



INTERNATIONAL UNIVERSITY OF SARAJEVO
ULUSLARARASI SARAYBOSNA ÜNİVERSİTESİ

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STUDY PROGRAM SELF-EVALUATION REPORT

English Language and Literature Program



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Introduction

Basic Information

Name of the institution of higher education	International University of Sarajevo (IUS)
Faculty	Faculty of Arts and Social Sciences (FASS)
Department	Cultural Studies
Study Program	English Language and Literature (ELIT)
Address	Hrasnička cesta 15, 71210 Ilidža Sarajevo
Contact telephone and facsimile numbers	Tel.: 033 957 300; 033 957 310; 033 957 110, 033 957 102 Fax: 033 957 105
E-mail	info@ius.edu.ba
Web-address	http://www.ius.edu.ba
The person in charge of self-evaluation reports	Assist. Prof. Dr. Reyyan Bal, Program Coordinator
Contact details of the person-in-charge	reyyan@ius.edu.ba

Realization of the Self-Evaluation and the Report

On January 29, 2017, FASS Dean made Decision number IUS FASS 05-2705-2/2013 on *the Appointment of new SER Committee* members, assigned with the task of updating the English Language and Literature (ELIT) SER. The appointed committee members are as follows:

1. Assist. Prof. Dr. Reyyan Bal, Program Coordinator
2. Assist. Prof. Dr. Ervin Kovačević, academic staff representative
3. Senior Assistant Emina Jelešković, academic staff representative
4. Haris Jamaković, administrative staff representative
5. Ilma Hasić, student representative

On 24 October 2013 the FASS Faculty Council made Decision number IUS FASS 05-2705-2/2013 on *the Appointment of SER Committee* members. In cooperation with the Quality Assurance Office (QA) the committee was assigned with the task of working on the first draft of the English Language and Literature (ELIT) SER. The first draft of this SER was developed over the following months and was successfully completed in April 2014. Following the Decision on the appointment of *Committees for Preparation of Self-evaluation Reports* at FASS IUS-FASS-05-3501-1/14– to and the Decision on the appointment of *the Committee for Writing Study Programs' Self-Evaluation Reports* (IUS level) IUS-REC-2039/14, the Committee members were appointed and resumed their activities on completing the final versions of the SERs of their respective programs in October 2014.

The ELIT *SER Committee* held numerous meetings and workshops on a regular basis, together with representatives of other FASS programs and under the supervision of the FASS Dean, the Heads of Departments and the Program Coordinators, after which the updated version of the ELIT SER Report was completed in January 2015 (for example, FASS Faculty Council Decisions no. IUS FASS 05-2705-2/2013, dated October 24, 2013 and no. IUS FASS 05-3501-

1/2014, dated December 10, 2014). Apart from the students, lecturers, alumni and the industry *ELIT SER Committee* worked closely with the relevant IUS offices which provided all the necessary data (for example, Senate Decision No. IUS-REC 01-2039/2014 dated October 17 2014; FASS Faculty Council Decision Number: IUS-FASS 05-969/2014, Date: March 27th, 2014) (Table 1).

English Language and Literature Program	Quality Assurance Office
	Student's Affairs Office
	Human Resources Office
	International Relations Office
	Rector's Office
	IUS Career Centre
	Life-Long Learning Centre
	IUS Library
	ELIT Alumni
	Stake Holders
	Companies and Institutions

Table 1. Cooperation between ELIT and IUS offices and centers

On January 30, 2015 FASS Faculty Council adopted *ELIT Self Evaluation Report*, Decision No.: IUS FASS 05-345-1/2015. The report was prepared according to Decision on Amendments to the Decision on Criteria for Accreditation of Higher Education Institutions in Bosnia and Herzegovina (Official Gazette BiH, Number: 44/13), hereinafter the Decision, and all relevant best practices, such as different EU projects documents dealing with Study Programmes Accreditation in BiH, documents published by HEA, etc.

Historical Context

The International University of Sarajevo is an institution founded by the Foundation for Development of Education in Sarajevo (hereinafter: SEDEF), and its campus is situated in Sarajevo, in Hrasnička cesta 15. The Foundation is registered with the Ministry of Justice of the Federation of Bosnia and Herzegovina. Its purpose is to support education in Bosnia and Herzegovina by creating the conditions for its development. The founders, a group of Turkish businessmen and Bosnian academics, joined forces and committed to achieving the set Foundation goals. The governing and technical bodies of the Foundation are Steering Committee and General Assembly.

The University was established pursuant to the following administrative acts:

- a) Decision by Sarajevo Canton Government, No.: 02-05-10404-10/03 dated 18 June 2003, published in the "Official Gazette of Sarajevo Canton", issue No. 14/03 of 19 June 2003, whereby the Foundation for Development of Education was granted approval to establish the International University of Sarajevo as an institution.
- b) Decision by the Ministry of Education and Science of Sarajevo Canton, No. 11-38-3509 of 16 March 2003, ruling that the conditions for the establishment of the

International University of Sarajevo as an institution conferred by law had been met and that the Founder of the University shall be the Foundation for the Development of Education.

- c) Decision of the Ministry of Education and Science of Sarajevo Canton No. 11-01-38 of 23 June 2004 on the conditions for the commencement of the operations of the International University of Sarajevo, in which it was established that all stipulated conditions for the commencement of operations had been met in the 2004/2005 academic year.
- d) IUS Statute referred in this Report was adopted on 10 July 2012
- e) On 18 September 2014 the Ministry for Education, Science and Youth of the Canton Sarajevo approved the Institutional Accreditation of the International University of Sarajevo No. 11-05-38-948-5/14, meaning that IUS has become an accredited higher education institution. In 2014 International University of Sarajevo was accredited with the Agency for the Development of Higher Education and Quality Assurance and is listed in the state register of accredited higher education institutions in Bosnia & Herzegovina, [Decision on the Entry Into the State Register of Accredited Higher Education Institutions, No. 05-33-1-199-11/14.](#)

The University consists of the Faculty of Engineering and Natural Sciences (FENS), the Faculty of Business and Administration (FBA) and the Faculty of Arts and Social Sciences (FASS), Faculty of Education (FEDU) and Faculty of Law (FLW).

The vision of IUS is to become an internationally approved institution of higher education and research and a centre of excellence and quality, through the shared efforts of the founders, academic and administrative staff, students and all stakeholders. IUS aims at becoming the major hub in Balkans for bridging East and West, as a leading international institution of higher education and research centre whose students are lifelong learners, interculturally competent, and well-developed leaders in socio-economic development of societies.

The mission of IUS is to educate in the fields of science, art, and technology for the wider benefit of humanity; to educate free-thinking, open-minded individuals who are open to change and improvement and who have the ability to transform knowledge into values for themselves and the community. IUS, secure in its identity as an international institution of education and research, aims to cooperate with universities in the region and in other countries to provide a peaceful and comfortable atmosphere of learning for students from a wide geographical area.

IUS has a six-fold mission, as follows:

- Internationalized Higher Education,
- Integrity with High Ethical Values to perform in society,
- Interdisciplinary programs,
- Intercultural Competency,
- Civic Engagement
- Comprehensive Excellence.

IUS is an international higher education institution committed to quality and excellence and to the creation and dissemination of knowledge. The University is student-oriented and open to Bosnian and international students and scientists. IUS is a non-profit, independent, self-sustainable higher education institution that offers education relevant to all three cycles of study, as well as professional development programs in certain scientific areas. IUS has an interdisciplinary approach to education, where scientific programs intersect with engineering programs and vice versa, enabling a symbiosis of traditional and novel disciplines. The University supports academic, cultural, and social cooperation with a number of universities of similar orientation on regional and international level.

IUS is an innovative education and scientific organization, offering a non-conventional and original program of education and research in the areas of natural and social sciences, modern art, applied sciences, and selected engineering disciplines. Through its academic and research activities the University has developed into a place where students and scientist from all over the world can meet, exchange ideas and know-how, and work together in a multi-cultural environment. As an international education and scientific institution, the University has established cooperative relationships with similar universities in the region as well as other parts of the world, creating a positive learning environment for all.

IUS has applied the principles of the Bologna Declaration from the outset.

- The European Credit Transfer and Accumulation System (ECTS) is used in all study programs. Students are awarded ECTS Credits and Grades upon successful completion of courses.
- IUS implements three cycles of studies. From the beginning of its operation IUS adopted the 4+1+3 system. This means that the nominal duration of bachelor, master and doctoral programs are four (240 ECTS), one (60 ECTS) and three (180 ECTS) years, respectively.
- IUS issues a Diploma Supplement to all graduates. This contains information on completed courses and grades, achieved numbers of ECTS credits, and other information, as defined in the ECTS Users Guide.
- Learning-outcomes-based curricula are implemented in all study programs, in line with European QF descriptors.
- Students are represented in IUS decision-making bodies (Senate, Faculty Councils, Boards, Committees, etc.) and have full voting rights. In FASS the following students participated in the activities of FASS Faculty Council: Esat Orhun (2016/2017) and Ilma Hasic (2017/2018)

As an international institution for education and development, the University cooperates with universities in the region and in other countries, creating a stimulating and pleasant atmosphere for teaching and conducting research for students and professors from around the world. IUS Statute enables and encourages the mobility of students and teachers (e.g. IUS Decision nr. IUS-SENAT 11-546/2011, dated 25.05.2011.). IUS students have the opportunity to complete part of their programs abroad, and reciprocal arrangements are in place so that students

from other universities can spend a period of study at IUS. Lecturers are allowed to spend a period abroad and their mobility is supported by IUS.

IUS has established sound relationships with local communities, social partners and industry representatives. These relationships yield mutual benefits for both IUS and external partners, and more and more partners and cooperating with IUS and joining its activities and programs. Aside from measurable indicators, IUS makes other influential cultural, social, intellectual, research, humanitarian and civic contributions. IUS contributes to local communities through its expertise, its projects, and its scientific and cultural activities, but the greatest contribution of all is made by the quality education provided to its students.

IUS finances and income sources are defined by IUS Statute. Income is acquired from: the Founder; tuition fees; scientific research and artistic activities; providing intellectual i.e. scientific, professional and artistic services; non-cyclical study programs; publishing; provision of the verification and equivalence of public documents; copyrights and patents; donations from legal entities and individuals; donations and bequests; payments collected from students in all study cycles for any academic, administrative or other services in compliance with law, the Statute and other acts of IUS; laboratory activities, centers, institutes, sub-organizational units and other organizational structures of IUS; diagnostic and other professional services; and from other sources in compliance with law and within the registered activities of IUS.

The Faculty of Arts and Social Sciences (FASS) offers undergraduate and graduate degrees in the arts, humanities and social sciences. The Faculty is comprised of motivated and dynamic academic staff and emphasizes both teaching and research. The teaching staff is made up of professors from different parts of the world and is renowned locally and internationally for its scholarly contributions to various research fields. The academic staff utilize interactive and holistic teaching methods and dedicate considerable time and effort to the well-being, upbringing and education of students. The focus of all programs at the Faculty is on achieving a balance between the necessary substantive knowledge required for a specific field and the critical intellectual and/or artistic skills necessary for success in a constantly changing, demanding world. Teaching is delivered through lectures, tutorials and seminars. Suitable equipment and well-qualified technical support are made available to augment the teaching activities. The low student-to-lecturer ratio across IUS study programs has significantly contributed towards the high quality of teaching in the university.

