



Šibenik University of Applied Sciences

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Erasmus+

DEPARTMENT OF ADMINISTRATIVE STUDIES

PROFESSIONAL GRADUATE STUDY OF PUBLIC ADMINISTRATION

Erasmus+ Course Catalogue

Academic year 2025-2026

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Contents

Course list	3
Full Course Curriculums.....	4
European integrations and institutions of the European Union	5
Good Governance.....	12
Protection of human rights	20
English for public administration.....	27
European Union's Internet Law.....	32
Environmental law.....	40

Course list

Course	Professor	Lecturing	PE	ECTS
European integrations and institutions of the European Union	Lj. Runjić/M. D. Burić	3	1	5
Good Governance	A. Lalić	3	1	5
Protection of human rights	S. Veštić Mirčeta	3	1	5
English for public administration	I. Bratić	2	0	3
European Union's Internet Law	Lj. Runjić/M. D. Burić	3	1	5
Environmental Law	A. Lalić	3	1	5

Full Course Curriculums

European integrations and institutions of the European Union

1. 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 alignment					
	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 European Union and discuss possible changes to the existing Founding Treaties.	At the colloquium or the written / oral exam students can explain the legal foundations of the European Union.	12h

		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 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
		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 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 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. 2. Čapeta, T., Rodin, S., Osnove prava Europske unije, Zagreb, Narodne novine, 2018. 3. Dinan, D.,(ur.), <i>Origins and Evolution of the European Union</i>, Oxford, Oxford University Press, 2014. 4. Fairhurst, J., Law of the European Union, Harlow, Pearson Education Limited, 2014. 5. Rodin, S., Čapeta T., Goldner Lang, I.(ur.), Reforma Europske unije - Lisabonski ugovor, 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 5 1 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).		

Good Governance

1. GENERAL COURSE INFORMATION			
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	Conditions for enrollment in the 1st year of study

course		
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	IU level: 1- remembrance, 2- understanding, 3- application, 4-analysis, 5-valuation, 6-synthesis 4
	Understand the most important and important processes in the doctrine of good governance	2
	Evaluate the pros and cons of good governance	5
	Apply good governance models from EU law to the right of the Republic of Croatia	3
	Compare models and instruments of good governance in the Republic of Croatia	4
	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	6
	Critically refer to the application of good governance methods and instruments in the Republic of Croatia	5

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)	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	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

		Exercises: analysis of administrative models and recognition of them according to historical theoretical models		public management.		
		EU law and right to good governance Exercises: Analysis of judicial decisions of the European Court of Justice, which develops the concept of the right to good administration	3,4,5, 6,	They listen to the lecture and read the literature, discuss the topic on display. Exercises: students read and analyse ESP judgments relating to the right to good governance	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 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.	3 hours 2 hours
		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 EU concept of the right to good administration with The Republic of Croatia law	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 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.	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
		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	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	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

		Croatia		Croatia		
		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 administrative doctrine Exercises: Application of the model of the right to good governance to the classical administrative structure	2,5,6.	They listen to the lecture and read the literature, 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.	Students in the oral exam recognize the advantages of classical administrative 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.	3 hours 1 hour
		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 agencyization 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 towards new theoretical thinking	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 annexed to the classical state structure	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
		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	3 hours

					public administration with the synthesis of proposals for better control of public administration by citizens.	
		The impact of digital technologies on the concept of good governance Exercises: access to and study of digital models that enhance the concept of good governance	2,3,4,5,6	They listen to the lecture and read the literature, discuss the topic on display. Exercises: students access and study various digital technologies through computers that enhance the application of the concept of good governance	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 digitalization of public administration.	3 hours 2 hours
		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 credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Active attendance of classes	1 ECTS				
	Exercises	2 ECTS				
	Written exam					
	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		75			

