literature. At the exercises students analyze the entry of individual countries into the European Union using practical examples.	At the colloquium or the written / oral exam students can demonstrate the spread of European integration.	15h
		Institutions of the European Union - in general, Council of the European Union, European Council	4, 6, 7, 8	Listen to lectures and read literature. At the exercises students work on the composition and powers of individual	At the colloquium or the written / oral exam students can present and explain the composition and powers of individual bodies of the European Union and evaluate	15h

				bodies of the European Union.	the effect of European law on the Croatian national legal order.	
		Institutions of the European Union – European Commission, European Parliament, Court of Justice of the European Union, other bodies, agencies and interest groups	4, 6, 7, 8	Listen to lectures and read literature. At the exercises students deal with the composition and powers of individual bodies of the European Union.	At the colloquium or the written / oral exam students can present and explain the composition and powers of individual bodies of the European Union and evaluate the effect of European law on the Croatian national legal order.	15h
		Institutions of the European Union – European Commission, European Parliament, Court of Justice of the European Union, other bodies, agencies and interest groups	4, 6, 7, 8	Listen to lectures and read literature. At the exercises students deal with the composition and powers of individual bodies of the European Union.	At the colloquium or the written / oral exam students can present and explain the composition and powers of individual bodies of the European Union and evaluate the effect of European law on the Croatian national legal order.	15h
3.1. Students' obligations	In accordance with the Regulations on Studying and the Regulations on Student Assessment and Evaluation: for all full-time students attendance of at least 70%. Part-time students are required to attend classes at least 50%. All students are required to carry calculator and formulae list. Students who have during the course achieved: • from 0 - 24,9% ECTS credits- are rated F (unsuccessful) and cannot obtain ECTS credits, and must re-enroll in the next academic year; • from 25 - 49,9% - are assessed by FX (insufficient) and must pass the written exam (test). Written exam (test) can be held in a regular or extraordinary exam period; • more than 50% - students have the right to take the final exam. Students can take the final exam from the course in two ways: a) during the course of teaching through continuous monitoring of students (active participation in classes and through three colloquia); b) by passing the exam (written and oral part of the exam).					

3.2. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS points corresponds to the credit score of the course))	Attendance		Written exam	2 (without colloquia)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	4,5 (without written exam)	Seminar paper		Other	
	Class activity		Oral exam	2,5 (without colloquia)	Other	
3.3. . Student workload	Student workload on all bases for 1 ECTS credit is 30 hours in a semester and is estimated as: Attending classes and exercises 60 hours Preparing colloquia or exams through individual work 90 hours					
4. GRADING						
4.1. Grading seminar papers	The evaluation element	Unsatisfactory	Satisfactory		Above average	
	Organization	The paper is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.		The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are logically interconnected.	
	Terminology, writing style	Words and expressions low in line with official terminology. The writing style is not appropriate, the sentences are too long, of a modest	Words and expressions are in line with official terminology. The writing style is appropriate, the sentence structure is clear, the		Words and expressions are aligned with official terminology and show an understanding of their meaning. The writing style is excellent,	

		vocabulary and with frequent and repeated grammatical errors.	vocabulary is appropriate and there are few grammatical errors.	the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.	
	Citing and referencing references	The sources are not listed at all. The references do not fit the topic and show a cursory approach to exploring the topic.	The sources are listed but incomplete and with errors. The references are relevant to the topic and show a satisfactory research attitude.	The sources are accurately, completely and consistently listed. The references are appropriate, their list is "rich" and comprehensive and shows a detailed research approach.	
4.2. Grading colloquia/ written and oral exam	Unsatisfactory		Satisfactory		Above average
	Responds by memory, without a deeper understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the course with examples.		Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.		Knowledge is at the level of analysis, synthesis and evaluation. Observes the principles, accurately and thoroughly explains the content of the material, and logically connects and explains the terms and concepts supported with examples. Finds solutions that were not originally given. Notes correlations with related material.
4.3. Final grade according to evaluation elements	Active course attendance	70-75% of attendance	76-86% of attendance	87-100% of attendance	
		3 points	5 points	10 points	
	Colloquia/ Written exam	2	3	4	5
		50-64,9%	65-79,9%	80-89,9%	90-100%
		27 points	33 points	39 points	45 points

	Oral exam	2	3	5	5	
		27 points	33 points	39 points	45 points	
4.4. Final grade according to absolute division		Percentage of acquired knowledge, skills and competences (teaching + final exam)	Numerical grade	ECTS grade		
		90 – 100%	5 (excellent)	A		
		80 – 89,9%	4 (very good)	B		
		65 – 79,9%	3 (good)	C		
		60 – 64,9%	2 (satisfactory)	D		
		50 – 59,9%	2 (satisfactory)	E		
5. ADDITIONAL COURSE INFORMATION						
5.1. Compulsory literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Mintas Hodak, Lj.(ur.), <i>Europska unija</i> , Zagreb, Mate, 2010.			5	-	
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. Čapeta, T., Goldner Lang, I., Perišin, T., Rodin, S.,(ur.), Prethodni postupak u pravu Europske unije – suradnja nacionalnih sudova s Europskim sudom, Zagreb, Narodne novine, 2011.			1	-	
				5		
	2. Čapeta, T., Rodin, S., Osnove prava Europske unije, Zagreb, Narodne novine, 2018.			1		

	3. Dinan, D.,(ur.), <i>Origins and Evolution of the European Union</i>, Oxford, Oxford University Press, 2014. 4. Fairhurst, J., <i>Law of the European Union</i>, Harlow, Pearson Education Limited, 2014. 5. Rodin, S., Čapeta T., Goldner Lang, I.(ur.), <i>Reforma Europske unije - Lisabonski ugovor</i>, Zagreb, Narodne novine, 2009. 6. Pročišćene verzije Ugovora o Europskoj uniji i Ugovora o funkcioniranju Europske unije; <i>Službeni list Europske unije</i>, C 202, 2016.	1 1 -	- - - available online
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on students` progress through short colloquiums and homework, information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.		
5.4. Informing about the course and contacting the teacher	It is the responsibility of each student to be regularly informed about the course, the coursework, and the classroom activities. All notices of classes or possible adjournment will be published in a timely manner on the e-learning site of the course and on the website of the Polytechnic. Students can contact teachers during the consultation period (at least one hour per week), while for short questions and explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr), which will be answered as soon as possible (no later than five working days after receiving the e-mail).		

GENERAL INFORMATION			
1.1. Course lecturer	Ivana Bratić, prof., higher lecturer	1.8. Course code in ISVU	201413
1.2. Course title	English for Public Administration	1.9. Course code in MOZVAG	
1.3. Assistants and/or associates		1.10. Forms of teaching (number of hours Lecturing + Practical exercises + Seminars + e learning)	(30+0+0)
1.4. Study programme (specialist, undergraduate, graduate)	Specialist Graduate Professional Study of Public Administration	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st , course materials are on-line, 0%
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	2
1.6. Year of study	1 st	1.14. Modernization	Yes
1.7. Credit score (ECTS)	3	1.14. Percentage estimate of course changes and/or supplements	Less than 20% ☒ ☐ More than 20 % ☐
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to master professional vocabulary in English related to public administration and the business world. The goal is also to master the predicted grammatical structures and correct them use in spoken and written English. Furthermore, the goal is to train students for active service in English in public administration.		
2.2. Terms of course entry and required competences	General requirements for enrolment in the first semester of study.		
2.3. Learning outcomes on the study programme level	Use and develop complex written and oral communication in Croatian and English		

	Organize and conduct teamwork and critically evaluate the opinions and attitudes of team stakeholders						
	Compile and draft acts and submissions and to undertake basic procedural actions in administrative and other legal proceedings as well as in the administrative dispute						
2.4. Expected learning outcomes on the course level	Learning outcomes according to the Bloom`s taxonomy: (up to two verbs per LO)						Level of LO: 1- remembering, 2- understanding, 3- application, 4-analysis, 5-evaluation, 6-synthesis
	- define and describe professional vocabulary related to public administration						4,5,6
	- understand and analyze English language texts that cover the domain of public administration						4,5,6
	- synthesize and create forms of written and oral communication (presentations, research, business letters and emails) related to public administration						4,5,6
2.5. Course content according to detailed curriculum schedule	Constructive allignement						
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation	Time	