The Faculty also organizes lectures, seminars and workshops in order to create an environment suitable for intellectual discussion and to encourage and stimulate local and international collaboration. FASS study programs aim to provide students with professional education in their field of interest, in concert with a broad selection of courses in various other fields in order to broaden their perspectives. FASS offers the following study programs:

- Psychology (PSY)
- Social and Political Sciences (SPS)
- Visual Arts and Communication Design (VACD)
- English Language and Literature (ELIT)

English Language and Literature (ELIT) promotes interdisciplinary research and encourages cooperative learning and discussion in the classroom. On completion of the program, students understand the value of communication and representation in the context of English as a global language, and can appreciate how language and culture determine a nation’s understanding and ability accurately to represent its identity. Students will become more confident about their ability to use English as a result of the program, and they will also be prepared to teach English as a Foreign Language in many settings or, indeed, to pursue academic research in the field of literature and related disciplines. The IUS approach to higher education, international, flexible, and providing students with plenty of individual attention and guidance, differs substantially from others in the region.

Organizational Context

The position of ELIT within the general organizational structure of the University can be seen in the chart below.

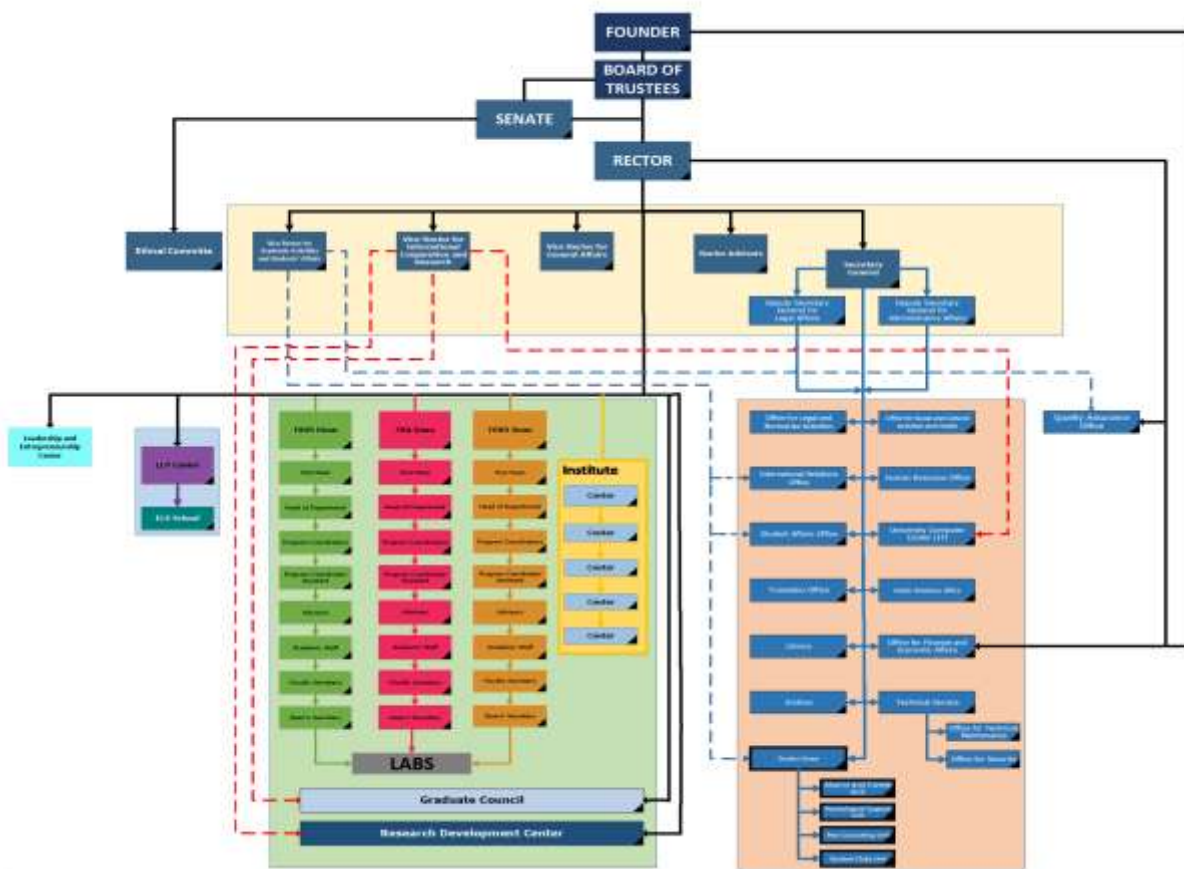


Chart 1: IUS organizational structure

FASS Faculty Council, Departments and Study Programs are responsible for different administrative and academic responsibilities, in accordance with Articles 59-61 and 36-37 of *IUS Statute*, IUS-SENAT-11-2255/2013, available at <http://www.ius.edu.ba/statute>.

The decentralized organizational structure of IUS offers each faculty, department and study program the freedom to fulfill its potential in a creative and student-oriented manner. Special emphasis is put on the timely passage of information from the University to the Faculty and Departments. The FASS Faculty Council is made up of representatives of all study programs in FASS, and also includes student representatives. The Council makes decisions on all relevant issues, in accordance with *the Rules of Procedure of Work of the Council of Faculty of Arts and Social Sciences*, no. IUS-FASS 05-2043-3/2014 –.

With the aim of achieving optimum quality with regard to academic staff and the teaching process, FASS and ELIT cooperate closely with IUS Quality Assurance Office, pursuant to the following legal documents: *Regulation on Quality Assurance at IUS*, no. IUS-SENAT-11-819/11; *Quality Assurance Office policy* (No. IUS- UO 08-32/2011); *Internal Quality Assurance Procedures* (No. IUS-SENAT 11-1064/11).

The structure of ELIT is shown in the chart below:

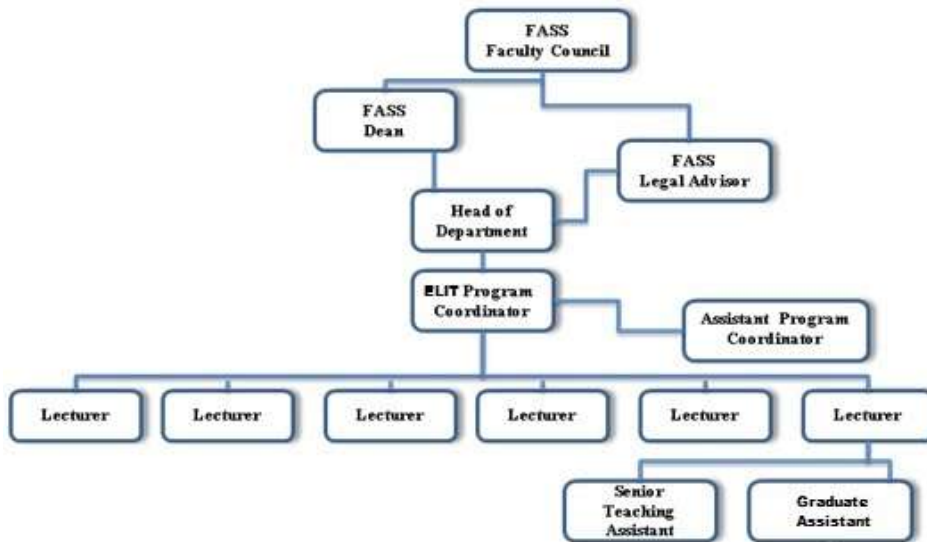


Chart 2: ELIT organizational structure

1. Educational Objectives and Learning Outcomes

1.1. Educational Objectives

The objective of the English Language and Literature Program is to improve the language level of students, to provide them with an understanding of linguistics and literature in connection with social, cultural, political, historical, and economic contexts. The program encourages students to take courses from other disciplines to develop their interdisciplinary skills, and enable them to think and create independently. Each student enters the program with various language proficiency levels, which may still require improvement, but they may not have an understanding of British or American literature, culture, politics, history, economics, and religion, which are of vital importance for understanding literature. The enrolment procedure for IUS students is prescribed in the following legal documents: [Study Rules for the First Study Cycle](#), no IUS-SENAT-11-802/11, Articles: 52-59; [Study Rules for the Second Study Cycle](#), no IUS-SENAT-11-2488-2/2014, Articles: 4-12 and [Study Rules for the Third Study Cycle](#), no IUS-SENAT-11-2488-3/2014, Articles: 4-12.

	I CYCLE (BA)	II CYCLE (MA)	II CYCLE (MA- NT)	III CYCLE (PhD)	Grand total
Faculty of Arts and Social Sciences	426	51		21	498
ELS	67	1			68
FACULTY	359	50		21	430
Faculty of Business and Administration	281	54	5	21	361
ELS	29	7			36
FACULTY	252	47	5	21	325
Faculty of Education	7				7
ELS	3				3
FACULTY	4				4
Faculty of Engineering and Natural Sciences	710	54		11	775
ELS	24				24
FACULTY	686	54		11	751
Faculty of Law	29				29
ELS	4				4
FACULTY	25				25
Grand total	1453	159	5	53	1670

Table 2. Current number of students at IUS

FASS Programs	I Cycle (BA)	II Cycle (MA)	III Cycle (PhD)
Psychology	253	34	2
ELS	54		
FACULTY	199		
English Language and Literature	31	4	7
ELS	1		
FACULTY	30		
Social and Political Sciences	41	6	7
ELS	2		
FACULTY	39		
Visual Arts and Visual Communicaton Design	101	7	
ELS	10		
FACULTY	91		
Cultural Studies			5
ELS			
FACULTY			
TOTAL	426	51	21

Table 3. Current number of students at FASS

FASS Programs	I Cycle (BA)	II Cycle (MA)	III Cycle (PhD)
Psychology	93	11	2
ELS	48		
FACULTY	45		
English Language and Literature	21	3	8
ELS	2		
FACULTY	19		
Social and Political Sciences	13	5	1
ELS	3		
FACULTY	10		
Visual Arts and Visual Communicaton Design	35	5	
ELS	6		
FACULTY	29		
TOTAL	162	24	11

Table 4. FASS enrollment 2016/17

FASS Programs	I Cycle (BA)	II Cycle (MA)	III Cycle (PhD)
Psychology	48	16	
ELS	33		
FACULTY	15		
English Language and Literature	11	1	1
ELS	1		
FACULTY	10		
Social and Political Sciences	9	3	
ELS	2		
FACULTY	7		
Visual Arts and Visual Communication Design	32	4	
ELS	7		
FACULTY	25		
TOTAL	100	24	1

Table 5. FASS enrollment 2017/18

These academic practices and activities, combined with the development of language skills, the accumulation of knowledge of literature and culture, enrich and hone the vision, sensibility, perception and understanding of an individual. The program also prepares students for professional life after graduation, especially in the fields of communications, literary research, linguistic research and pedagogy. Those who graduate from ELIT have a wide range of career opportunities open to them. Attractive job opportunities for ELIT graduates might include the following: English language instructor, editorial assistant, journalist, English teacher, English translator, editor, legal assistant, technical writer, project manager, secretary or public relations officer.