	self-study					
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	1				
	Exercises					
		2				
	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)		A	
		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)	Vukojić Tomić, T. (2016). Good governance: from conceptualization to realization. <i>Political Thought</i>, 53 (2), 105-130. Šimac, N. (2016). The right to good public administration - in the context of European integration. <i>Proceedings of the Faculty of Law in Split</i>, 53 (1), 105-118. https://doi.org/10.31141/zrpf.2016.53.119.105 Kellerhals Maeder, A. (2002). The state, the information society, "good governance", and the archives. <i>Croatian and Comparative Public Administration</i>, 4 (3-4), 717-742. Miošić Lisjak, N. (2006). How much "good government" is there in Croatian e-government?. <i>Annals of the Croatian Political Science Association</i>, 3 (1), 369-401. Woehrling, J. (2006). Judicial control of administration in Europe: according to a common model. <i>Croatian and Comparative Public Administration</i>, 6 (3), 56-56. Zvonimir, Lauc: The Concept of Croatian Governance, <i>Pravni vjesnik</i>, 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 Pečuh & Faculty of Law University J.J.Strossmayer in Osijek, Pečuh-Osijek, 2011.	Number of copies in the library	Availability through other media
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, <i>Annals of the Institute for Scientific and artwork in Osijek</i>, 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, <i>Pravni vjesnik</i>, vol. 18, no. 1-2, Osijek 2002, p. 319-336. Zvonimir, Lauc: Decentralization - a condition of optimization of local and regional self-government, <i>Croatian Public Administration</i>, 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)

Protection of human rights

1. GENERAL COURSE INFORMATION			
1.1. Course title	Protection of human rights	1.8. Course code in ISVU	
1.2. Course lecturer	Sanja Vešić Mirčeta, senior lecturer	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
1.4. Study programme (specialist, undergraduate, graduate)	Professional graduate study Administrative Study	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1. level- study materials are available online 0%
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	1.
1.6. Year of study	First (I.)	1.14. 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	The aim of the course is to enable students to acquire knowledge of human rights and international, regional and domestic system for the protection of human rights.	
2.2. Terms of course entry and required competences	General conditions for admission of the second (I) semester of the first (I) year of study programme.	
2.3. . Learning outcomes on the study programme level	LO 1,7,8,9,12,13,15,16,17	
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 LO: 1- remembering, 2- understanding, 3- application, 4-analysis, 5-evaluation, 6-synthesis
	To explain concept of human rights and to differ stages in process of legal regulation of protection of human rights.	4
	To identify legal norms, mechanisms and institutions for protection of human rights on international, regional and national level.	5
	To evaluate impact of international and regional law on protection of human rights in the Republic of Croatia.	6
	To estimate efficiency of current human rights protection systems.	6
	To predict future trends in protection of human rights on international and national level.	6

2.5. Course content according to detailed curriculum schedule	Constructive allignment					
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation	Time
		Introduction to course and lesson plan. Concept of human rights. History of human rights.	1,5	Get to know course content and documents on e-learning. Listen to lecture, read literature, debate.	On colloquium and on exam students can define concept of human rights and explain history of human rights (from concept to legal regulation). Practical work performed.	7
		Individual in international law. History of international protection of	1,2,3,4,5	Listen to lecture, read literature, debate, practice.	On colloquium and on exam student can elaborate history of international protection of human rights. Practical work performed.	10

		human rights..				
		United Nations and protection of human rights- introduction, charter and treaty bodies	1,2,3,4,5	Listen to lecture, read literature, debate, practice.	On colloquium and on exam students can explain the significance of United Nations for international protection of human rights as well as the role of charter and treaty bodies of UN. Practical work performed.	10
		United Nations and protection of human rights- core documents	1,2,3,4,5	Listen to lecture, read literature, debate, practice.	On colloquium and on exam students can explain content and significance of United Nations Charter, Universal Declaration of Human Rights, International Covenant of Civil and Political Rights and International Covenant Economic, Social and Cultural Rights. Practical work performed.	10
		United Nations and protection of human rights- core documents	1,2,3,4,5	Listen to lecture, read literature, debate, practice.	On colloquium and on exam students can explain content and significance of other United Nations core treaties (such as Convention on Prevention and Punishment of Crime of Genocide, International Convention on the Elimination of All Forms of Racial Discrimination ect.) and estimate direction of further development of international protection of human rights. Practical work performed.	10
		Council of Europe and protection of human rights	1,2,3,4,5	Listen to lecture, read literature, debate, practice.	On colloquium and on exam students can explain significance of Council of Europe for protection of human rights, especially by analyzing norms and impact of European Convention on Human Rights and European Social Charter and by explaining significance of European Court of Human Rights. Practical work performed.	10
		European Union and protection of human rights	1,2,3,4,5	Listen to lecture, read literature, debate, practice.	On colloquium and on exam students can explain role of European Union in protection of human rights, especially by analyzing content and significance of Charter of the Fundamental Rights. Practical work performed.	10
		Protection of human in legal system of Republic of Croatia- introduction, constitutional regulation	1,2,3,4,5	Listen to lecture, read literature, debate, practice.	On colloquium and on exam students can explain how fundamental rights are protected in Republic of Croatia as well as the constitutional regulation of protection of human rights. Practical work performed.	10
		Role of Constitutional Court of Republic of Croatia in protection of human rights	1,2,3,4,5	Listen to lecture, read literature, debate, practice.	On colloquium and on exam students can explain role of Constitutional court of Republic of Croatia in protection of human rights. Practical work performed.	9