		Introductory session - Course description	-	Listen to lectures. Work independently on computer, get to know course content and elearning documents.	-	2 h
		Placement Test	3,6	Students compile language texts.	At written and oral exam students can paraphrase or explain English terms by using synonyms and learned vocabulary and offer an adequate Croatian version of those English expressions. They are able to independently translate the text in English and answer the questions.	4 h
		Introducing Public Administration Terminology	2,3,5	Students process the text in English. They learn about new language structures. They solve tasks.	At written and oral exam students can paraphrase or explain English terms by using synonyms and learned vocabulary and offer an adequate Croatian version of those English expressions. They are able to independently translate the text in English and answer the questions.	4 h
		Introducing Public Administration Terminology (II).	2,3,5	Students listen the lesson. They compile vocabulary exercises.	At written and oral exam students will be able to use new vocabulary regarding public administration.	4 h
		The Concept of Bureaucracy. Reading 3: Reading Comprehension, Vocabulary Practice, Language Exercises.	5,6	Students listen the lecture. They translate the text and do language exercises.	Students will know how to compile documents in english and will be able to comprehend new terminology and use it in written and spoken language.	4 h
		The Concept of Bureaucracy (II). Reading 4: Case Study, Students' Project.	3,4,5,6	Students listen the lecture. They work in teams.	Students will know how to compile documents in english and will be able to comprehend new terminology and use it in written and spoken language.	4 h
		Civil Service.	3,4,5,6	Reading Comprehension, Vocabulary Practice, Language Exercises.	Students will know to treat formal documents in English.	6 h

		Democracy as a Form of Government.	4,5,6	Reading, Comprehension, Vocabulary Practice, Language Exercises	At written and oral exam students can paraphrase or explain English terms by using synonyms and learned vocabulary and offer an adequate Croatian version of those English expressions. They are able to independently translate the text in English and answer the questions.	4 h
		Types, Forms and Levels of Government. Reading 7. Reading Comprehension, Vocabulary Practice, Language Exercises.	5,6	Reading Comprehension, Vocabulary Practice, Language Exercises.	At written and oral exam students can paraphrase or explain English terms by using synonyms and learned vocabulary and offer an adequate Croatian version of those English expressions. They are able to independently translate the text in English and answer the questions.	4 h
		The Concept of Administrative Power	3,4,5,6	Case Study, Students' Project. Students work in teams and participate in discussion.	At written and oral exam students can paraphrase or explain English terms by using synonyms and learned vocabulary and offer an adequate Croatian version of those English expressions. They are able to independently translate the text in English and answer the questions.	10 h
		The Concept of Public Service Culture	4,5,6	Reading, Case Study, Students' Project. Students work in teams and participate in discussion.	At written and oral exam students will be able to present a project to other students.	10 h
		The Relationship Between Politics and Administration: The Concept of Issue Networks.	3,4,5,6	Case Study, Students' Project.	At written and oral exam students will be able to present a project to other students.	10 h

		Writing Techniques: Research Papers, Formal Letter Writing.	1,2,3,4	Students work in a team. They express themselves in written form and participate in discussions.	Students will be able to write formal business letter and research papers.	4 h
		Conclusions. Revision.	1,2,3,4,5, 6	Students listen the lecture and participate in discussions.		4 h
		Concluding discussions. Evaluation of the course	1,2,3,4,5, 6	Students answer the questions and do vocabulary exercises, write a report on one of the topics from the coursebook.	At the colloquium or at final exam, students are able to explain and solve tasks related to the legal vocabulary learned during the course and to explain the relevant topic.	16 h
3. EVALUATION OF STUDENTS' WORK						
3.1. Students' obligations	In accordance with the Regulations on Studying and the Regulations on Student Assessment and Evaluation: for all full-time students attendance of at least 70%. Part-time students are required to attend classes at least 50%. All students are required to carry calculator and formulae list. Students who have during the course achieved: - from 0 - 24,9% ECTS credits- are rated F (unsuccessful) and cannot obtain ECTS credits, and must re-enroll in the next academic year; - from 25 - 49,9% - are assessed by FX (insufficient) and must pass the written exam (test). Written exam (test) can be held in a regular or extraordinary exam period; - more than 50% - students have the right to take the final exam. Students can take the final exam from the course in two ways: a) during the course of teaching through continuous monitoring of students (active participation in classes and through three colloquia); b) by passing the exam (written and oral part of the exam).					
3.2. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS points	Attendance	0,5	Written exam	1	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	

corresponds to the credit score of the course)	Colloquium		Seminar paper		Other	
	Class activity	0,5	Oral exam	1	Other	
3.3. Student workload	Student workload on all bases for 1 ECTS credit is 30 hours in a semester and is estimated as: 1. Attending classes and exercises 45 hours 2. Preparing colloquia or exams through individual work 45 hours					
4. GRADING SYSTEM						
4.1. Grading seminar papers						
4.2. Grading colloquia/ written and oral exam	Unsatisfactory		Satisfactory		Above average	
	Responds by memory, without a deeper understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the course with examples.		Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.		Knowledge is at the level of analysis, synthesis and evaluation. Observes the principles, accurately and thoroughly explains the content of the material, and logically connects and explains the terms and concepts supported with examples. Finds solutions that were not originally given. Notes correlations with related material.	
4.3. Final grade according to evaluation elements	Active course attendance	70-74,9% of attendance	75-79,9% of attendance	80-89,9% of attendance	90-100% of attendance	
		2 points	5 points	10 points	20 points	
	Colloquia/ Written exam	2	3	4	5	
		50-64,9%	65-79,9%	80-89,9%	90-100%	
		25 points	30 points	35 points	40 points	
	Oral exam	2	3	5	5	
		25 points	30 points	35 points	40 points	

4.3. Final grade according to absolute division		Percentage of acquired knowledge, skills and competences (teaching + final exam)	Numerical grade	ECTS grade	
		90 – 100%	5 (excellent)	A	
		80 – 89,9%	4 (very good)	B	
		65 – 79,9%	3 (good)	C	
		60 – 64,9%	2 (satisfactory)	D	
		50 – 59,9%	2 (satisfactory)	E	
5. ADDITIONAL COURSE INFORMATION					
5.1. Compulsory literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	SOČANEC, L., JAVORNIK ČUBRIĆ, M., English for Public Administration, Narodne novine, Zagreb, 2018 (the mandatory part only applies to the topics described in this implementation plan)			5	e-materijal available to all students on Claroline system of the Polytechnic of Šibenik
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. DOBROLET, O.V., A.R. ZHOROVA, English for Public Administration, 2008. (Textbook) 2. STILLMAN R.J., Public administration: concepts and cases. Boston: Wadsworth, 2010. 3. HUTCHINSON, T., WATERS, A. (2002), English for Specific Purposes, Cambridge University Press.				
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on students` progress through short colloquiums and homework, information for further guidance to students will be provided in order to increase				

	the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.
5.4. Informing about the course and contacting the teacher	It is the responsibility of each student to be regularly informed about the course, the coursework, and the classroom activities. All notices of classes or possible adjournment will be published in a timely manner on the e-learning site of the course and on the website of the Polytechnic. Students can contact teachers during the consultation period (at least one hour per week), while for short questions and explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr), which will be answered as soon as possible (no later than five working days after receiving the e-mail).

GENERAL COURSE INFORMATION			
1.1. Course title	Management of decentralization	1.8. Course code in ISVU	
1.2. Course lecturer	Ivan Rančić , s. lect.	1.9. Course code in MOZVAG	
1.3. Assistants and/or associates		1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	Pe+s+s
1.4. Study programme (specialist, undergraduate, graduate)	Specialist graduate professional study Administrative study	1.11. Level of e- learning application (1st, 2nd, 3rd level), percentage of on line course performance (max. 20%)	

1.5. Course status (obligatory, optional)	o	1.12. Number of course revisions	
1.6. Year of study	4	1.15. Modernization	☐ da ☒ ne
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% ☒ More than 20 % ☐
2. COURSE DESCRIPTION			
2.1. Course objectives	The goal of the course is to enable students to acquire knowledge about decentralization management		
2.2. Terms of course entry and required competences	General conditions required for enrollment in II. semester of study		

2.3. . Learning outcomes on the study programme level	IU1, IU3, IU4, IU7, IU8, IU9, IU10, IU 11, IU17	
2.4. Expected learning outcomes on the course level	Learning outcomes according to the Bloom`s taxonomy: (up to two verbs per LO)	Level of LO: 1- remembering, 2- understanding, 3- application, 4-analysis, 5-evaluation, 6-synthesis
	Categorize types of decentralization and explain common characteristics, similarities and differences between individual types of management. 4, 6	
	Interpret the relevant law, judge which of the offered legal solutions is the most appropriate for managing the decentralization of individual organizations and plan the method of establishment, organization and operation of individual organizations, management activities. 5, 6	
	Predict the procedures for determining legally relevant facts and deciding on issues in the field of managing decentralization in society and apply the relevant law to the established facts. 5, 6	
	Select and use various databases on the relationship between citizen administration, case law and relevant legal literature when preparing a decision on various legal issues related to public or local self-government	