<u>ELIT Educational Objectives</u>	
First study cycle	Educational objectives of ELIT 1 st study cycle are as follows: <ol style="list-style-type: none"> 1. to enhance the level of students' English competency and improve their language skills; 2. to ensure that students can use their language skills properly and effectively; 3. to expose students to the range and variety of approaches to literary study, which may include creative practice, performance, and extensive specialisation in critical, educational or linguistic theory; 4. to demonstrate how literature and language produce and reflect cultural change and difference; 5. to help students recognize the multi-faceted nature of English Language and Literature, and of its complex relationship to other disciplines and forms of knowledge; 6. to provide a groundwork for interdisciplinary study; 7. to promote an atmosphere for the practical activities of scholarship in English Literature and Language; 8. to prepare students for professional life after their graduation.

Second study cycle	<p>Educational objectives of ELIT 2nd study cycle are as follows:</p> <ol style="list-style-type: none"> 1. To enhance the students' English competency and gain the specialized vocabulary required for academic research in English Language and Literature; 2. To ensure that students can use their language skills properly and effectively in reading, writing and presenting their views; 3. To foster the intellectual development of the students as they come to appreciate the interdisciplinary nature of research in English Language and Literature; 4. To study the cultural context in which a literary work is produced and consumed; 5. To encourage the mental habits which transform new knowledge into an individual, critical perspective; 6. To provide training for interdisciplinary study and literary research; 7. To promote an atmosphere for practical enquiry and academic activities; 8. To prepare students for an academic career after their graduation.
Third study cycle	<p>Educational objectives of ELIT 3rd study cycle are as follows:</p> <ol style="list-style-type: none"> 1. To ensure that students master the ability of drafting and redrafting their written work to achieve clarity of expression and sound arguments; 2. To help students accomplish a suitable breadth of knowledge in the field of English as they focus on their area of concentration; 3. To ensure that students have mastered their English language skills effectively for the purpose of reading, writing and communication in a language appropriate for literary scholars; 4. To foster the intellectual development of students in the program so they can appreciate the interdisciplinary nature of contemporary studies in English Language and Literature; 5. To provide mentorship, professional training and nurture the scholarly habits and technical skills of future professors. This should be done while providing the appropriate resources so graduate students can produce original and professional works of research; 6. Conduct and produce original, interdisciplinary literary research; 7. To promote a healthy atmosphere for critical enquiry so students can conduct professional academic activities and attend conferences to present their research; 8. To prepare graduates for an academic career after gaining their PhD degree.

Table 6. ELIT educational objectives

1.2. Learning Outcomes

<u>ELIT Learning Outcomes</u>	
First study cycle	<p>After completing the first study cycle ELIT graduates will be able to:</p> <ol style="list-style-type: none"> a) have a good command of English language with an advanced level of proficiency; b) use their English language skills properly and effectively; c) achieve an advanced level of vocabulary, subject-based terminology and knowledge in their field through exposure to the range and variety of approaches to the literary study and linguistics; d) understand connections between language, literature and culture in general; e) understand the multi-faceted nature of English Language and Literature and its complex relationship to other disciplines and forms of knowledge; f) think critically on various subjects, reflecting an interdisciplinary approach to knowledge, and apply this skill to own work and readings; g) engage in practical activities of scholarship in English Language and Literature, read and demonstrate understanding of many literary and non-literary texts in English and produce written texts of high quality; h) continue with their professional life and career in different areas by communicating their knowledge clearly and without difficulties.
Second study cycle	<p>After the successful completion of the second study cycle ELIT graduates will be able to:</p> <ol style="list-style-type: none"> a) achieve an advanced level of English competency; b) demonstrate familiarity with a wide range of literary and non-literary texts, including influential criticism of and commentary on those texts; c) examine the underlying philosophical premises within a work of literature through critical analysis and interdisciplinary research; d) determine the social or cultural functions of a literary text and its historical context or political dimensions; e) explain how elements of rhetoric, such as purpose, style, structure and genre, function in a literary texts to achieve a particular effect; f) locate and utilize various resources for the purpose of research in the field of English Language and Literature; g) write informed and well-organized research papers in clear and effective English prose; h) continue with their professional life and career with advanced level of English skills.

Third study cycle	<p>After the successful completion of the third study cycle ELIT graduates will be able to:</p> <ul style="list-style-type: none"> a) evaluate a wide range of literary and non-literary texts, including influential criticism of those texts; b) examine, synthesize and explain, in clear prose, the underlying philosophical premises and complex assumptions within a text through critical analysis and interdisciplinary research; c) conduct research by formulating questions, supported by the gathering of relevant information and well-reasoned lines of enquiry, and using online and traditional resources, resulting in a sustained written work or a number of works.; d) communicate effectively with their scholarly peers and the general members of society about their area of expertise within English Literature; e) write well-organized research papers or articles while exhibiting an effective command of written English with a varied vocabulary and attention to detail; f) demonstrate confident analytic skills together with powers of textual analysis and fluent critical argument; g) discuss historical and cultural differences inherent in various texts, and demonstrate how the affective power of language can shape meaning in various forms; h) engage in critical debates with views other than their own, show independence of thought, and exercise a degree of critical judgment of their own work and the work of their peers.
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Table 7. ELIT learning outcomes

1.3. Domain Specific Demands

English is the *lingua franca* of the modern world, and is also the official language of communication at the International University of Sarajevo, so the importance of the ELIT study program can hardly be overestimated. Given our country's aspirations to become a member of the EU and a member of NATO, the need for experts in English language is increasing not only in Bosnia and Herzegovina but also in the wider region of the Balkans. The labor market has a clear need for English teachers, interpreters of the English language, as well as experts in the field of humanities, pedagogy, education and literary criticism.

Educational objectives and learning outcomes are aligned with the European Qualification Framework, BH Qualification Framework and Turkish Higher Education Council. The *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) is applied at IUS and represents the standard implemented by the ELIT program. The competencies outlined in these frameworks are translated into program-specific outcomes appropriate for levels six to eight and relate to knowledge, skills and competences. All generic descriptors have been appropriately developed in the study program. The cycle structure has been implemented and all existing legal requirements have been fully met, specifically the duration of studies, the number of ECTS, and the values accorded to ECTS. The regulations related to ECTS are set forth in the following documents: [Study Rules for the First Study Cycle](#), no IUS-SENAT-11-802/11, Article: 10; [Study Rules for the Second Study Cycle](#), no IUS-SENAT-11-2488-2/2014, Article: 16 and [Study Rules for the Third Study Cycle](#), no IUS-SENAT-11-2488-3/2014, Article: 20.

IUS regulations are also fully observed. All three cycles are aligned with legal and IUS rules, but the study program is also aligned with the relevant documents, policies and guidelines specified by the Bologna process. During creation of the programs many international reference points were addressed and several international experts were also consulted.

Students' academic work is evaluated using a variety of assessment methods. Each course module has a specific approach to assessment. These assessment methods are directly related to the learning outcomes of each course, ensuring a fair overall grade based on diagnostic assessments throughout the semester and taking into account the final assessment at the end of each course. This gives ample opportunities to students to improve specific skills and retain core knowledge in a manner that is consistent with the demands of the program, and also allows each academic staff member to exercise a fair, balanced and professional judgment on the achievement of their students. Each student's overall work in a course is evaluated using midterm examinations, quizzes, classroom discussions and presentations, final examinations, research papers, and other types of written assignments.

The tables below present the detailed interconnections and links between ELIT objectives (see table 7) and learning outcomes (see table 8) on one hand, and the modules constituting ELIT curriculum on the other hand.

ELIT First Study Cycle									
Superordinate Educational Objectives	Learning Outcomes								Corresponding Modules
	A	B	C	D	E	F	G	H	
<i>Required courses</i>									
1, 2, 3, 8	✓	✓	✓					✓	ELIT 100 Academic English & Effective Communic.
2, 3, 4, 5, 7, 8		✓	✓	✓	✓		✓	✓	ELIT 200 Critical Reading and Writing
3, 4, 5, 6, 7, 8			✓	✓	✓	✓	✓	✓	ELIT 101 Introduction to Literature
1, 2, 5, 8	✓	✓			✓			✓	ELIT 105 Introduction to Linguistics
3, 4, 5			✓	✓	✓				ELIT 202 Survey of English Literature I
3, 4, 5			✓	✓	✓				ELIT 203 Survey of English Literature II
2, 4, 5		✓		✓	✓				ELT 202 Language Acquisition
1, 2, 3, 4, 5, 8	✓	✓	✓	✓	✓			✓	ELIT 201 Academic writing
1, 2, 3, 7, 8	✓	✓	✓				✓	✓	EDU 102 Introduction to Pedagogy
1, 2, 4, 5, 6, 7	✓	✓		✓	✓	✓	✓		ELT 321 Introduction to English Language Teaching Methodology
3, 4, 5			✓	✓	✓				ELIT 415 Shakespeare
3, 4, 5, 7			✓	✓	✓		✓		ELIT 412 Literary Theory and Criticism I
3, 4, 5, 7			✓	✓	✓		✓		ELIT 413 Literary Theory and Criticism II
1, 2, 7, 8	✓	✓					✓	✓	ELT370 Work Placement / Internship
<i>3 ECTS University Courses</i>									
6, 8						✓		✓	ARCH 107 Understanding Art and Architecture

6, 8						✓		✓	CS100 Computer Skills
4, 5, 6, 8				✓	✓	✓		✓	CULT 101 Understanding Cultural Encounters
6, 8						✓		✓	NS 111 Understanding Nature and Knowledge
6, 8						✓		✓	NS 112 Understanding Science and Technology
4, 6, 8				✓		✓		✓	SPS 140 Understanding Religion
4, 6, 8				✓		✓		✓	TURK 121 Spoken Turkish I
4, 6, 8				✓		✓		✓	TURK 122 Spoken Turkish II
4, 6, 8				✓		✓		✓	BOS 121 Spoken Bosnian I
4, 6, 8				✓		✓		✓	BOS 122 Spoken Bosnian II
6 ECTS University Courses									
6, 8						✓		✓	CS103 Introduction to Programming
4, 5, 6, 8				✓	✓	✓		✓	ECON 105 Understanding, Politics, Economy and Management
6, 8						✓		✓	ECON 111 Introduction to Microeconomics
6, 8						✓		✓	ECON 112 Introduction to Macroeconomics
6, 8						✓		✓	ENS 105 The Brain
4, 5, 6, 8				✓	✓	✓		✓	IR 101 Introduction to International Relations
6, 8						✓		✓	MAN102 Introduction to Management
6, 8						✓		✓	MATH100 Mathematical Skills
6, 8						✓		✓	NS 102 Physics
6, 8						✓		✓	NS 103 Biology
6, 8						✓		✓	NS104 General Chemistry
4, 5, 6, 8				✓	✓	✓		✓	POLS 101 Introduction to Philosophy
4, 5, 6, 8				✓	✓	✓		✓	POLS102 Introduction to Political Science
4, 5, 6, 8				✓	✓	✓		✓	PSY103 Introduction to Psychology
4, 5, 6, 8				✓	✓	✓		✓	SOC 102 Introduction to Sociology
6, 8						✓		✓	SPS 103 Law and Ethics
6, 8						✓		✓	SPS 120 Critical Thinking
4, 5, 6, 8				✓	✓	✓		✓	SPS 150 World History