		Ombudsman	1,2,3,4,5	Listen to lecture, read literature, debate, practice.	On colloquium and on exam students can explain significance of ombudsman for protection of human rights in Republic of Croatia. Practical work performed.	9
		Gender Equality Ombudsperson	1,2,3,4,5	Listen to lecture, read literature, debate, practice.	On colloquium and on exam students can explain significance of Gender Equality Ombudsperson for protection of human rights in Republic of Croatia. Practical work performed.	7
		Ombudsman for Children	1,2,3,4,5	Listen to lecture, read literature, debate, practice.	On colloquium and on exam students can explain significance of Ombudsman for Children for protection of human rights in Republic of Croatia. Practical work performed.	7
		Ombudsman for persons with disabilities	1,2,3,4,5	Listen to lecture, read literature, debate, practice.	On colloquium and on exam students can explain significance of Ombudsman for persons with disabilities for protection of human rights in Republic of Croatia. Practical work performed.	7
		Other institutions for protection of human rights in Republic of Croatia	1,2,3,4,5	Listen to lecture, read literature, debate, practice.	On colloquium and on exam students can explain significance of other institutions in Republic of Croatia for protection of human rights. Practical work performed.	7
		Final observations / Repetition and preparation for exam.	1,2,3,4,5	Listen to lecture, read literature, debate, practice.		27
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, practical work during practical exercises and through two colloquia); b) during the course (active participation in classes and practical work during practical exercises) and 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)	Attendance	1,5 ECTS	Written exam	1,5 ECTS (no colloquium)	Project	
	Experimental work		Research		Practical work	0,5 ECTS
	Essay		Report		Continuous	

of the course))					examination				
	Colloquium	3 ECTS (no exam)	Seminar paper		Other				
	Class activity		Oral exam	1,5 ECTS (no colloquium)	Other				
3.3. . Student workload	Student workload on all bases for 1 ECTS credit is 30 hours in a semester and is estimated as:								
	<i>Obligation</i>			<i>Hours (estimated)</i>					
	Attendance			45					
	Practical work			15					
	Preparation for the midterm / exam through self-study			90					
4. FORMIRANJE OCJENE									
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 % attendance		75-79,9% attendance		80-89,9% attendance		90-100% attendance	
		2 points		4 points		7 points		10 points	
	Practical work	2		3		4		5	
		5 points		7 points		8 points		10 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		4		5	
		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	A	
		80-89,9%	4	B	
		65-79,9%	3	C	
		60-64,9%	2	D	
		50-59,9%	2	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
	KREGAR, Josip et.al., Ljudska prava, Uvod u studij, Zagreb, 2014., izabrana poglavlja BUERGENTHAL, Thomas, SHELTON, Dinah, STEWART, David P., Međunarodna ljudska prava u sažetom obliku, Rijeka, 2011. , izabrana poglavlja SMERDEL, Branko, Ustavno uređenje europske Hrvatske, Zagreb, 2020., izabrana poglavlja Ustav Republike Hrvatske (NN 56/90, 135/97, 08/98, 113/00, 124/00, 28/01, 41/01, 55/01, 76/10, 85/10 i 05/14) Ustavni zakon o Ustavnom sudu Republike Hrvatske (NN 56/90, 135/97, 08/98, 113/00, 124/00, 28/01, 41/01, 55/01, 76/10, 85/10 i 05/14) Zakon o pravobranitelju za ravnopravnost spolova (NN 82,08, 69/17) Zakon o pučkom pravobranitelju (NN 76/12) Zakon o pravobranitelju za djecu (NN 73/17) Zakon o pravobranitelju za osobe s invaliditetom (NN 107/07)				
5.2. Additional literature (at the moment of changes and/or amended of study programme)	Andrassy, J., Bakotić, B., Seršić, M., Vukas, B., Međunarodno pravo 1, Školska knjiga, Zagreb, 2010., izabrana poglavlja Lulić, M., Muhvić, D. (ur.), Ljudska prava: izbor međunarodnih dokumenata, Pravni fakultet u Osijeku, Osijek, 2022. Pavlović, Š., Europska konvencija za zaštitu ljudskih prava i temeljnih sloboda: protokoli uz konvenciju: Europski sud za ljudska prava, Libertin naklada d.o.o., Rijeka, 2020. Omejec, Jasna, Konvencija za zaštitu ljudskih prava i temeljnih sloboda u praksi Europskog suda za ljudska prava, Novi informator, 2014. Barić, S., Bodiroga-Vukobrat, N. (2002.), Povelja temeljnih ljudskih prava Europske unije s komentarom, Zagreb, Organizator				