	5, 6					
	Responsibly and independently search and transfer relevant literature and legal rules in the field of administrative systems and management activities. 5, 6					
	Propose and argue proposals for the decentralization process and the system of studying decentralization in Croatia. 5, 6					
	Anticipate the future development of decentralization in Croatia 6/7					
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation	Time
		Introductory lecture				
		Types of decentralization		They listen to lectures and read literature. During the exercises, they analyze examples from practice independently and in teams	At the colloquium or written / oral exam, they can enumerate and differentiate the goals of administrative systems and explain the processes of differentiation and integration, i.e.	

				and draw conclusions about the application of legal regulations in administrative organizations 1. In group work, the	interest dominance and autonomy in administrative systems	
		Decentralization and contemporary social processes		They listen to lectures and read literature. During the exercises, they analyze examples from practice independently and in teams and draw conclusions about the application of legal regulations to a concrete factual situation, and the dilemmas of division	At the colloquium or written/oral exam, they are able to define and describe the specifics of the administration study modality, especially the dilemma of territorial division. Prepared and presented practical work (independently using computer programs and judicial	

		Decentralization in the context of modern public administration reforms - new public management and good governance		They listen to lectures and read literature. During the exercises, independently and in teams, they analyze examples from practice and draw conclusions about the application of legal regulations to a specific factual situation, and draw up acts related to the		
		Decentralization in Western European countries		At the colloquium or written/oral exam, they can define societies of persons, list their common and distinguishing characteristics, that is,	At the colloquium or written/oral exam, they can define societies of persons, list their common and distinguishing characteristics, that is, analyze and	

				analyze and explain the modalities of the management study system.	explain the modalities of the management study system. •	
		Decentralization in transition countries		They listen to lectures and read literature. During the exercises, they analyze examples from practice independently and in teams and draw conclusions about the application of legal regulations to a concrete factual situation related to urbanization and	At the colloquium or written / oral exam, they know how to define the concepts of urbanization and metropolitanization. Prepared and presented practical work (independently using computer programs and sources of judicial and other legal practice	

		Foundations of the decentralization process		They listen to lectures and read literature. During the exercises, they analyze examples from practice independently and in teams and draw conclusions about the application of legal regulations to a specific factual situation.	At the colloquium or written/oral exam, they know how to define each of the tendencies in management and list their common and distinguishing characteristics •	
		Objectives and program of decentralization		At the colloquium or written/oral exam, they can define the historical influence and development of the administration, state their common and distinguishing	They listen to lectures and read literature. They use multimedia and the network. During the exercises, they individually research the content of this thematic area by searching the database about	

			characteristics, or analyze it according to years.	administration in the political system and its influence on the	
	Bodies and entities participating in the decentralization process		They listen to lectures and read literature. They use multimedia and the network. During the exercises, they individually research the content of this thematic area by searching the database about administration in the political system and its influence on the	At the colloquium or written/oral exam, they can define what is management in local self-government, state their common and distinguishing characteristics, that is, analyze and explain management modalities in administrative organizations •	

		Planning and preparation of decentralization		They listen to lectures and read literature. During the exercises, they demonstrate the means of political control of the administration	At the colloquium or written / oral exam, they can define the means of political control, state their common and distinguishing characteristics, that is, analyze and explain the goal of the means of political control of the administration.	
		Decentralization in certain administrative areas		They listen to lectures and read literature. They use multimedia and the network. The types and peculiarities of local bodies are presented. In the group work at the seminar, the brainstorming	At the colloquium or written/oral exam, they know how to define and interpret local bodies. Propose a way of solving a certain organizational structure of dispute management based on the presented facts of the case.	

			method and the discussion method		
	Evaluation of decentralization		They listen to lectures and read literature. During the exercises, they analyze examples from practice independently and in teams and search databases about	They listen to lectures and read literature. During the exercises, they analyze examples from practice independently and in teams and search databases about	
	Decentralization process in Croatia		They listen to lectures and read literature. During the exercises, they analyze examples from practice independently and in	At the colloquium or written / oral exam, they know how to define the jobs of people in the administration and propose a model of participation in a specific working environment •	

			teams and search databases about		
	Management of the decentralization process in Croatia		They listen to the lecture and prepare individually for the exam. During the exercises, they analyze certain definitions related to theoretical management models independe	At the colloquium or written/oral exam, they know how to define and explain the peculiarities of theoretical models.	
	Final lecture				

3. EVALUATION OF STUDENTS' WORK

3.1. Students' obligations

In accordance with the Rulebook on studying and the Rulebook on assessment and evaluation of student work: for all full-time students, a minimum of 70% class attendance. Part-time students are obliged to attend a minimum of 50% of lectures. All students must create, present and positively evaluate a seminar paper. Students who achieved during the course:

- From 0 – 24.9% of ECTS points - they are graded F (failed) and cannot acquire ECTS points, and must re-enroll in the course in the following academic year;
- From 25 – 49.9% - they are graded FX (insufficient) and must sit and pass a written exam (test). The written exam (test) can be held during the regular or extraordinary exam period;
- More than 50% - students have the right to access the final exam of the course. Students can pass the final exam from the course in two ways: a) during classes through continuous monitoring of students (active participation in classes and preparation and presentation of practical work and solving a case study and two colloquiums); b) during classes (active participation in classes and preparation and presentation of practical work and solution of case studies) and by taking an exam (written exam).

3.2. Monitoring students

ent wor k (ent er the shar e of ECT S cred its for each acti vity so that the total num ber of ECT S poin ts corr espo nds to the cred it scor					Other	
					Other	

e of the cour se))						
3.3. . Stud ent wor kloa d	Student workload on all bases for 1 ECTS credit is 30 hours in a semester and is estimated as:					
4. FORMIRANJE OCJENE						
4.1. Gra ding semi nar pape rs	-					
4.2. Gra ding coll oqui a/ writt en and oral exa m						
	Unsatisfactory		Satisfactory		Above average	

4.3. Final grade according to evaluation elements	Active course attendance	The paper is not organized in a logical order and lacks structure. Words and expressions not aligned with official terminology. The writing style is not appropriate, the sentences are too long, the vocabulary is modest and with frequent and	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion •	The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion, which are excellently logically connected to each other.	
	Colloquia/ Written exam	frequent and repeated grammatical errors. No sources are given at all. The references do not match	Words and expressions are aligned with official terminology. The writing style is appropriate, the	Words and expressions are aligned with official terminology and demonstrate an understanding of their	

		the topic and show a superficial approach to researching the topic •	sentence structure is clear, the vocabulary is appropriate and there are few grammatical errors.	meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.	
	Oral exam	The references do not match the topic and show a superficial approach to researching the topic •	The sources are listed, but incompletely and with errors. References are appropriate for the topic and demonstrate a satisfactory research attitude.	Words and expressions are aligned with official terminology and demonstrate an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.	

4.4. Final grade according to absolute division		Percentage of acquired knowledge, skills and competences (teaching + final exam)			Numerical grade	ECTS grade
		70-75% prisustva		76-86% prisustva		87-100% prisustva
		2 bodova		4 bodova		7 bodova
		2		3		4
		5 bodova		7 bodova		8 bodova
		2		3		4
		50-64,9%		65-79,9%		80-89,9%
		25 bodova		30 bodova		35 bodova
		2		3		5
		25 bodova		30 bodova		35 bodova
		5. ADDITIONAL COURSE INFORMATION				
5.1. Compulsory	Title			Number of copies in the library	Availability via other media	