6, 8						✓		✓	VA 121 History of Art I
Program Elective Courses									
2, 3, 4, 5, 6		✓	✓	✓	✓	✓			ELIT 205 Classical Literature
2, 3, 4, 5, 6		✓	✓	✓	✓	✓			ELIT 208 Classical Mythology
2, 3, 4, 5, 8		✓	✓	✓	✓			✓	ELIT 209 British Culture
3, 4, 5			✓	✓	✓				ELIT 302 Renaissance Poetry
3, 4, 5			✓	✓	✓				ELIT 304 Restoration and Eighteenth Century Literature
3, 4, 5, 6			✓	✓	✓	✓			ELIT 305 Elizabethan and Jacobean Drama
3, 4, 5, 7			✓	✓	✓			✓	ELIT 307 Rise of the Novel
3, 4, 5, 7			✓	✓	✓			✓	ELIT 308 Victorian Novel
3, 4, 5, 7			✓	✓	✓			✓	ELIT 309 Short Story
3, 4, 5			✓	✓	✓				ELIT 401 The Romantic Age
3, 4, 5			✓	✓	✓				ELIT 402 Victorian Poetry
3, 4, 5			✓	✓	✓				ELIT 403 Twentieth Century Poetry
3, 4, 5			✓	✓	✓				ELIT 404 Contemporary Poetry
3, 4, 5, 6			✓	✓	✓	✓			ELIT 405 Modern Drama
3, 4, 5, 6			✓	✓	✓	✓			ELIT 406 Contemporary Drama
3, 4, 5, 7			✓	✓	✓			✓	ELIT 407 Modern Novel
3, 4, 5, 7			✓	✓	✓			✓	ELIT 408 Contemporary Novel
3, 4, 5			✓	✓	✓				ELIT 410 Shakespeare II
1, 2, 5, 6, 8	✓	✓			✓	✓		✓	LITE 207 Creative Writing
3, 4, 5			✓	✓	✓				LITE 302 American Poetry
2, 3, 4, 5, 6		✓	✓	✓	✓	✓			LITE 303 African-American Literature
2, 3, 4, 5, 6		✓	✓	✓	✓	✓			LITE 304 Children's Literature
2, 3, 4, 5, 6		✓	✓	✓	✓	✓			LITE 305 Nineteenth Century American Literature
2, 3, 4, 5, 6		✓	✓	✓	✓	✓			LITE 306 Fantasy Literature
2, 3, 4, 5, 6		✓	✓	✓	✓	✓			LITE 307 Comparative Literature
4, 5, 6, 7				✓	✓	✓		✓	LITE 308 Literature on Film
2, 3, 4, 5, 6		✓	✓	✓	✓	✓			LITE 309 Women and Literature
2, 3, 4, 5, 6		✓	✓	✓	✓	✓			LITE 310

									Popular Literature
2, 3, 4, 5, 6		✓	✓	✓	✓	✓			LITE 311 World Literature
3, 4, 5, 6			✓	✓	✓	✓			LITE 401 American Drama
3, 4, 5, 7			✓	✓	✓		✓		LITE 402 American Novel
3, 4, 5			✓	✓	✓				LITE 403 Utopias and Dystopias
2, 3, 4, 5, 8		✓	✓	✓	✓			✓	LITE 405 Recurrent Themes
2, 3, 4, 5, 6		✓	✓	✓	✓	✓			LITE 406 Literature and Other Fields
2, 3, 4, 5, 8		✓	✓	✓	✓			✓	LITE 408 Major Figures
1, 2, 3, 7, 8	✓	✓	✓				✓	✓	LITE 411 Turkish-English Translation I
1, 2, 3, 7, 8	✓	✓	✓				✓	✓	LITE 412 Turkish-English Translation II
1, 2, 3, 7, 8	✓	✓	✓				✓	✓	LITE 413 Bosnian-English Translation I
1, 2, 3, 7, 8	✓	✓	✓				✓	✓	LITE 414 Bosnian-English Translation II
2, 3, 5, 6, 8		✓	✓		✓	✓		✓	EDU 211 Curriculum and Material Design
5, 6, 7					✓	✓	✓		EDU 212 Testing and Evaluation
2, 3, 5, 6, 8		✓	✓		✓	✓		✓	EDU 311 Inclusive Education
1, 2, 3, 7, 8	✓	✓	✓				✓	✓	EDU 312 Social Pedagogy
5, 6, 7, 8					✓	✓	✓	✓	EDU 321 Instructional Technology
1, 2, 3, 7, 8	✓	✓	✓				✓	✓	EDU 322 Pedagogy
1, 2, 3, 7, 8	✓	✓	✓				✓	✓	EDU 323 Didactics
1, 2, 7, 8	✓	✓					✓	✓	EDU 324 English Morphosyntax
1, 5, 6, 7, 8	✓				✓	✓	✓	✓	EDU 411 Theories & Approaches in Teaching & Learning
1, 2, 3, 7, 8	✓	✓	✓				✓	✓	EDU 423 Pedagogic Counselling
1, 2, 7, 8	✓	✓					✓	✓	ELT 212 English Syntax
1, 2, 3, 7, 8	✓	✓	✓				✓	✓	ELT 213 Introduction to Semantics
1, 2, 3, 7, 8	✓	✓	✓				✓	✓	ELT 214 Introduction to Pragmatics
1, 2, 7, 8	✓	✓					✓	✓	ELT 310 English Morphology
1, 2, 7, 8	✓	✓					✓	✓	ELT 311 English Phonetics
1, 2, 7, 8	✓	✓					✓	✓	ELT 312 Introduction to Discourse Analysis
1, 5, 6, 7, 8	✓				✓	✓	✓	✓	ELT 313 Classroom Management
1, 2, 4, 5, 6, 7	✓	✓		✓	✓	✓	✓		ELT 322

									English Language Teaching Methodology
1, 5, 6, 7, 8	✓				✓	✓	✓	✓	ELT 323 Early Foreign Language Learning
1, 5, 6, 7, 8	✓				✓	✓	✓	✓	ELT 411 Computer Assisted Language Learning
1, 5, 6, 7, 8	✓				✓	✓	✓	✓	ELT 412 Situated Language Practices
2, 4, 5		✓		✓	✓				ELT 413 Applied Second Language Acquisition
3, 4, 5, 6			✓	✓	✓	✓			ELT 421 Introduction to Psycholinguistics
3, 4, 5, 6			✓	✓	✓	✓			ELT 422 Introduction to Sociolinguistics

Table 8. 1st Study cycle matching objectives, outcomes and curriculum

ELIT Second Study Cycle									
Superordinate Educational Objectives	Learning Outcomes								Corresponding Modules
	A	B	C	D	E	F	G	H	
<i>Required courses</i>									
1, 2, 3, 4, 5, 6, 8	✓	✓	✓	✓	✓	✓	✓	✓	ELIT 505 Comparative Literature in Theory and Practice
3,5, 6, 7		✓				✓			ELT 510 Linguistic Schools and Movements
5, 6, 7, 8		✓	✓	✓	✓	✓		✓	ELT 560 Contemporary Principles in English Language Teaching
5, 6, 7,8				✓	✓	✓	✓	✓	ELT 580 Methodology of Scientific Work
<i>Elective courses</i>									
3, 4, 5, 6, 7, 8	✓	✓		✓	✓	✓		✓	ELIT 515 Literary Criticism & Theory I: From Plato to Present
3, 4, 5			✓	✓	✓	✓	✓		ELIT 516 Literary Criticism & Theory II: From Plato to Present
2, 3, 4, 5,		✓	✓	✓	✓	✓	✓		ELIT 520 Creative Writing
3, 4, 5, 7	✓	✓	✓	✓		✓			ELIT 521 Post-Colonial Studies
3, 4, 5, 6, 7	✓	✓	✓	✓		✓			ELIT 522 Comparative Studies in Drama
3, 4, 5, 7			✓	✓	✓	✓			ELIT 537 American Literature and the Making of American Identity
3, 4, 5, 7		✓		✓	✓	✓	✓	✓	ELIT 541 Ethnic Literature in the United States
2, 3, 4, 5		✓	✓	✓	✓	✓	✓	✓	ELIT 555 From the Romance to the Novel
2, 5, 8	✓	✓	✓	✓	✓	✓		✓	ELIT 575 The Ethnic and Oriental "Other"
2, 4, 5		✓	✓	✓	✓	✓			ELIT 580 American Literature & Film
1,2,4	✓	✓	✓						ELIT 582 The Victorian Novel in England and America
1, 2, 7, 8	✓	✓	✓				✓	✓	ELIT 584 Utopia and Dystopia in Literature

1, 2, 7, 8	✓	✓	✓		✓	✓	✓	✓	ELIT 585 Western Literature in a British Context
1, 2, 4, 7, 8	✓	✓	✓	✓		✓			ELIT 590 Literature and Imperialism
1, 2, 4, 5, 6, 7	✓	✓	✓	✓	✓	✓	✓		ELT 561 Early English Language Learning
1, 2, 4, 5, 6, 7	✓	✓	✓			✓	✓		ELT 562 Lifelong Learning and English Language Teaching
1, 2, 4, 5, 6, 7		✓	✓		✓	✓	✓		ELT 563 Using Literature in English Language Teaching
1, 2, 3, 4, 5	✓	✓	✓	✓	✓	✓			ELT 564 English Language Teaching and Material Design
5, 7, 8					✓	✓		✓	ELT 565 Evaluation in English Language Teaching
2, 5, 7, 8					✓	✓		✓	ELT 511 Semantics and Pragmatics
1, 2, 4, 5, 6, 7						✓	✓		ELT 512 Discourse analysis
1, 2, 4, 5, 6, 7				✓	✓	✓			ELT 513 Sociolinguistics
1, 2, 4, 5, 6, 7	✓	✓	✓						ELT 514 Semiotics
MA Thesis									
1, 2, 4, 5, 6, 7, 8	✓	✓	✓	✓	✓	✓	✓	✓	ELIT 599 Master Thesis

Table 9. 2nd Study cycle matching objectives, outcomes and curriculum

ELIT Third Study Cycle									
Superordinate Educational Objectives	Learning Outcomes								Corresponding Modules
	A	B	C	D	E	F	G	H	
Required courses									
1, 2, 3, 4, 5, 8	✓	✓	✓	✓			✓	✓	ELIT 650 Comparative Studies of Literature and Cinema
3, 4, 5, 6				✓	✓	✓			ELT 660 Applied Linguistics
4, 5, 6, 7		✓	✓	✓	✓	✓			ELT 670 Educational Philosophy and English Language Teaching
5, 6, 7, 8				✓	✓	✓	✓	✓	ELT 680 Research Methodology in Anglistics
Elective courses									
2, 3, 5, 6, 7, 8	✓	✓		✓	✓	✓		✓	ELIT 610 Literature and Landscape
1, 3, 4, 5		✓	✓	✓	✓	✓	✓		ELIT 630 Women in American Literature
3, 4, 5, 6		✓	✓	✓	✓	✓	✓		ELIT 645 Literature and Decadence
3, 4, 5, 7	✓	✓	✓	✓		✓			ELIT 620 Travelogues and Literary Culture
3, 4, 5, 7	✓	✓	✓	✓		✓		✓	ELIT 660 Feminist Theories and Literature
3, 4, 5, 7		✓	✓	✓		✓			ELIT 670 Naturalism and Novel
3, 4, 5, 7	✓	✓			✓	✓	✓	✓	ELIT 690 Novel: Text and Theory