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).

English for public administration

1. GENERAL COURSE 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	1.15. 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 allignment						
	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 excercises.	Students will know how to compile documents in english and will be able to comprehend new teminology 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 teminology 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 corresponds to the credit score of the course)	Attendance	0,5	Written exam	1	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	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).					

European Union's Internet Law

2. 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%)	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	4th	1.16. 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 course is to provide students with a foundational knowledge and understanding of the legal framework governing the digital environment within the European Union.
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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
	1. Recall and explain key EU regulations, directives, decisions and principles governing internet law in EU context					1, 2
	2. Explain and apply content moderation regulatory framework in EU.					2
	3. Interpret and apply EU data protection rules to real-world scenarios.					3,4
	4. Assess and evaluate state of intellectual property rights in EU in digital era					5
	5. Formulate and justify EU consumer rights on the internet					6
	6. Analyze and compare case law pertaining privacy, Internet Freedom and Censorship in EU					4,5
	7. Assess and evaluate the impact of recent EU policy changes pertaining to emerging technologies in the EU.					5,6
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation	Time

	1.	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
	2.	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
	3.	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
	4.	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
	5.	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
	6.	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
	7.	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
	8.	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
	9.	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
	10.	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

	11.	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
	12.	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
	13.	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
	14.	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
	15.	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 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
	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			-	Available Online
	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) 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., Jougoux, 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 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.)	-	Available Online

	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) Cyber Resilience Act (CRA) 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)		

Environmental law

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>	
	8. Formulate an integrated relationship between the environment and its burden.	IU level: 1- remembrance, 2- understanding, 3- application, 4-analysis, 5-valuation, 6-synthesis 6
	9. Design a classification of sources of environmental law for practical application in administration.	6
	10. Design a model of public participation in environmental decision-making.	6
	11. Conduct inspection and administrative supervision in environmental protection.	6
	12. Devise possibilities for complementary action between the administrative sphere of environmental protection and other branches of environmental protection law.	6
	13. Establish a link between the influence of international environmental law and national law.	6
	14. Re-examine the existing system of environmental protection and propose amendments.	6

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
	16.	Introductory presentation on environmental law, the concept and subject of environmental law.	1	They listen to lectures and read literature, discussing the topic on display.	The student in the exam clearly identifies the key components of the environment (air, water, soil, biological diversity) and the causes of their burden. They demonstrate an understanding of mutual influences and successfully formulate logically connected relationships. The evaluation focuses on the ability to link legal norms with environmental processes and the clarity of expression.	3 hours
	17.	Sources of environmental law and instruments of environmental	2	They listen to lectures and read literature, discussing the topic on display.	The student in the exam creates a clear and functional classification of sources of law (international agreements, European Union	3 hours 2 hours