literature (available in the library and via other media)	1. Đulabić, Vedran; Razvoj i modernizacija regionalne samouprave u Hrvatskoj, u: Grupa autora, Decentralizacija, Zagreb, Centar Mika Tripalo, (2011), str. 35-62. 2. Ivanišević, Stjepan; Europska iskustva u decentralizaciji upravljanja velikim gradovima, Hrvatska javna uprava, god. 8., br. 2, (2008), str. 69-78; dostupno i u elektronskom obliku na: http://www.iju.hr . 3. Jurlina Alibegović, Dubravka; Fiskalna decentralizacija u Hrvatskoj: između želja i mogućnosti, u: Musa, A.(ur.), Forum za javnu upravu.; Zagreb: Friedrich Ebert stiftung i Institut za javnu upravu (2012), str.. 7-28; dostupno i u elektronskom obliku na: http://www.iju.hr . 4. Koprić, Ivan; Upravljanje procesom decentralizacije, Hrvatska javna uprava, god. 8, br. 1, (2008), str. 95-133; dostupno i u elektronskom obliku na: http://www.iju.hr . 5. Koprić, Ivan; Decentralizacija i dobro upravljanje gradovima, Hrvatska javna uprava, god. 9, br. 1, (2009), str. 69-78; dostupno i u elektronskom obliku na: http://www.iju.hr . 6. Škarica, Mihovil; Lokalni djelokrug u svjetlu novih funkcija i uloga lokalne samouprave, u: Koprić, I.(ur.) Reforma lokalne i regionalne samouprave u Republici Hrvatskoj,			
5.2. Additional literature (at the moment of changes and/or amendments of stud	7. Zakon o lokalnoj i područnoj (regionalnoj) samoupravi, NN 19/2013 8. Zakon o sustavu državne uprave, NN 150/11, 12/13, 93/16, 104/16			

y prog ram me)			
5.3. Qua lity assu ranc e met hods that ensu re the acqu isiti on of kno wle dge, skill s and com pete nces	Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of students' attendance and activities in class and the information obtained about students' progress through colloquia, the information necessary for further instructions to students will be obtained in order to increase the efficiency of their work. Students will be informed about their rights and obligations, work methods and necessary literature. Indicators of the quality assurance system: Student survey, monitoring of annual data from HZZZ on the annual state of student employment, employer and Alumni association surveys		

5.4.
Informing
about
the
course
and
contacting
the
teacher

- Informing about the course and contacting the teacher It is the duty of every student to regularly inform themselves about the course, the course and activities in the class. All information about the holding of classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the Polytechnic. Students can contact teachers during the consultation period (at least one hour a week), while for short questions and explanations they can be contacted during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain), which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).

GENERAL COURSE INFORMATION			
1.1. Course title	Public Administration Efficiency	1.8. Course code in ISVU	
1.2. Course lecturer	Jelena Žaja, s.lec.	1.9. Course code in MOZVAG	
1.3. Assistants and/or associates	-	1.10. Forms of teaching (number of hours Lecturing + Practical exercises + Seminars + e learning)	(30+15+0+0)
1.4. Study programme (specialist, undergraduate, graduate)	Professional Graduate Study Programme Administrative Law	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available on-line, 0%
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	3
1.6. Year of study	2 nd	1.16. Modernization	☒ yes ☐ no
1.7. Credit score (ECTS)	5	1.14. Percentage estimate of course changes and/or supplements	Less than 20% ☒ More than 20 % ☐
2. COURSE DESCRIPTION			

2.1. Course objectives	• To explain the meaning, role and content of efficient public administration; • To familiarise students with the basic models of checking the efficiency of employees in public administration; • To explain the meaning of public servants in society and the importance of the efficient performance of tasks; • From the point of view of efficiency, locate and determine the fundamental problems of the Croatian civil service system; • Show the process of modernization and Europeanization of the performance of official duties at a higher level of efficiency.		
2.2. Terms of course entry and required competences	No conditions.		
2.3. . Learning outcomes on the study programme level	LO: 1,3,4,5,7,8,9,10,12,14,17		
2.4. Expected learning outcomes on the course level	Learning outcomes according to the Bloom`s taxonomy: (up to two verbs per LO)		Level of difficulty 1- remember 2- understand 3- apply 4- analyze 5- evaluate 6- synthesize
	1. Analyze the performance management system in the Croatian public administration and evaluate its success.		4,5
	2. Determine the key elements of effective public administration.		6,3
	3. To examine the reasons, goals and results of the reform of the strategic planning system.		6
	4. Analyze the situation and propose measures to improve and modernize the civil service system in the Croatian public administration.		4,6
	5. Choose adequate methods and tools and apply them in the evaluation of the efficiency of public administration work.		6,4

2.5. Course content according to detailed curriculum schedule	Constructive allignement					
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation	Time
	1.	Introduction to the course and detailed lesson plan.		Students are listening to a lecture. Students become familiar with the course content, obligations and work methods.		2 hours
		Principles of efficiency and effectiveness in the public administration system.	1,2	Students listen to lectures and read literature. During the exercises, they independently and in groups study examples from practice, after which the method of discussing the presented topic is applied.	At the colloquium or written and oral exam, they can compare the principles of efficiency, effectiveness, and economy in the context of public administration and create examples for each principle.	7 hours
	2.	Performance management in Croatian public administration.	1,2,3	Students listen to lecture and read literature. During the exercises, students independently and in teams study examples, regulations and strategic documents related to the development of efficiency management systems in the Croatian public administration.	At the colloquium or written and oral exam, they can judge the key determinants of efficient and effective public administration. They can elaborate why it is important to measure and manage efficiency. They know how to critically comment on the success of the performance management system development process so far in the Croatian public administration.	8 hours
	3.	Strengthening the efficiency of public administration through the strategic planning system.	1,2,3	Students listen to lectures and read literature. During exercises, students study examples and regulations from the field of strategic planning independently and in teams.	At a colloquium or a written and oral exam, they can judge the reasons, goals and results of the reform of the strategic planning system. They know how to define, categorize and create a hierarchical structure of acts of the strategic planning system.	8 sati
	4.	Main processes in the public administration.	1,2	Students listen to lectures and read literature. In exercises based on case presentations,	At the colloquium or written and oral exam, they can categorize public administration tasks into basic groups of	8 hours

				they analyze processes in administrative bodies from different aspects.	processes in public administration. They can propose approaches for harmonizing the services provided by public law bodies with the real needs of users. Written and presented seminar paper.	
	5.	Planning and execution in public administration.	1,2,3,4	Students listen to lectures and read literature. During the exercises, using a multimedia network, they study key strategic documents related to planning and execution in public administration.	At the colloquium or written and oral exam, they can identify the main difficulties and shortcomings of the existing system of planning and execution in public administration. They can describe the main goals of strategic planning and connect national strategic objectives and the state budget. Written and presented seminar paper.	8 hours
	6.	Measuring efficiency - monitoring and evaluating the results and effects of work in public administration.	1,4,5	Students listen to lectures and read literature. During the exercises, they analyze relevant examples from practice regarding monitoring, measuring and evaluating results and effects in public administration.	At the colloquium or written and oral exam, they can explain the components and peculiarities of different levels of performance management. They can categorize different dimensions of performance (results, outcomes, efficiency, cost-effectiveness). Written and presented seminar paper.	12 hours
	7.	Models for measuring efficiency.	1,2,4,5	Students listen to lectures and read literature. During the exercises, they analyze relevant examples from practice regarding the models for measuring efficiency in public administration.	At the colloquium or written and oral exam, they can formulate assumptions for improving efficiency. They can explain different models for measuring the efficiency of public administration. Written and presented seminar paper.	10 hours
	8.	The use of financial indicators in assessing the effectiveness of budget users.	1,5	Students listen to lectures and read literature. During the exercises, they calculate and interpret financial indicators using concrete examples.	At the colloquium or written and oral exam, they can choose adequate financial indicators and use them in evaluating the effectiveness of budget users. Written and presented seminar paper.	10 hours

	9.	The system of internal controls as a mechanism for improving the efficiency of public administration.	1,5	Students listen to lectures and read literature. During the exercises, they study examples of internal control systems and audit implementation, after which the discussion method on the presented topic is applied.	At the colloquium or written and oral exam, they can construct a framework for developing the internal control system by defining its components and giving an overview of its principles, methods and procedures. They can determine the purpose and scope of the system of internal controls and internal audits. Written and presented seminar paper.	8 hours
	10.	The role of state audit in evaluating the efficiency of the public sector.	1,5	Students listen to lectures and read literature. During the exercises, they study the reports of the State Audit Office on the efficiency audits carried out.	At the colloquium or written and oral exam, they can explain the types of audits. They can define entities that are subject to audit. Analyze the role and impact of state audit on the efficiency of the public sector. Written and presented seminar paper.	6 hours
	11.	Efficiency management in local self-governing units.	1,2,3,4	Students listen to lectures and read literature. During the exercises, they analyze the current level of application of the efficiency management instrument in local self-governing units and discuss proposals for its improvement.	At the colloquium or written and oral exam, they can evaluate the state, problems and incentives of the efficiency management system in local self-governing units. Written and presented seminar paper.	10 hours
	12.	The relationship between public administration bodies and users of public services.	4,5	Students listen to lectures and read literature. During the exercises, they analyze relevant examples from practice on the relationship between public administration bodies and users of public services, after which the method of discussion on the presented topic is applied.	At the colloquium or written and oral exam, they know the obligations of public law bodies towards service users. They can propose ways to improve communication and cooperation between public administration bodies and users of public services. Written and presented seminar paper.	8 hours