3, 4, 5, 6		✓	✓	✓	✓	✓	✓	✓	ELIT 680 Love in Western Literature
1, 2, 5, 8	✓	✓	✓	✓	✓	✓		✓	ELIT 633 Poetry of Love and Death
1, 2, 4, 5		✓	✓	✓	✓	✓			ELIT 612 English Romanticism
1,2	✓	✓	✓						ELIT 618 Terror and Sedition in Novel
1, 2, 6, 7, 8	✓	✓	✓			✓	✓	✓	ELIT 675 Postmodernism as Literature and Theory
1, 2, 7, 8	✓	✓	✓			✓	✓	✓	ELIT 685 Utopia and Dystopia in Literature and Cinema
1, 2, 7, 8	✓	✓	✓			✓			ELIT 625 Shakespeare: Old and New
1, 2, 4, 5, 6, 7	✓	✓	✓	✓	✓	✓	✓		ELIT 624 African-American Literature
1, 2, 5, 7	✓	✓	✓		✓	✓	✓		ELT 661 Phonology
1, 2, 4, 5, 6, 7	✓	✓	✓		✓	✓	✓		ELT 662 Corpus Linguistics
1, 2, 3, 4, 5	✓	✓	✓	✓	✓	✓			ELT 663 Cognitive Linguistics
5, 7, 8					✓	✓		✓	ELT 664 Stylistics
5, 7, 8					✓	✓		✓	ELT 665 Psycholinguistics
1, 2, 3, 4, 5		✓	✓	✓	✓	✓			ELT 671 Analysis of English Language Teaching Curricula
3, 4, 5, 6, 7, 8			✓	✓	✓	✓	✓	✓	ELT 672 Educational Systems and English Language Teaching
3, 4, 5, 6, 7, 8				✓	✓	✓	✓	✓	ELT 673 English Teacher Training
3, 4, 5, 6, 7, 8		✓	✓	✓	✓	✓			ELT 674 Language Acquisition and Contemporary Research
3, 4, 5, 6, 7, 8				✓	✓	✓	✓	✓	ELT 675 Scientific Trends in English Language Teaching
1, 3, 5, 6, 7,	✓		✓		✓	✓		✓	ELIT 701 Scientific Activity I
1, 3, 5, 6, 7,	✓		✓		✓	✓		✓	ELIT 702 Scientific Activity II
PhD Thesis									
1, 2, 4, 5, 6, 7	✓	✓	✓	✓	✓	✓	✓	✓	ELIT 699 PhD Thesis

Table 10. 3rd Study cycle matching objectives, outcomes and curriculum

1.4. SWOT Analysis

Strengths	<ul style="list-style-type: none"> • Interdisciplinary structure of IUS; • stimulating atmosphere of IUS campus; • quality study programs offering specific learning outcomes and skills; • diverse academic staff and students coming from different backgrounds, contributing to multiculturalism cherished in B&H. • low student to academic staff ratio, providing special attention and a comfortable learning atmosphere for students
Weaknesses	<ul style="list-style-type: none"> • Lack of presence in the wider local community; • lack of more intensive program advertising with the aim of increasing the number of ELIT students from the country and abroad.
Opportunities	<ul style="list-style-type: none"> • more and more students are interested in the study of English language and literature, while there is insufficient number of institutions in the country which offer the program, which makes ELIT especially appealing to prospective students.
Threats	<ul style="list-style-type: none"> • risk of insufficient number of students interested in ELIT

1.5. Action plan

Short-term goals	<ul style="list-style-type: none"> • to attract more students in all three study cycles • to provide optimum curriculum and lectures to students, by applying best teaching methodology • to improve English proficiency of all IUS students • to establish cooperation with other English language and literature programs in the country • to connect with local high schools and promote English language and literature study program among high school graduates • to organize field trips for ELIT students • to invite lecturers from other institutions in the country and abroad to deliver lectures at IUS
Long-term goals	<ul style="list-style-type: none"> • to establish cooperation with a university in the English speaking world and offer ELIT students an opportunity to study abroad for one semester

2. Curriculum

2.1. Correspondence between Objectives and Study Program Content

IUS is committed to the implementation of the ECTS points system, a grading system defined in the *European Credit Transfer and Accumulation System* (ECTS) framework by the European Commission. This system provides students with credit transfer among universities within Europe. The first study cycle at IUS is worth 240 ECTS, the second is worth 60 ECTS points and the third is worth 180 ECTS. Each doctoral degree assessment comprises a qualifying examination, the doctoral dissertation proposal, three follow-up assessments of the dissertation, and the defense of the dissertation. The number of study credits for a particular subject is determined by taking into account the following: the number of teaching hours (lectures, practical work, seminars); the time which each student needs to spend on individual tasks; the time required for preparation for assessments and examinations; and the time which academic staff need to spend assisting students to acquire required knowledge. These procedures and regulations are clearly defined in study rules and regulations for three study cycles.

Students in the first study cycle of ELIT must take a total of 9 University courses. 2 of these are required courses, 5 elective and 2 foreign language courses. There are 12 courses that every ELIT student is required to take. These courses establish breadth of knowledge in the subject, providing students with historical background as well as classical and contemporary theoretical knowledge. Program electives build and expand on the knowledge and skills provided by the required courses. ELIT students have to take a total 14 program elective courses. Depending on their area of interest and their future prospects, students can opt to take electives from the different areas of literature, linguistics and teaching. In order to ensure a modern, interdisciplinary education and to broaden their educational horizons, ELIT students complete their curriculum with courses from other fields of study. They must take 3 faculty elective courses (from among the pool of courses offered within the Faculty of Arts and Social Sciences) and 4 free elective courses (from any program of their choice).¹

After the completion of 240 ECTS in their undergraduate study, students can enroll in the Master of Arts program in English Language and Literature. The study rules are prescribed in the *Study Rules for the Second Study Cycle*, no: IUS-SENAT-11-802/11. Students are expected to take eight courses, including four required courses and four electives. Students may take two additional courses or work on an academic project in consultation with their academic mentor. The time spent writing the final (masters) thesis must be harmonized with the rest of the workload, so that students can defend their thesis no later than the end of the semester. Having

¹ ELIT First Cycle Curriculum is available at:
http://oldwww.ius.edu.ba:8080/public_doc/ELIT_Curriculum_I_cycle.pdf

successfully completed the second study cycle of ELIT, students acquire the title of ‘Master of Arts in English Language and Literature’.²

After the completion of altogether 300 ECTS points in their study, students can enroll on the PhD program in English Language and Literature. The study rules are prescribed at the [Study Rules for the Third Study Cycle](#), no. IUS-SENAT-11-2488-3/2014. Students are expected to take ten courses, including four required courses and six area electives. Students may take additional courses or work on an academic project, with the consent of their academic advisor. Having completed successfully the Third Study Cycle of the English Language and Literature program, students acquire the title of ‘Doctor of Philosophy in English Language and Literature’.³

2.2. Alignment of Professional and Academic Requirements

According to the rules and regulations prescribed in the [Study Rules for the First Study Cycle](#), no. IUS-SENAT-11-802/11, a valid high school diploma is needed for acceptance to IUS. Since the language of instruction at IUS is English, International certificates of English proficiency such TOEFL and IELTS are needed to begin the freshman year. According to [English Language School Book of Rules](#), no IUS-SENAT-11-1417/2015 students can also take the English language proficiency test given by English Language School (ELS), and students who fail in this test can take an intensive English Preparatory program to acquire sufficient knowledge of English Language at the ELS. The full ELS program lasts an academic year, divided into four-sessions, each taking up 8 weeks at 200 hours per level. A student with no previous knowledge of English starts at Level 1 and works their way through to Level 4, at the end of which each student reaches a level of English proficiency where they can read academic texts, listen to lectures and take notes, respond to teacher prompts in class and in examinations, and communicate with others using English in their everyday lives.

Applicants from other countries are evaluated on the basis of their high school performance and through an interview conducted by the university. Those Turkish applicants who want to study at IUS are accepted according to results of the *Student Placement Exam* (SPE or OSS) held by *Turkish Council of Higher Education*. Those Turkish students without the sufficient result of OSS should take a SAT exam prior to their registration at IUS. IUS requests candidates from outside Bosnia to take a Student Selection and Placement Test, in case of excessive applications or for eligibility to financial support. Transfer students from other universities or colleges are encouraged to apply with official transcripts. English has become a standard global means of communication, and there is now a mounting demand for experts who could communicate effectively and teach English. There is also a need for people who can understand the cultural and intellectual dimensions of the English Language, and can express

² ELIT Second Cycle Curriculum is available at:

http://oldwww.ius.edu.ba:8080/public_doc/ELIT_Curriculum_II_cycle.pdf

³ ELIT Third Cycle Curriculum is available at:

http://oldwww.ius.edu.ba:8080/public_doc/ELIT_Curriculum_III_cycle.pdf

themselves adequately way, crossing cultural boundaries. Graduates of ELIT have a wide range of career opportunities before them:

- Academics, professors or lecturers in universities.
- English Language instructors at universities and private language schools.
- English teachers at primary and secondary schools in various countries.
- Writers, editors or interpreters in private or public sector.
- Roles in the media, newspaper or television networks, film, journalism and advertising.
- Roles in tourism, public relations, international relations, and human resources.

ELIT graduates work as teachers, language instructors and assistants at various universities. Other students have continued with their further studies and study cycles at different universities in Bosnia and abroad.

There is also a need for people who can understand the cultural and intellectual dimensions of the English language, and can synthesize and combine information from various sources into useful knowledge. PhD holders in ELIT can communicate professionally in various contexts, both written and oral, so have a wide range of career opportunities before them:

- They can choose to be professors or lecturers at universities and educational institutions;
- They can work as English Language School instructors and administrators at universities and private institutions;
- They can work as professional writers and editors in journalism, in media, publishing, or online industries, or in the film industry ;
- They can work as researchers, advisors and administrators in local and international NGOs as well as government organizations;
- They can become professional literary, film or cultural critics.

2.3. Curriculum Updates

The [*Rules of Procedure of the Committee for Monitoring Study program'*](#) no. IUS SENAT – 11-3324/14, clearly defines the procedure of curriculum development, revision and innovation. ELIT curricula, modules, and bash boards are available at: <http://elit.ius.edu.ba/ELIT-curricula>. Development of a SP is preconditioned with certain requirements that assure the quality during the design process. Regular revision and innovation of an SP are required in order to keep pace with new developments and maintain the SP's attractiveness and responsiveness to both industry and students' needs. Analyses are defined as regular monitoring tools and are part of the internal QA system. They start from the course level and continue to SP level, involving all the relevant stakeholders, namely students, academic staff, industry representatives, communities, management, but also consulting the latest developments in the area and all available resources/opportunities. Such a system allows constant fine-tuning and new interconnections to be made between the objectives and the content.

IUS revised and improved of all study programs for first cycle of study in June 2017. The process was facilitated by the Rectorate in coordination with the Deans, the Heads of Departments, Program Coordinators and QA. The main aims of the revision were to optimize the programs, make them more interdisciplinary, standardize the program structure and ensure that the program cores are in accordance with international standards. During the revision process, great importance was placed on further development of learning outcomes for each study program. The program-based learning outcomes were developed by consulting the national framework of qualification of higher education in B&H, the external framework of qualification of European Higher Education Areas and external reference points. After the revised study programs were approved by the QA office and the Curricula Committee, relevant Faculty Councils and the Senate as the final authority also approved these. Details related to curriculum changes and updates can be found in the following decision ELIT: IUS-SENAT-11-1830/2017.