		protection. Exercises: sources of environmental law.		Exercises: students get to know and recognize the sources and instruments of environmental protection	regulations – EU regulations, national laws, by-laws) and is able to link them to administrative actions (e.g. licensing procedures, inspection supervision – inspection). The evaluation assesses the accuracy, usefulness, and applicability of the classification in specific administrative contexts.	
	18.	Informing the public, participation of the public and interested public, and access to justice in environmental matters. Exercises: participation of citizens in environmental protection.	3	They listen to the lecture and read the literature, discuss the topic on display. Exercises: students read and analyze the instruments by which citizens supervise public and private entities regarding environmental protection.	The student in the exam creates a structured model that includes the steps of informing the public, collecting opinions, and ensuring access to justice. Special emphasis is placed on consistency with the Aarhus Convention and national laws, the realism of the model, and consideration of practical obstacles and solutions.	3 hours 2 hours
	19.	Inspection and administrative supervision of environmental protection. Exercises: administrative and inspection supervision of environmental protection.	3,4	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	The student in the exam demonstrates an understanding of competences and procedures (e.g. the role of the inspector, keeping records, issuing decisions). In practical tasks, the student shows the ability to follow a logical sequence of steps in supervision and knowledge of relevant legal frameworks. The evaluation focuses on decision-making ability and handling of documentation.	3 hours 2 hours
	20.	Administrative legal protection of individual components of the environment. Exercises: administrative procedure regarding individual components of the environment.	3,4	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.	The student demonstrates an understanding of competences and procedures (e.g. the role of the inspector, keeping records, issuing decisions) regarding individual components of the environment. In practical tasks, the student shows the ability to follow a logical sequence of steps in supervision and knowledge of relevant legal frameworks. The evaluation focuses on decision-making ability and handling of documentation.	3 hours 3 hours
	21.	Administrative legal protection of the environment from the impact of environmental burdens. Exercises: administrative procedure for the protection of the environment from the impact of environmental burdens.	3,4	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 subjects conducted for the study of environmental impact assessment.	The student demonstrates an understanding of competences and procedures related to environmental burdens. In practical tasks, the student shows the ability to follow a logical sequence of steps in supervision and knowledge of relevant legal frameworks. The evaluation focuses on decision-making ability and handling of documentation.	3 hours 2 hours
	22.	Civil law protection of the environment. Exercises: analysis of civil law acts in the field of environmental protection.	5,7	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	The student identifies various legal mechanisms of environmental protection and formulates where they can complement each other. The evaluation focuses on originality in the proposed solution, clarity of legal argumentation, and the ability for an integrated approach. The student will be able to	3 hours 2 hours

				protection of the environment	reassess the possibility of applying institutes from one legal branch of environmental protection to another legal branch of environmental protection, with an emphasis on the administrative sphere of environmental protection.	
	23.	International legal aspects of environmental protection. Exercises: international legal aspects of environmental protection.	6	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.	The student in the exam is able to valorize relevant international acts (e.g. the Paris Agreement, the Convention on Biological Diversity) and establish their connection and influence on the national legal sphere of environmental protection. The student will be able to reassess the possibility of applying institutes from the international legal branch of environmental protection to the national sphere of environmental protection.	3 hours 2 hours
	24.	Criminal law protection of the environment.	5,7	They listen to the lecture and read the literature, discuss the topic on display.	The student identifies various legal mechanisms of environmental protection and formulates where they can complement each other. The evaluation focuses on originality in the proposed solution, clarity of legal argumentation, and the ability for an integrated approach. The student will be able to reassess the possibility of applying institutes from one legal branch of environmental protection to another legal branch of environmental protection, with an emphasis on the administrative sphere of environmental protection.	3 hours
	25.	The environment from a tax law perspective, concluding reflections, revision.	5,7	They listen to the lecture and read the literature, discuss the topic on display.	The student identifies various legal mechanisms of environmental protection and formulates where they can complement each other. The evaluation focuses on originality in the proposed solution, clarity of legal argumentation, and the ability for an integrated approach. The student will be able to reassess the possibility of applying institutes from one legal branch of environmental protection to another legal branch of environmental protection, with an emphasis on the administrative sphere of environmental protection.	3 hours
	26.					
	27.					
	28.					
	29.					

	30.													
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)	O. Lončarić-Horvat, L. Cvitanović, I. Gliha, T. Josipović, D. Medvedović. J. Omejec, M. Seršić, Environmental Law, Zagreb, 2003.				Number of copies in the library	Availability through other media	
	Criminal Code - environmental crimes, Environmental Protection Act Nature Protection Act Water Law Air Protection Act Noise Protection Act Forest Law 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)		