	13.	Efficiency and remuneration system. Permanent education and efficiency.	1,5	Students listen to lectures and read literature. During the exercises, they analyze relevant examples from practice regarding education, remuneration and efficiency in public administration.	At a colloquium or a written and oral exam, they can explain the existing training and reward systems for public administration employees, review them, and recommend improvement measures. Written and presented seminar paper.	10 hours
	14.	The impact of reform measures aimed at increasing the efficiency of public administration.	1,4	Students listen to lectures and read literature. During the exercises, they analyze relevant examples from practice regarding the set goals and achieved results of reform measures in the public administration system.	At the colloquium or written and oral exam, they can explain the approaches, policies and practices implemented to increase public administration's efficiency and evaluate their effectiveness. Written and presented seminar paper.	10 hours
	15.	Final considerations/Revision and preparation for the exam.		Students listen to lectures, read literature and individually prepare for the exam.		25 hours
3. EVALUATION OF STUDENTS' WORK						
3.1. Students' obligations	In accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all full-time students, attendance of at least 70% is required. Part-time students are required to attend classes at least 50%. All students must create, present and positively colloquy seminar paper. Students who have during the course achieved: • From 0 – 24,9% ECTS credits- is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol in the subject in the next academic year; • From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period; • More than 50% ECTS credits - students have the right to access the final exam of the subject. Students can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, solving case studies, making and presenting the seminar paper and passing colloquium); b) during the course (active participation in the lessons, solving case studies, creating					

	and presenting the seminar paper) and passing the exam (written and oral exam). Access to the colloquium/exam is conditioned with a written and presented seminar paper					
3.2. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS points corresponds to the credit score of the course)	Attendance	1,5	Written exam	(by submitting colloquia, the student is relieved of a written examination)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	3 (by submitting colloquia, the student is relieved of a written and oral examination)	Seminar paper	0,5	Other (inscribe)	
	Class activities		Oral exam	1 (by submitting colloquia, the student is relieved of an oral examination)	Other (inscribe)	
3.3. Student workload	Student workload on all bases for 1 ECTS credit is 30 hours in a semester and is estimated as follow:					
	<i>Commitment</i>			<i>Hours (estimate)</i>		
	Attending classes			45		
	Creating and presenting seminar paper			15		
	Preparation for the Colloquium / exam through self-study			90		
4. GRADING						
4.1. Grading seminar papers	Valuation Element	Unsatisfactory	Satisfactory		Above average	
	Organization	The paper is not organized in a logical order and its structure is lacking.	The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion.		The paper is well-structured with a clear distinction between the introduction, the main part of the text and the conclusions that are perfectly logically linked to one another.	

	Terminology, writing style	Words and phrases are low harmonized with official terminology. Writing style is not appropriate, sentences are too long, modest vocabulary, and frequent and repeated grammatical mistakes.	Words and phrases are aligned with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and has little grammatical errors.		Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Quoting and referencing	Sources are not specified at all. The references do not match the topic and show a superficial approach to the research topic.	Sources are listed, but incomplete and with errors. The references are appropriate for the subject and show a satisfactory research attitude.		Sources are accurate, complete and consistent. The references are appropriate, their list is "rich" and comprehensive and shows a robust research approach.
4.2. Grading colloquia/ written and oral exam	Unsatisfactory		Satisfactory		Above average
	Responds by memory, without a deeper understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the course with examples.		Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.		Knowledge is at the level of analysis, synthesis and evaluation. Observes the principles, accurately and thoroughly explains the content of the material, and logically connects and explains the terms and concepts supported with examples. Finds solutions that were not originally given. Notes correlations with related material.
4.3. Final grade according to evaluation elements	Active course attendance	70-75% of the attendance	76-86% of the attendance	87-100% of the attendance	Solved case study.
		2 points	4 points	7 points	3 points
	Colloquia/ Written exam	2	3	4	5
		5 points	7 points	8 points	10 points
		2	3	4	5
	Oral exam	50-64,9%	65-79,9%	80-89,9%	90-100%
		25 points	30 points	35 points	40 points

4.4. Final grade according to absolute division		Percentage of acquired knowledge, skills and competences (teaching + final exam)	Numerical grade	ECTS grade	
		90 – 100%	5 (excellent)	A	
		80 – 89,9%	4 (very good)	B	
		65 – 79,9%	3 (good)	C	
		50 – 64,9%	2 (sufficient)	D	
5. ADDITIONAL COURSE INFORMATION					
5.1. Compulsory literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Otrusinova, M., Pastuszkova, E. (2012). Concept of 3 E’s and Public Administration Performance. <i>International Journal Of Systems Applications, Engineering & Development</i> , 2(6). Halaskova, M., Halaskova, R., & Prokop, V. (2018). Evaluation of Efficiency in Selected Areas of Public Services in European Union Countries. <i>Sustainability</i> , 10(12), 4592. Afonso, António; Alves, José; Bazah, Najat (2024) : Public Sector Efficiency and the Functions of the Government, CESifo Working Paper, No. 11487, CESifo GmbH, Munich The World Bank. (2019). Public Administration Modernization. (selected chapters). European Commission. (2025). 2025 Country Report - Croatia. (Annex 3). European Institute of Public Administration. (2024). Public Sector Performance Programme 2022-2025. An International Benchmarking Study. (selected chapters). European Commission. European public administration country reports. https://reforms-investments.ec.europa.eu/public-administration-and-governance-coordination/european-public-administration-country-reports_en				Available online
					Available online
5.2. Additional literature (at the					Available online

moment of changes and/or amended of study programme)			
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on students' progress through short colloquiums and homework, information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.		
5.4. Informing about the course and contacting the teacher	It is obligatory for every student to regularly inform about the course, teaching and teaching activities. All information about teaching or any delay in teaching will be published on the e-learning pages of the course and the web pages of the Polytechnic. Students can contact the teachers during the consultation term (at least one hour per week), while brief questions and explanations can be addressed during classes. It is possible to ask questions by e-mail (from the official e-mail address of the domain @vus.hr) that will be answered in a short time (no later than five working days from the receipt of the e-mail).		

1. GENERAL INFORMATION ON THE CASE			
1.1. Name of object	ENVIRONMENTAL LAW	1.8. College code in ISVU	
1.2. Case holders	Alen Lalic, lec.	1.9. College code in MOZVAG	
1.3. Associates		1.10. Method of teaching (number of hours P + V + S + e-learning)	30+15+0
1.4. Study programme (professional, specialist graduate professional study programme)	Specialist graduate professional study programme	1.11. Level of application of e-learning (level 1,2,3), Percentage of course performance on line (max. 20%)	Level 1 – materials available online, 0%
1.5. College status (O,I)	Obligatory	1.12. Ordinal number of amendments to the description of the college	1
1.6. Year of study	1.	1.13. Modernization	☐ yes ☐ no
1.7. Credit score (ECTS)	5	1.14. Estimation of the percentage of amendments College program	Less than 20% ☐ More than 20% ☐

2. CASE DESCRIPTION		
2.1. Objectives of the College	The aim of the course is to enable students to acquire knowledge about the importance of environmental protection, legal sources and institutional levels of environmental protection at the national and international level.	
2.2. Requirements for course admission and entry competences required for the course	General conditions for enrolment of the second (I) semester of the first (I) year of specialist graduate professional administrative study	
2.3. Programme-wide learning outcomes to which the course contributes	IU 1, 2, 3, 4, 7, 9, 10, 11, 13,15, 16, 17	
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	Learning outcomes according to Bloom's taxonomy: <i>(up to two verbs per IU)</i>	IU level: 1- remembrance, 2- understanding, 3- application, 4-analysis, 5-valuation, 6-synthesis
	1. describe environmental components and individual loads 2. identify and understand environmental subjects	2,2
	3. Explain and apply environmental sources and instruments;	2
	4. Analyze the duties and powers of state authorities, local and regional self-government units and legal entities with public authority in the field of environmental protection;	4