2.4. Workload

Each study program satisfies both national and EU legal requirements related to the workload and ECTS credits. The first cycle lasts four years, equivalent to 240 ECTS credits distributed in eight semesters, each of them enabling students to acquire 30 ECTS on semester basis.

The standard for student workload and ECTS credit is defined in Law and equals 25 hours of student engagement. The formula is consistently applied, evident from course syllabus forms, where courses that are valued at 6 ECTS assume that an average student will devote 150 hours of work to that course, including lecture/tutorial attendance, practical work, individual learning, and studying for all assessment components. As a result, it is estimated that the total work time of an average student will allow him or her fully to obtain the expected knowledge, skills and competences in that course, with ECTS credits assigned after the successful examination. Student workload in a course is equally distributed throughout 14 weeks of a semester and is evident from the syllabus design and schedule. The same policy is applied to the 2nd cycle which lasts one year and is equal to 60 ECTS. This approach is used to support well established courses with substantial breadth and depth in a given area, enabling better and easier studying patterns. Lecturers collect feedback directly from students and can update the course syllabus each semester. Special attention is given to factors hindering the learning process and these are also checked through student surveys. Factors that promote learning are identified and encouraged, and those pertaining to SP staff and/or resources are regularly monitored, evaluated and improved.

In accordance with national laws of Higher Education, the overall activities of a student include the following:

- number of teaching hours (lectures, tutorials, seminars);
- time necessary for students' work on individual assignments;
- time necessary for preparation for tests and assessment thereof;

- time the academic staff spend providing assistance to students in acquiring the necessary knowledge.

2.5. Coherence between the Learning Process Organization and Curriculum Content

The educational process is organized in semesters, and each student takes 30 ECTS in a semester. Teaching methods employed in courses include lecturing, tutorials, problem solving, case studies, essays, seminars, projects and class discussions. The teachers define and select appropriate teaching methods in line with course objectives, course learning outcomes and available resources. Students' obligations and activities are equally distributed across the semester. Students are assessed continuously throughout each semester and almost all courses include midterm and final exams. There are other assessments used appropriate to specific courses. IUS uses templates for course syllabi that contain information on student workload, course objectives, course content, learning outcomes, teaching delivery, essential reading and assessment. All these elements are aligned with study program learning outcomes. Teaching processes are evaluated constantly by students, the program coordinator and the dean. According to the [Book of Rules on Procedure of Effective Teaching Processes of the Academic Staff](#), IUS-SENAT 11-1044-2/1, the procedure of monitoring and recording the proper and regular fulfilling of the teaching obligations of the academic staff is conducted at the end of the school year by the Program Coordinators and by the Dean. Then, for the sake of ensuring the quality, academic staff are also evaluated on an annual basis according to [Book of Rules on Evaluation of the Academic Staff](#) no IUS SENAT-11-3152/13.

Resources available for educational activities satisfy minimum requirements. Special and human resources are at a satisfactory level, while there is need for specific software and access to more on-line libraries and data bases. The Student Information System used at IUS is UNIPA, which was created by *Ege Üniversitesi Güçlendirme Vakfı*. The student information system (SIS) includes the following information:

Full name	Faculty
Department	Schedule
Academic year	Semester
Gender	Date of birth
Admission information	YOK info
Citizenship	Native language
<i>Place of birth</i>	Father's name
<i>Mother's name</i>	Social Security number
Acquired degree	Grade
Contact info	Payment information
Advisor	Reregistered courses
Add/drop course information	Internship
Data on submitted documents	ELS information

Staff progression and improvement is encouraged through staff exchanges and demonstrative lectures among staff. Other forms of advancement are left to individuals, and usually involve conference participation.

The table below provides data on the total number of graduates of all study programs at FASS.

Faculty of Arts and Social Sciences	
Psychology (Bachelor)	198
Clinical Psychology (Master)	26
Cultural Studies (Master)	4
English Language and Literature (Bachelor)	47
English Language and Literature (Master)	14
Social and Political Sciences (Bachelor)	47
Social and Political Sciences (Master)	10
Visual Arts and Visual Communications Design (Bachelor)	81
Visual Arts and Visual Communications Design (Master)	9
Grand Total	436

Table 11. Total number of FASS graduates

2.6. SWOT Analysis

Strengths	<ul style="list-style-type: none"> rich curriculum interdisciplinary approach to studies offering of diverse courses pertaining to different scientific areas, which widens students' knowledge horizon.
Weaknesses	<ul style="list-style-type: none"> need for greater number of students in order to be able to offer students the opportunity to choose program electives that appeal to them
Opportunities	<ul style="list-style-type: none"> unique interdisciplinary approach to curriculum cherished by IUS offers ample opportunities to diversify student education.
Threats	<ul style="list-style-type: none"> lack of sufficient number of PhD holders to implement the curriculum.

2.7. Action Plan

Short-term goals	<ul style="list-style-type: none"> to ensure the successful implementation of the newly revised curriculum for the first and study cycles to further develop curriculum for the third study cycle
Long-term goals	<ul style="list-style-type: none"> to have sufficient number of students and academic staff to be able to offer a variety of program electives

3. Human Resources

3.1. Quality of Academic Staff

Hiring, managing and assessing staff members is organized across the university, and different levels of authority including Rectorate, Faculty, Departments, Study Programs and Human Resources Department take part in these processes. This domain is tightly regulated by the Law, University Statute and internal books of rules and procedures that set out hiring processes, staff duties and responsibilities, appointments, promotions, workloads and evaluations of academic staff.

Academic staff appointments are publicly announced and open to all candidates. Pursuant to Article 96 of the Law on Higher Education – consolidated text ('Official Gazette of Canton Sarajevo', no. 42 /13) and in accordance with the Senate Decision, IUS announces vacancies for appointments in scientific or artistic positions. Once the announcement is closed the Faculty Council appoints a committee to check the applications, to short-list and invite candidates to deliver an introductory lecture for the purposes of evaluation. All the legal and institutional criteria with regard to qualifications and academic/artistic background must be satisfied in the selection process. The committee report is submitted to the Faculty Council for the recommendation to the Senate that makes the final decision.

Academic staff needs are regularly analyzed at study program level, and information is forwarded to Faculty Council and the Senate. All requests for new staff must be elaborated and justified. Academic staff can be employed only through a public call and duly completed procedure, paying special attention to the quality, experience and scientific/artistic profile of the applicants. Pursuant to Articles 88, 103 and 119 of the Law on Higher Education – consolidated text ('Official Gazette of Canton Sarajevo', no. 42 /13) and in accordance with the Senate Decision, IUS appoints teaching staff to academic titles for particular scientific areas. Given the fact that academic staff members usually must respond to very specific and narrow demands, this process can be lengthy and may even result in not finding the proper candidate.

All academic staff members are employed for a limited time and this is regulated with their academic/artistic appointments. The only exception to this rule is full-time professors who can be employed indefinitely. Academic Promotion Procedures are regulated in the Statute and Internal documents (Book of Rules on Scientific-research / Artistic-research Work and Academic Titles, no IUS-SENATE 11-808/11, available at website: <http://www.ius.edu.ba/regulations>). The table below provides data on academic promotions at all FASS programs.

	ELIT	PSY	SPS	VACD
Emeritus	0	0	0	0
Professor Doctor	0	0	0	0
Professor	0	0	0	0
Associate Professor Doctor	0	0	1	0
Associate Professor	0	0	0	0
Assistant Professor Doctor	0	0	0	0
Assistant Professor	0	0	0	2
Senior assistant	0	0	0	0
Total:				3

Table 12. Academic promotions 2016/2017

Effective teaching strategies are ensured through the application of the following legal documents: (1) *Book of Rules on Procedure of Effective Teaching Processes of the Academic Staff*, no. IUS-SENAT 11-10442/14 and *Methods for Monitoring Academic Staff Activities*, no IUS-SENAT 11-1044-1/14.

Professional development policy at IUS is regulated through programs of measures for creation of conditions for promotion of academic staff. This document underlines conditions for promotion of academic staff into higher academic titles and also lists other measures which allow professional development of IUS teaching staff. IUS staff are also entitled to financial support for publications, pursuant to the *Book of Rules on Incentives Policy and Financial Support for Publishing, Conference Participation and Professional Development*, no IUS-UO08-6/2017. IUS also publishes books by its academic staff. According to Article 6 of this document “IUS will use the latest Turkish Academic Network and Information Center (ULAKBIM) journal database and corresponding net values of incentive figures by by converting Turkish liras to Euros at the exchange rate valid at the time of conversion. Based on the above, IUS is determining amount of incentive for journal publication. IUS will pay incentives of up to net 300 Euro for Book and up to net 200 Euro for Chapter in Book. The University will pay incentives for maximum 5 articles per calendar year.”

Staff evaluation procedure is carried out pursuant to the *Book of Rules on the Evaluation of the Academic Staff Procedures*, no IUS SENAT-11-3152/13 and Article 117 of IUS Statute, IUS-SENAT-11-2255/2013, available at <http://www.ius.edu.ba/statute>. In addition, IUS students are actively involved in the staff evaluation procedure, pursuant to the *Book of Rules on Procedure of Effective Teaching Processes of the Academic Staff*, no. IUS-SENAT 11-10442/14. Student surveys are performed at the end of each semester and the scores given by students are used in institutional evaluation of academic staff that includes their educational, scientific/artistic and administrative activities. The evaluation is objective, with clearly set criteria, identified areas and values for every activity/output. These evaluations are part of the internal QA system and are managed by the Rectorate, as defined in the rulebook.

IUS workload policy is set out in the following documents:

1. Articles 59 and 157 of IUS Statute, IUS-SENAT-11-2255/2013, available at <http://www.ius.edu.ba/statute>;
2. *Decision on Adoption of the Teaching Workload at FASS* in spring semester of academic year 2013/2014, no IUS FASS 05-352/2014;
3. *Decision on Adoption of the Teaching Workload at FASS* in fall semester of academic year 2014/2015, no IUS-FASS-05-2695-3/14.

Based on the relevant standards and norms, lecturers are supposed to teach nine hours a week and to spend the rest of their working time on other activities, primarily student consultations, research and some administrative duties. Lecturers are responsible for: academic and research activities; advising students; preparing curricula; preparing and delivering lectures and practical sessions in all three cycles; preparing examination; examining students; providing consultations to students; mentoring students in the second and third study cycle; participation in work of the panel for approval, assessment, and defenses of dissertations; innovation of teaching processes; cooperation with assistants during teaching. In terms of personal development, lecturers and assistants are required to publish scientific papers in indexed journals in one of a number of international databases, participate in work on scientific and development projects, pursue continuous professional development and scientific development, keep abreast of all domestic and foreign professional publications, contribute to workshops, symposiums and conferences. Lecturers and assistants are responsible for forty working hours per week.

Workload Components	Professors	Assistants
Delivering lectures and practical sessions	4-6	12
Preparing lectures	10-8	10
Consultations	10	10
Participations in work of Commissions, Department and other professional bodies	4	2
Scientific and research activities	12	6
TOTAL HOURS	40	40

Table 13. FASS workload standards and normative

Selected responsibilities of lecturers and assistants are as follows:

- Prepare and deliver lectures and practical sessions according to the timetable, in the scheduled number of hours, according to the determined curricula and the content of the syllabus, as well as all other forms of teaching activities in all three cycles;
- Work on preparing and updating curricula and study programs at the Faculty;

- Advise students, provide consultations to students, mentor students in all three study cycles;
- Participate in the work of the Study Program, Department, Faculty, University and other professional bodies and committees of the University and of the Faculty;
- Give support and contribute to IUS centers such as the Balkans Center, the Life-Long Learning Center and the Leadership and Entrepreneurship Center;
- Involvement in academic and research activities, organization and completion of individual and group scientific work with students, participation in work on scientific-research and development projects, publication of scientific and professional papers, and pursuit of continuous professional and scientific development.

The Faculty also organizes lectures, seminars and workshops to create an environment suitable for intellectual discussions, and to encourage and stimulate local and international collaborations.

3.2. Alignment of Professional and Academic Demands

List of publications of study program staff (published from 2012 till present) is provided in the table below.

Books	
1.	BAL, Mustafa and ASLAN, Selma Alpay (editors). <i>Düşten Düşe Roman Kahramanları (From Reveries to Fantasies: Heroes and Heroines of the Novel)</i> . Ankara: TOBB ETU Publications, February 2015. ISBN: 978-975-9116-08-8
1.	M. Mulalic, Mulalic, A. , and Obralic, N. (2015). Book of Abstracts. <i>New Trends and Challenges in Today's Europe</i> . Sarajevo: International University of Sarajevo. ISBN 978-9958-896-21-7. COBIS.BH-ID 22445830. pp. 176.
2.	M. Mulalic, Obralic, N. , Mulalic, A. , and Jeleskovic, E. (2016). <i>New Trends and Challenges in Today's Europe: Education, Culture, and Identity</i> . Sarajevo: International University of Sarajevo. ISBN 978-9958-896-25-5. COBISS.BH-ID 23118854. pp. 833.
3.	The History of Pedagogy in Education, Edited by Nudzejma Obralic, ISBN 978-9958-64063-6
Book-Chapters	
1.	BAL, Mustafa. "Balkanization of English Language and Literature: Challenges and Experiences of a Cross-Cultural Academic Adaptation," in <i>The Silk Road of Adaptation: Transformations Across Disciplines and Cultures</i> . London: Cambridge Scholars Press, October 2013. pp. 172-180. ISBN: 978-1-4438-4975-3
2.	BAL, Mustafa. "Sarah Kane ve Postdramatik Tiyatro" in <i>Postdramatik Tiyatro ve İngiliz Tiyatrosu</i> , ed. A. Deniz Bozer. İstanbul: Mitos Boyut, May 2016. pp. 32-52 ISBN: 9786059306171
3.	BAL, Mustafa. "Giriş – Arada Kalan Şair: Seamus Heaney" in <i>Kuzey</i> . Hece Yayınları: Ankara, Ağustos, 2017.
4.	Obralic, N. (2016). "Cross-Linguistic Transfer of L1 to L2: Evidence from Turkish/Bosnian and English" in <i>EDUCATION, CULTURE AND IDENTITY: New Trends and Challenges in Today's Europe</i> , Edited by Muhidin Mulalić, Nudžejma Obralić, Almasa Mulalić & Emina Jelesković. ISBN 978-9958-896-25-5.
5.	Obralic, N. (2012). "Correlation between Teaching Strategies at Higher education institutions", In <i>Contemporary Foreign Language Education: Linking Theory into Practice</i> . Edited by Azamat Akbarov and Vivian Cook. ISBN 978-9958-834-08-0.
6.	Mulalic, A. (2016). "Teachers' and Students' Perception on Authentic Materials in the Teaching Process at ELS", in <i>New Trends and Challenges in Today's Europe: Education Culture and Identity</i> , International University of Sarajevo. (Eds). ISBN 978-9958-896-25-5.
7.	Mulalic, A. (2012). "Language Learning Strategies and English Language Proficiency." In <i>Contemporary Foreign Language Education: Linking Theory into Practice</i> . Edited by Azamat Akbarov and Vivian Cook. ISBN 978-9958-834-08-0.
8.	Jeleskovic, E. (2016). "Verb Errors Made by Bosnian Learners of English", in <i>Education, Culture and Identity: New Trends and Challenges in Today's Europe</i> , Sarajevo: International University of Sarajevo, 2016. ISBN 978-9958-896-25-5.
Book/Article/Poetry translations	
2.	BAL, Mustafa, translator. <i>Kuzey – North</i> by Seamus Heaney. Hece Yayınları: Ankara, Ağustos 2017. ISBN: 9786059556446
3.	Bal, Reyyan. <i>Trans. of Bosnian Cuisine (Bosanska Kuhinja)</i> by Muamer Spahić (Vrjeme, 2017)
4.	BAL, Mustafa, translator. <i>Sarajbosna Kuşatması – The Siege of Sarajevo</i> by Amir Telibecirovic, Sabaha Colakovic. Vrjeme: Zenitca, Bosnia-Herzegovina. April 2016. ISBN: 978-995-8180-79-8

<ol style="list-style-type: none"> 5. BAL, Mustafa, translator. <i>Dublinliler – Dubliners</i> by James Joyce. İstanbul: Palto Yayınevi, February 2015. ISBN: 978-605-9971-42-3 6. BAL, Mustafa, translator. “Ceza” – “Punishment” by Seamus Heaney. Hece, no 232, April 2016. pp. 46-47. 7. BAL, Mustafa, translator. “Garip Meyve” – “Strange Fruit” by Seamus Heaney. Hece, no 232, April 2016. p. 45. 8. BAL, Mustafa, translator. “Doğanın Şairi Bryant’a” – “To Bryant, The Poet of Nature” by Walt Whitman. Granada Edebiyat Dergisi, no 11, May 2015. p. 60. 9. BAL, Mustafa, translator. Kültür Bakanlığı Yayınları Kataloğu (2002 – 2013) [(Publications Catalogue of the Ministry of Culture of Turkey (2002-2013)]. Ankara: Kültür Bakanlığı Kütüphaneler ve Yayınlar Genel Müdürlüğü, December 2014. ISBN: 978-975-17-3757-1. 10. BAL, Mustafa, translator. “Türklere İsyân: Kara Yorgi Baladı” (“Rebellion against Turks: Ballad of Kara George”). The Human: Journal of Literature and Culture, June 2014. s. 126-138. ISSN: 2147-9739. 11. BAL, Mustafa, translator. <i>Ölüler – The Dead</i> by James Joyce. İstanbul: Palto Yayınevi, March 2014. ISBN: 978-605-64263-7-7. 12. BAL Mustafa, translator. Palto – The Overcoat by Nikolay Gogol. İstanbul: Palto Yayınevi, March 2014. ISBN: 978-605-64263-5-3. 13. BAL, Mustafa, translator. <i>Rüyalar – Dreams</i> by Daniela Sacerdoti. Milena Kitap, November 2013. ISBN: 978-605-4643-61-5 14. BAL, Mustafa, translator. “Gülmenin Değeri” – “The Value of Laughter” by Virginia Woolf. Granada Edebiyat Dergisi, April 2014. pp. 62-63. 15. BAL, Mustafa, translator. “Chapman’in İhmal Edilmiş Bir Yönü” – “A Neglected Aspect of Chapman” by T. S. Eliot. Granada Edebiyat Dergisi, January 2014. pp. 45-50. 16. BAL, Mustafa, translator. “Tolstoy: Trajedi Yazarı mı Komedi Yazarı mı?” – “Tolstoy: A Comedian or a Tragedian?” by Bernard Shaw. Granada Edebiyat Dergisi, August 2013. pp. 59-60. 17. Bal, Reyhan, translator. “Grbavica Whodunit” by Mustafa Bal. in <i>The Human Crime Special Issue</i>, August 2015. 18. BAL, Mustafa, translator. “Coislin Kitapçığı” – “Tractatus Coislinianus” probably by Aristotle, Granada Edebiyat Dergisi, June 2013. pp. 52-55. 19. Jelešković, E. Translation of newspaper article ‘Otisci u Prostoru’, ‘Prints in Space’ by Julie Bates, Oslobodenje, 1 November 2014, pp. 36-37.
<p>Edited / Redacted Works of Translations</p> <ol style="list-style-type: none"> 1. BAL, Mustafa, editor of translation. <i>Deli Doktoru – The Alienist</i> by Machado De Assis. Translator: Ozan Cem Kubaşık. İstanbul: Palto Yayınevi, Ekim 2014. 2. BAL, Mustafa, redactor. Hattusha/Boğazköy: The Hittite Capital – İlhan Akşit. Translator: Alev Bulut. Ankara: Publications of the Ministry of Culture and Tourism of Turkey, 2014. 3. BAL, Mustafa, redactor. Troy – İlhan Akşit. Translator: Alev Bulut. Ankara: Publications of the Ministry of Culture and Tourism of Turkey, 2014. 4. BAL, Mustafa, redactor. Safranbolu – İlhan Akşit. Translator: Alev Bulut. Ankara: Publications of the Ministry of Culture and Tourism of Turkey, 2014. 5. BAL, Reyhan. Redaction of <i>Dublinliler</i>, by James Joyce, Trans. Mustafa Bal (Palto, January 2015). 6. BAL, Reyhan. Redaction of <i>Kuzey</i>, by Seamus Heaney, Trans. Mustafa Bal (Hece, October 2017).
<p>Journal Articles</p> <ol style="list-style-type: none"> 1. Bal, Reyhan. “The Textual Weaving of a Self-Portrait in Joyce’s A Portrait of the Artist as a Young Man”. The Human journal, (forthcoming non-themed issue) (accepted for publication) 2. BAL, Mustafa. “Seamus Heaney’s Poetry (Seamus Heaney Şiiri),” in Hece, no: 232, April 2016, pp. 41-43. 3. Oner Murat, Bal Mustafa. “Home Rhapsodies: Caryl Phillips and Cartography of Transgressivity,” in [Sic] – A Journal of Literature, Culture and Literary Translation - (Dis)placements Special Issue. No 1, Year 6, December 2015. ISSN: 1847-7755. Doi: 10.15291/sic/1.6.lc.3 (indexes: Emerging Sources Citation Index (ESCI) - Web of Science, ERIH PLUS, DOAJ, EBSCO Host, MLA International Bibliography, MLA Directory of Periodicals, Index Copernicus International) 4. Öner, Murat, Bal Mustafa. “Isolated Spaces, Fragmented Places: Caryl Phillips’ Ghettos in The Nature of Blood and The European Tribe,” in Reconstructions: Studies in Contemporary Culture - Special Issue: Spatial Literary Studies edited by Robert Tally. Volume. 14. No: 3. October 2014. ISSN: 1547-4348 (index: MLA International Bibliography) 5. BAL, Mustafa. “Sezai Karakoç Bir Romantiktir ve ‘Ağustos Böceği Bir Meşaledir,” in Granada Edebiyat Dergisi, no 4, September 2013, pp. 40-43. 6. BAL Mustafa. “English Language and Literature in the Postwar Bosnia and Herzegovina: Challenges and Experiences of a Transcultural Academic Adaptation,” in English Teaching: Practice and Critique, volume 11, no 4, December 2012. pp. 178 – 189. (index: Arts and Humanities Citation Index and Social Sciences Citation Index) 7. Mulalic, A. and Obralic, N. (2016). Willingness to Communicate among Bosnian and Turkish Students at the International University of Sarajevo. <i>European Research. Series A</i>, Vol. 107. Is. 7, pp. 330-338. DOI: 10.13187/er. 8. Mulalic, A. and Obralic, N.(2016). “The Relationship Between Motivation Components and Preferred Learning Components among Students at International University of Sarajevo”, <i>Epiphany - Journal of Transdisciplinary Studies</i>. Vol 9, No 1. 9. Mulalic, A. (2015). The Treatment of Violence in Martin Amis’ Money and Pinter’s The Caretaker. <i>Epiphany - Journal of Transdisciplinary Studies</i>. Vol 4, No. 1. pp. 56-67. 10. Akbarov, A., and Mulalic, A. (2013). “The Role of Novels in Teaching English.” <i>Dicle Üniversitesi Sosyal Bilimler Enstitüsü</i>. Pp. 163-167. ISSN 1308-6219.