	5. Synthesize what would happen if some legal norm in the field of environmental law was violated	6,5,6				
	6. valorize the conduct of competent public law bodies in environmental protection;					
	7. represent an opinion on the importance of the environment and the need for its legal protection;					
	8.					
	9.					
	10.					
2.5. Course content elaborated in detail according to the hourly rate	Constructive alignment					
	r.br.	Thematic unit	IU College	Teaching content/method	Evaluation	Time required
	2.	Introductory presentation of environmental law, concept and subject of environmental law	2, 3,4	They listen to lectures and read literature, discussing the topic on display.	Students in the oral exam know how to define the concept and subject of environmental law according to the theoretical understanding of it in Croatian and international law.	3 hours
	3.	Environmental sources and environmental instruments Exercises: sources of environmental law	2,3,4	They listen to lectures and read literature, discussing the topic on display. Exercises: students get to know and recognize the sources and instruments of environmental protection	Students in the oral exam know how to define the sources and instruments of environmental law and highlight those sources that have an impact on certain components of the environment.	3 hours 2 hours
	4.	Informing the public, public and interested public participation and access to	3,4,5	They listen to the lecture and read the literature, discuss the topic on display.	Students in the oral exam know how to perceive the way citizens participate in environmental protection and critically relate to the synthesis of possible forms of	3 hours 2 hours

		justice in environmental matters Exercises: citizen participation in environmental protection		Exercises: students read and analyze the instruments by which citizens supervise public and private entities regarding environmental protection.	supervision of public and private entities at their local level	
	5.	Inspection and administrative supervision of environmental protection Exercises: administrative inspection supervision of environmental protection	4,5,6	They listen to the lecture and read the literature, discuss the topic on display. Exercises: Students analyze and study the acts adopted by the relevant inspection and administrative bodies as environmental protection measures	Students in the oral exam know how to recognize the failure of public and private entities regarding environmental protection and draw up a petition informing the competent authority about environmental violations	3 hours 2 hours
	6.	Administrative protection of individual environmental components Exercises: administrative procedure of individual components of the environment	4,5,6	They listen to the lecture and read the literature, discuss the topic on display. Exercises: Students, based on earlier lectures and exercises, analyze specific administrative courses that are conducted in order to protect individual components of the environment.	Students in the oral exam understand the course of the administrative procedure related to the protection of individual environmental components with the knowledge of students to independently synthesize the administrative act from the subject administrative area.	3 hours 3 hours
	7.	Administrative protection of the environment from the impact of loads	4,5,6	They listen to the lecture and read the literature, discuss the topic on display.	Students in the oral exam understand the course of the administrative procedure related to protection from the impact of loads with the knowledge of students to independently synthesize the	3 hours 2 hours

		Exercises: Administrative procedure for environmental protection from the impact of loads		Exercises: Students, based on earlier lectures and exercises, analyze specific administrative subjects conducted for the study of environmental impact assessment.	administrative act from the subject administrative area.	
	8.	Civil law environmental protection Exercises: Analysis of civil and legal acts in the field of environmental protection	4,5,6	They listen to the lecture and read the literature, discuss the topic on display. Exercises: students analyze petitions, submissions and decisions made within the framework of civil legal protection of the environment	Students in the oral exam know how to compare the quality of legal provisions in the field of environmental protection, and draw up petitions of lawsuits and judgments in the field of civil legal protection of the environment.	3 hours 2 hours
	9.	International legal aspects of environmental protection Exercises: international legal aspects of environmental protection	5,6, 7	They listen to the lecture and read the literature, discuss the topic on display. Exercises: students analyze international legal aspects of environmental protection, their compliance with the law of the Republic of Croatia and the possibilities of forced application of subject instruments.	Students in the oral exam know how to recognize international legal sources of environmental protection and know how to draft a petition to relevant international organizations in the field of environmental protection.	3 hours 2 hours
	10.	Criminal law environmental protection	5,6,8	They listen to the lecture and read the literature, discuss the topic on display.	Students in the oral exam recognize the criminal legal aspect of certain parts of environmental protection, with a critical review of the extension or reduction of criminal liability for individual environmental components with the synthesis of the description of the being of a new criminal offense.	3 hours

	11.	Environment from a tax law point of view, concluding considerations, repetition	5,6,7	They listen to the lecture and read the literature, discuss the topic on display.	Students in the oral exam recognize the types and amount of environmental taxes in the Republic of Croatia, with the possibility to draw up a tax ruling on the basis of a specific tax administrative legal subject.	3 hours
	12.					
	13.					
	14.					
	15.					
	16.					
3. EVALUATION OF STUDENT WORK						
3.1. Obligations of the student	In accordance with the Regulations on studying and the Ordinance on the evaluation and evaluation of students' work: for all full-time students attendance at least 70%. Part-time students are obliged to attend classes at least 50%. Students can pass the final exam by passing the subject course on the oral exam.					
3.2. Monitoring the work of students (enroll in the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Active attendance of classes	2 ECTS				
	Viva voce	3 ECTS				
					(other enroll)	
					(other enroll)	
3.3. Student workload						

	The student's workload on all grounds is for 1 ECTS credit 30 hours of work in the semester and is assessed as:										
	<table><tr><td><i>Obligation</i></td><td><i>Hours (estimate)</i></td></tr><tr><td>Attendance of classes</td><td>45</td></tr><tr><td>Preparation of seminar papers and presentations</td><td>15</td></tr><tr><td>Preparation for colloquium/exam through self-study</td><td>90</td></tr></table>		<i>Obligation</i>	<i>Hours (estimate)</i>	Attendance of classes	45	Preparation of seminar papers and presentations	15	Preparation for colloquium/exam through self-study	90	
	<i>Obligation</i>	<i>Hours (estimate)</i>									
	Attendance of classes	45									
	Preparation of seminar papers and presentations	15									
	Preparation for colloquium/exam through self-study	90									
4. FORMATION OF THE RATING											
4.1. Evaluation of the seminar paper											
4.2. Assessment of colloquiums / written and oral part of the exam	Badly	Satisfactorily	Above average								
	It responds from memory, without a deeper understanding. No he knows and does not apply basic terms and concepts. He does not know how to apply or explain the content with examples Course.	Reproduces core concepts and without difficulty he transfers new knowledge, understands the material, explains terms and concepts substantiated by examples	Knowledge is at the level of analysis, synthesis and evaluation. Notices legalities, accurately and thoroughly explains the content of the material logically connects and explains terms and concepts that he substantiates with examples. Find solutions that were not originally given. Spotting								

				correlation with related material	
4.3. Formation of the final assessment according to the elements of evaluation	Active attendance of classes	2			
	Exercises				
	Passing the colloquium / Written part of the exam				
	Oral part of the exam	3			
4.4. Formation of a final assessment based on absolute distribution		Percentage of acquired knowledge, skills and competences (teaching + final exam)	Numerical rating	ECTS rating	
		90 – 100%	5 (excellent)	And	
		80 – 89,9%	4 (very good)	B	
		65 – 79,9%	3 (good)	C	
		60 – 64,9%	2 (sufficient)	D	
		50 – 59,9%	2 (sufficient)	E	
5. ADDITIONAL INFORMATION ON THE CASE					

5.1. Compulsory literature (available in the library and through other media)	1. THE ENVIRONMENT THROUGH THE LENS OF INTERNATIONAL COURTS AND TRIBUNALS Samson (ur.) Benjamin Mead (ur.) Sarah Sobenes (ur.) Edgardo ISBN: 978-94-6265-506-5 2. ENVIRONMENTAL LOSS AND DAMAGE IN A COMPARATIVE LAW PERSPECTIVE Pozzo (ed.) Barbara Jacometti (ed.) Valentina ISBN: 978-1-83970-026-2 Law: Criminal Code - environmental crimes, Environmental Protection Act Nature Protection Act Water Law Air Protection Act Noise Protection Act Forest Law	Number of copies in the library	Availability through other media
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	Law on Sustainable Waste Management		
5.2. Supplementary literature (at the time of submission of amendments to the study programme)	Carter Neil, Environmental Strategies – Ideas, Activism, Action, Barbat, Zagreb, 2004. Cifrić Ivan, Social Ecology – Contributions to the Foundation of discipline, Globus, Zagreb, 1987 Cifrić Ivan, Lexicon of Social Ecology, Školska knjiga, Zagreb, 2012. Črnjar Mladen, Economics and Environmental Policy, Faculty of Economics and Business in Rijeka and Glossa, The River, 2002. Holy Mirela, Mythical Aspects of Ecofeminism, TIM –press, Zagreb, 2007. Galić, B. and Žažar, K, eds., Development and environment – perspectives on sustainability, proceedings, PF press, Zagreb, 2013. Glavač Vjekoslav, Introduction to Global Ecology, State Directorate for Nature and Environmental Protection and Croatian Forests, Zagreb, 1999 Goodstein Eban, Economics and Environment, MATE, Zagreb, 2003. McCormick John, Understanding the European Union, MATE, Zagreb, 2010. Rifkin Jeremy, The European Dream – how Europe's vision of the future is slowly overshadowing America's dream, Školska knjiga, Zagreb, 2006. Šimleša Dražen, Ecological footprint – How development has crushed sustainability, TIP press, Zagreb, 2010.		
5.3. Ways of monitoring quality that ensure the acquisition of output knowledge, skills and competences	Quality control of students' work and acquisition of the necessary knowledge and skills will be ensured through interactive work. Keeping records of the presence and activities of students in teaching and obtained information on students' progress through colloquiums will provide information necessary for further instructions to students in order to increase the efficiency of their work. Students will be instructed in their rights and obligations and work methods and the necessary literature.		

	Indicators of the quality assurance system: Student survey, monitoring of annual data from HZZZ on the annual state of employment of students, surveys of employers and association Alumni.
5.4. Informing the course and contacting the teacher	It is the obligation of every student to regularly inform themselves about the course, teaching and activities in classes. All notifications about the holding of classes or possible postponement of classes will be timely published on the e-learning pages of the course and on the website of the Polytechnic. Students can contact teachers during the consultation period (at least one hour per week), while for a short Questions and explanations can be addressed during class. It is also possible to ask questions by e-mail (from the official e-mail address on the domain @vus.hr) to which they will be answered as soon as possible (no later than five working days from receiving the e-mail)

1. GENERAL COURSE INFORMATION			
1.1. Course title	European Union's Internet Law	1.8. Course code in ISVU	
1.2. Course lecturer	Ljubo Runjić, PhD, Professor of Applied Studies	1.9. Course code in MOZVAG	
1.3. Assistants and/or associates	Mario Dominik Burić, Master of Laws	1.10. Forms of teaching (number of hours Lecturing + Practical exercises + Seminars + e learning)	(45+15+0+0)

1.4. Study programme (specialist, undergraduate, graduate)	Professional Graduate Study Administrative Law	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1st, course materials are on-line, 0%
1.5. Course status (obligatory, optional)		1.12. Number of course revisions	1
1.6. Year of study		1.17. Modernization	☒ da ☐ ne
1.7. Credit score (ECTS)	5	1.14. Percentage estimate of course changes and/or supplements	Less than 20% ☒ More than 20 % ☐

2. COURSE DESCRIPTION

2.1. Course objectives	The aim of this curse is to provide students with a foundational knowledge and understanding of the legal framework governing the digital environment within the European Union.
2.2. Terms of course entry and required competences	4
2.3. . Learning outcomes on the study programme level	IU1: Connect the basic terms of different branches of law and generalize the issues of work in public administration. IU2: Analyze the interference of international, European and national law IU4: Analyze the impact of social processes on constitutional arrangements and administrative systems, especially processes of globalization, Euro-integration, transition, urbanization, regionalization and decentralization IU7: Break down and apply basic rules in the field of IT administrative law and statistics to solving professional problems in the field of public administration

	IU9: Use specific computer skills in basic and advanced packages applied to work in public administration IU10: Organize and implement work in the team, and critically evaluate the opinions and attitudes of the team's stakeholders IU12: Independently compile acts and submissions and undertake basic procedural actions in administrative and other legal proceedings and in administrative disputes	
2.4. Expected learning outcomes on the course level	Learning outcomes according to the Bloom`s taxonomy: (up to two verbs per LO)	Level of LO: 1- remembering, 2- understanding, 3- application, 4-analysis, 5-evaluation, 6-synthesis
	11. Recall and explain key EU regulations, directives, decisions and principles governing internet law in EU context	1, 2
	12. Explain and apply content moderation regulatory framework in EU.	2
	13. Interpret and apply EU data protection rules to real-world scenarios.	3,4
	14. Assess and evaluate state of intellectual property rights in EU in digital era	5
	15. Formulate and justify EU consumer rights on the internet	6
	16. Analyze and compare case law pertaining privacy, Internet Freedom and Censorship in EU	4,5
	17. Assess and evaluate the impact of recent EU policy changes pertaining to emerging technologies in the EU.	5,6
	Constructive alignment	

2.5. Course content according to detailed curriculum schedule	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation	Time
	17.	Introduction to the course and a detailed teaching plan	-	Listen to a lecture and get to know the course content and documents on the e-learning course page by working independently on a computer	-	3h
	18.	Foundations of EU Internet Law	1	Listen to the lecture and read the literature.	At the colloquium or the written / oral exam students can analyze EU regulations, directives and decisions governing internet law.	6h
	19.	Information Society Services and Cross-Border Digital Commerce	1, 2, 5	Listen to the lecture and read the literature. At the exercises students analyze and apply Digital Services Act (DSA) and case law.	At the colloquium or the written / oral exam students can explain the most important aspects and provisions Digital Services Act (DSA). Students evaluate core principles of relevant case law.	10h
	20.	Jurisdiction and Applicable Law in Cyberspace	1,2, 4	Listen to the lecture and read the literature. At the exercises students analyze and apply relevant legal acts and case law.	At the colloquium or the written / oral exam students can analyze and evaluate relevant case law.	12h
	21.	Digital Services Act: Platform Governance and Content Moderation	1, 2	Listen to the lecture and read the literature. At the exercises students analyze and apply Digital Services Act and case law.	At the colloquium or the written / oral exam students can explain the most important aspects and provisions Digital Services Act. Students evaluate core principles of relevant case law.	10h

	22.	Digital Markets Act: Competition and Gatekeeper Regulation	1, 5	Listen to the lecture and read the literature. At the exercises students analyze and apply Digital Markets Act and case law.	At the colloquium or the written / oral exam students can explain the most important aspects and provisions apply Digital Markets Act. Students evaluate core principles of relevant case law.	10h
	23.	General Data Protection Regulation (GDPR) Fundamentals	3, 6,	Listen to the lecture and read the literature. At the exercises students analyze and apply General Data Protection Regulation and case law.	At the colloquium or the written / oral exam students can explain the most important aspects and provisions General Data Protection Regulation. Students evaluate core principles of relevant case law.	10h
	24.	Privacy Rights and Electronic Communications	3, 6,	Listen to the lecture and read the literature. At the exercises students analyze and evaluate real world practical cases and synthesis proposition for enhancement,	During lecture and exercise student obtained necessary skills and knowledge of state of privacy as human rights and emerging threats which they can present, explain and argument on colloquium or exam.	15h
	25.	Copyright and Related Rights in the Digital Environment	1, 4,	Listen to the lecture and read the literature. At the exercises students analyze and apply Copyright Directive (InfoSoc Directive) and case law.	At the colloquium or the written / oral exam students can explain the most important aspects and provisions Copyright Directive (InfoSoc Directive). Students evaluate core principles of relevant case law. Students evaluate core principles of relevant case law.	12h
	26.	Intellectual Property Rights and Emerging Challenges	1, 4,	Listen to the lecture and read the literature. At the exercises students analyze and apply relevant legal acts and case law.	At the colloquium or the written / oral exam students can present, explain and critically acclaim state of intellectual property rights.	15h

	27.	Consumer Rights in Digital Transactions	1, 5	Listen to the lecture and read the literature. At the exercises students analyze and apply Consumer Rights Directive and case law.	At the colloquium or the written / oral exam students can explain the most important aspects and provisions Consumer Rights Directive. Students evaluate core principles of relevant case law.	12h
	28.	Media Freedom and Platform Regulation	2, 6	Listen to the lecture and read the literature. At the exercises students analyze and apply European Media Freedom Act (EMFA) and case law.	At the colloquium or the written / oral exam students can explain the most important aspects and provisions European Media Freedom Act (EMFA). Students evaluate core principles of relevant case law.	12h
	29.	E-Government and Digital Public Services	1,7	Listen to the lecture and read the literature. At exercise students apply digital services and synthesize critical opinion.	At the colloquium or the written / oral exam students can demonstrate current state of e-government and digital public services.	15h
	30.	Enforcement and Compliance Mechanisms	1, 7	Listen to the lecture and read the literature. At exercise students deal with examples of real world practical problems.	At the colloquium or the written / oral exam students can demonstrate Enforcement and Compliance Mechanisms.	15h
	31.	Future Developments and Emerging Technologies	1, 7	Listen to the lecture and read the literature. At exercise student debate challenges that EU faces with future developments and emerging technologies.	Students presents, evaluate and synthesize propositions for EU in facing future developments and emerging technologies and present critical opinion of current policies.	15h
3. EVALUATION OF STUDENTS` WORK						

3.1. Students` obligations	In accordance with the Regulations on Studying and the Regulations on Student Assessment and Evaluation: for all full-time students attendance of at least 70%. Part-time students are required to attend classes at least 50%. Students who have during the course achieved: ☐ from 0 - 24,9% ECTS credits- are rated F (unsuccessful) and cannot obtain ECTS credits, and must re-enroll in the next academic year; ☐ from 25 - 49,9% - are assessed by FX (insufficient) and must pass the written exam (test). Written exam (test) can be held in a regular or extraordinary exam period; ☐ more than 50% - students have the right to take the final exam. Students can take the final exam from the course in two ways: a) during the course of teaching through continuous monitoring of students (active participation in classes and through three colloquia); b) by passing the exam (written and oral part of the exam)					
3.2. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS points corresponds to the credit score of the course))	Attendance		Written exam	2 (without colloquia	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	4,5 (without written exam)	Seminar paper		Other	
	Class activity		Oral exam	2,5 (without colloquia)	Other	

3.3. . Student workload	Student workload on all bases for 1 ECTS credit is 30 hours in a semester and is estimated as:			
4. GRADING				
4.1. Grading seminar papers	The evaluation element	Unsatisfactory	Satisfactory	Above average
	Organization	The paper is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are logically interconnected.
	Terminology, writing style	Words and expressions low in line with official terminology. The writing style is not appropriate, the sentences are too long, of a modest vocabulary and with frequent and repeated grammatical errors.	Words and expressions are in line with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and there are few grammatical errors.	Words and expressions are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Citing and referencing references	The sources are not listed at all. The references do not fit the topic and show a cursory approach to exploring the topic.	The sources are listed but incomplete and with errors. The references are relevant to the topic and show a satisfactory research attitude.	The sources are accurately, completely and consistently listed. The references are appropriate, their list is "rich" and comprehensive and shows a detailed research approach.
4.2. Grading colloquia/ written and oral exam	Unsatisfactory		Satisfactory	Above average
	Responds by memory, without a deeper understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the		Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.	Knowledge is at the level of analysis, synthesis and evaluation. Observes the principles, accurately and thoroughly explains the

	course with examples			content of the material, and logically connects and explains the terms and concepts supported with examples. Finds solutions that were not originally given. Notes correlations with related material.	
4.3. Final grade according to evaluation elements	Active course attendance	70-75% of attendance	76-86% of attendance	87-100% of attendance	
		3 points	5 points	10 points	
	Colloquia/ Written exam	2	3	4	5
		50-64,9%	65-79,9%	80-89,9%	90-100%
		27 points	33 points	39 points	45 points
	Oral exam	2	3	5	5
		27 points	33 points	39 points	45 points
4.4. Final grade according to absolute division	Percentage of acquired knowledge, skills and competences (teaching + final exam)	Numerical grade	ECTS grade		
	90 – 100%	5 (excellent)	A		
	80 – 89,9%	4 (very good)	B		
	65 – 79,9%	3 (good)	C		
	60 – 64,9%	2 (satisfactory)	D		
	50 – 59,9%	2 (satisfactory)	E		

5. ADDITIONAL COURSE INFORMATION			
5.1. Compulsory literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Savin, Andrej; EU Internet Law : Fourth Edition (Elgar European Law Series), UK, 2025	7	Available Online
	Consumer Rights Directive Consolidated text: Directive 2011/83/EU of the European Parliament and of the Council of 25 October 2011 on consumer rights, amending Council Directive 93/13/EEC and Directive 1999/44/EC of the European Parliament and of the Council and repealing Council Directive 85/577/EEC and Directive 97/7/EC of the European Parliament and of the Council (Text with EEA relevance)Text with EEA relevance Copyright Directive (InfoSoc Directive) Consolidated text: Directive 2001/29/EC of the European Parliament and of the Council of 22 May 2001 on the harmonisation of certain aspects of copyright and related rights in the information society Digital Services Act (DSA) Regulation (EU) 2022/2065 of the European Parliament and of the Council of 19 October 2022 on a Single Market For Digital Services and amending Directive 2000/31/EC (Digital Services Act) (Text with EEA relevance) Digital Content Directive Directive (EU) 2019/770 of the European Parliament and of the Council of 20 May 2019 on certain aspects concerning contracts for the supply of digital content and digital services (Text with EEA relevance.) Digital Markets Act (DMA) Regulation (EU) 2022/1925 of the European Parliament and of the Council of 14 September 2022 on contestable and fair markets in the digital sector and amending Directives (EU) 2019/1937 and (EU) 2020/1828 (Digital Markets Act) (Text with EEA relevance) European Media Freedom Act (EMFA) Regulation (EU) 2024/1083 of the European Parliament and of the Council of 11 April 2024 establishing a common framework for media services in the internal market and amending Directive 2010/13/EU (European Media Freedom Act) (Text with EEA relevance)	-	Available Online

	General Data Protection Regulation (GDPR) Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation) (Text with EEA relevance)		
	CASE DMA.100109 – Apple –Online Intermediation Services – app stores – AppStore – Art. 5(4) Binding Decision 1/2023 on the dispute submitted by the Irish SA on data transfers by Meta Platforms Ireland Limited for its Facebook service (Art. 65 GDPR) Case C-486/24: Action brought on 10 July 2024 – Hungary v European Parliament and Council of the European Union, ELI: http://data.europa.eu/eli/C/2024/5088/oj CJEU, 2019, Case C-681/17 (<i>Slewo // schlafen leben wohnen GmbH v Sascha Ledowski</i>), ECLI:EU:C:2019:255 CJEU, 2020, C-833/18 (<i>Brompton Bicycle</i>), ECLI:EU:C:2020:461. CJEU, 2021. Joined Cases C-682/18 and C-683/18 (<i>Frank Peterson v Google LLC and Others and Elsevier Inc. v Cyando AG</i>) EU:C:2021:503 CJEU, 2018, Case C-498/16 (<i>Maximilian Schrems v Facebook Ireland Limited</i>), EU:C:2018:37	-	Available Online
5.2. Additional literature (at the moment of changes and/or amended of study programme)	Synodinou, T.-E., Jougleux, P., Markou, C., Prastitou, T. (Eds.), EU Internet Law Regulation and Enforcement , Springer International Publishing, Cham. 2017.	7	-
	Connected Continent Regulation Consolidated text: Regulation (EU) 2015/2120 of the European Parliament and of the Council of 25 November 2015 laying down measures concerning open internet access and retail charges for regulated intra-EU communications and amending Directive 2002/22/EC and Regulation (EU) No 531/2012	-	Available Online

	Content Portability Regulation Consolidated text: Regulation (EU) 2017/1128 of the European Parliament and of the Council of 14 June 2017 on cross-border portability of online content services in the internal market (Text with EEA relevance) Geo-blocking Regulation Regulation (EU) 2018/302 of the European Parliament and of the Council of 28 February 2018 on addressing unjustified geo-blocking and other forms of discrimination based on customers' nationality, place of residence or place of establishment within the internal market and amending Regulations (EC) No 2006/2004 and (EU) 2017/2394 and Directive 2009/22/EC (Text with EEA relevance. Omnibus Directive Directive (EU) 2019/2161 of the European Parliament and of the Council of 27 November 2019 amending Council Directive 93/13/EEC and Directives 98/6/EC, 2005/29/EC and 2011/83/EU of the European Parliament and of the Council as regards the better enforcement and modernisation of Union consumer protection rules (Text with EEA relevance) <u>Cyber Resilience Act (CRA)</u> Consolidated text: Regulation (EU) 2024/2847 of the European Parliament and of the Council of 23 October 2024 on horizontal cybersecurity requirements for products with digital elements and amending Regulations (EU) No 168/2013 and (EU) 2019/1020 and Directive (EU) 2020/1828 (Cyber Resilience Act) (Text with EEA relevance		
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on students` progress through short colloquiums and homework, information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature.		

	Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.
5.4. Informing about the course and contacting the teacher	It is the responsibility of each student to be regularly informed about the course, the coursework, and the classroom activities. All notices of classes or possible adjournment will be published in a timely manner on the e-learning site of the course and on the website of the Šibenik University of Applied Sciences. Students can contact teachers during the consultation period (at least one hour per week), while for short questions and explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @vus.hr), which will be answered as soon as possible (no later than five working days after receiving the e-mail)