11. Mulalic, A. (2012). "Material Details in Edith Wharton's Writings". *Epiphany*, Vol. 5, No. 1.
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17. Kovacevic, E. (2012). Integrity between Personal Educational Philosophy and Teaching Style: Reflective Practice. *The Journal of Teaching and Education*, 1(1), 15–26.
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21. Obralic, N. (2014). "A case study: The Significance of the ESP In-session Course at Higher Institutions" *Journal of Foreign Language Teaching and Applied Linguistics*. ISSN 23035528
22. Obralic, N. & Akbarov, A. (2012). "The Dynamics and Factors of Ethno-Linguistics in Language Policy of Western Balkan" *Motif Akademik Halkbilimi Dergisi. Motif Academi Folklore Journal*. ISSN-1308-4445.
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6. Mulalic, A. (2013). "The Relationship between Teaching Styles and Student's Motivation in ESL." *Book of Proceedings*. ISBN 978-9958-16-13 COBISS.BH-ID 20869382
7. Mulalic, A., & Nudzejma Obralic (2012). "Teaching Style Preferences at Higher Educational Institutions." Paper presented at the 1st International Balkan Congress, Suleyman Sah University, Turkey.
8. Mulalic, A. (2012). "Language Learning Strategies and English Language Proficiency: An Investigation of IUS Students.", in 2nd International Conference on Foreign Language Teaching and Applied Linguistics.
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10. Kovacevic, E. (2016, December 17). *The Relationship between Language Learning Beliefs and Syntactic Complexity*. Paper presented at Languages and Cultures in Time and Space 6. Faculty of Philosophy, University of Novi Sad.
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12. Kovacevic, E. & Akbarov A. (2014, May 9). Integrating the African-American Novel into University EFL Curricula: A Case for *Their Eyes Were Watching God and Beloved*. In *Applying Intercultural Linguistic Competence to Foreign Language Teaching and Learning*. Paper presented at 4th International Conference on Foreign Language Teaching and Applied Linguistics, International Burch University (pp. 792-800). Sarajevo: IBU Publications.
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15. Obralic, N. (2016). "Intercultural Sensitivity Awareness among IUS Students "paper presented at X. European Conference on Social

- and Behavioral Sciences, Sarajevo, BiH.
16. Obralic, N. (2015). "Cross-linguistic Transfer among Bosnian and Turkish Students of English as a FL" paper presented at 2nd International Conference on Education, Culture and Identity - ICECI'15, Sarajevo, BiH
 17. Obralic, N. (2015). "Tackling Problems of Unemployment in Bosnia and Herzegovina" paper presented at 2nd International Conference on Education, Culture and Identity - ICECI'15, Sarajevo, BiH
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 19. Obralic, N. & Mulalic, A. (2012). "Teaching Style Preferences at Higher Educational Institutions". Paper presented at the 1st International Balkan Congress, Suleyman Sah University, Turkey.
 20. Obralic, N. (2012). "The Evaluation of Education Effects as External Education Aims". Paper presented and published at International Scientific and Expert Conference, University of Zenica, Bosnia.
 21. Obralic, N. (2012). "Methodology Focused on Child". Paper published and presented at 1st International Conference on Foreign Language Teaching and Applied Linguistics, Sarajevo.
 22. Jelešković, E., "Interpreters, Translators and War Crimes Trials: The Case of Bosnia and Herzegovina". 3rd International Conference of Education, Culture and Identity. International University of Sarajevo, Sarajevo, October 2017.
 23. Jelešković, E., "The Creative Aspect of Language Use: the Case of L1 Acquisition of Bosnian Language", in 2nd IUS Graduate Conference, International University of Sarajevo, Sarajevo, 22 April, 2016.
 24. Jelešković, E., "Errors in the Use of Prepositions by ESL students: a case of Bosnian learners of English". First International Conference on English Language, Literature, Teaching and Translation Studies: Word, Context, Time, Faculty of Philosophy, the University of Sarajevo, Sarajevo, September 2015.
 25. Jelešković, E., "Razvoj jezičke produkcije i usvajanje imenica kod djece koja usvajaju bosanski jezik uzrasta od dvije do pet godina". paper presented at Second Bosnian-Herzegovinian Congress in Slavic Studies, Faculty of Philosophy, the University of Sarajevo, Sarajevo, 28-30 May 2015.
 26. Jelešković, E., "Error Analysis of English Essays Written by Freshman Students: the Case of Bosnian Learners of English," paper presented at the International Research Congress on Social Sciences. International University of Sarajevo, Sarajevo, 4-5 May, 2015.
 27. Jelešković, E., "The Universal Grammar Theory of First Language Acquisition with Special Focus on the Acquisition of Bosnian/Croatian/Serbian Language." Paper presented at the 2nd International Conference on Foreign Language Teaching and Applied Linguistics, IBU, Sarajevo. 2012.
 28. Pašić-Kodrić, Mirzana, Muslim about Muslims (Book travel of Zuko Džumhur), Muslim East and South-Slavic literatures, University of Białystok, Poland, November 2017 (In process of publishing);
 29. Pašić-Kodrić, Mirzana, Mak Dizdar protumačen djeci, Međunarodna naučna konferencija Mak Dizdar: prvih stotinu godina, 19-21/10/2017; (In process of publishing);
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 33. Pašić-Kodrić, Mirzana, Rat u putopisno-književnom djelu Zuke Džumhura, Sarajevski filološki susreti 3, Zbornik radova, knj. 2, Bosansko filološko društvo, Sarajevo, 2017. (In Process of publishing)
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 38. Pašić-Kodrić, Mirzana, Putovanje, interkulturalnost i (ne)senzibiliziranost za razliku u romanu "Čudnovato" D. Sušića, Sarajevski filološki susreti 1, Zbornik radova, knj. 2, Bosansko filološko društvo, Sarajevo, 2012, str. 256-265.

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2. Bal, Reyhan. "Fear and Fascination: The Cultural and Literary Functions of Monsters" (Monsters in Literature Conference, May 2015) (Keynote Speech)
3. BAL, Mustafa (conference presentation). "The light of Sezai Karakoç on the Mirror of the Romantic Poetry." The First Academic Activity of the Department of English Language and Literature, Gazi University. 30 April 2015, Ankara.

4. BAL, Mustafa. "Afterword," *Dublinliler* (translation of *Dubliners* by James Joyce). İstanbul: Palto Yayınevi, Mart 2015.
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7. BAL, Mustafa. "Ölümler: Joyceçanın Türkçesi (The Dead: The Turkish of the Joycean)," *Granada Edebiyat Dergisi*, no 8, August 2014, pp. 21-23.
8. BAL, Mustafa (book review). "Ölümü Dirilten Şiir: Servet Günöğdü'nün Alacakaranlık Düşleri ("The Poetry that Rises the Dead: Servet Günöğdü's Twilight Reveries")," *Granada Edebiyat Dergisi*, no 8, August 2014, pp. 123-125.
9. BAL, Mustafa. "Interview with Bejan Matur on Her Poetry," *Granada Edebiyat Dergisi*, May 2014. pp. 96-103.
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14. Murat Öner, Mustafa Bal (conference presentation). "Isolated Spaces, Fragmented Places: Caryl Phillips' Ghettos in The Nature of Blood and European Tribe." Conference on English Language and Literature Studies: Going Against the Grain. 6-8 June, 2013, Banja Luka, Bosnia-Herzegovina.
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11. BAL, Mustafa. "Beşinci Element" ("The Fifth Element"), in *Granada Edebiyat Dergisi*, May 2013. p. 45.
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13. BAL, Mustafa. "Apocalypse on the British Stage: In-Yer-Face Plays of the 1990s" in the 11th Conference of the European Society for the Study of English (ESSE), hosted by the Boğaziçi University, September 4-8, 2012, İstanbul, Turkey.
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19. Pašić-Kodrić, Mirzana, *7 bajki za Male i Velike*, Bosanska riječ / Kultura snova, Tuzla / Zagreb, 2016 (Book of fairy tales);
20. Pašić-Kodrić, Mirzana, *Smijeh koji boli (O razlikama i ratovima)*, Kultura snova, Zagreb, 2015. (Book of dramas)
21. Pašić-Kodrić, Mirzana, *Poezija, Balkan Edebiyatı - Književnost - Literature, br. 2, Internacionalni univerzitet, Sarajevo, 2015. (Poetry)*
22. Pašić-Kodrić, Mirzana, *Lirska subjekta (O flertu i odanosti)*, Dobra knjiga, Sarajevo, 2014. (Book of poetry);
23. Pašić-Kodrić, Mirzana, *Leksikon savremenih pesnika bivše Jugoslavije*, Kulturni centar Mesopotamija, Beograd, 2014. (Poetry)

24. Pašić-Kodrić, Mirzana, Alma jeste rekla, https://jasminahanjalic.wordpress.com/2015/02/10/mirzana-pasic-kodric-alma-jeste-rekla/
25. Pašić-Kodrić, Mirzana, Antologija FB pjesnika, Kultura snova, Zagreb, 2014. (Poetry)
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27. Pašić-Kodrić, Mirzana, Lirska subjekta: O flertu i odanosti, Behar, br. 117-118, Zagreb, 2014. (Poetry, http://behar.hr/lirska-subjekta-o-flertu-i-odanosti/)
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29. Pašić-Kodrić, Mirzana, More na dlanu – Zajednička zbirka poezije, Kultura snova, Zagreb, 2014. (Poetry)
30. Pašić-Kodrić, Mirzana, Zagrlj život, Sven i Udruženje balkanskih umetnika, Niš i Subotica, 2014. (Poetry)
31. Pašić-Kodrić, Mirzana, Moja pjesma tebi za Valentinovo, Kultura snova, Zagreb, 2014. (Poetry)
32. Pašić-Kodrić, Mirzana, Dani prijatelja knjige, Hrvatsko književno društvo, Rijeka, 2013. (Poetry)
33. Pašić-Kodrić, Mirzana, Dotaknuti stihom 5 – Zajednička zbirka poezije, Kultura snova, Zagreb, 2013. (Coauthor book, poetry)
34. Pašić-Kodrić, Mirzana, Poezija, Republika poezije, br. 4, Sarajevo, 2013. (Poetry)

Table 14. ELIT list of publications 2012-present

List of FASS activities in the period 2015-2017 is provided in the table below:

ORGANIZED IN-HOUSE EVENTS: LECTURES, WORKSHOPS, FIELD VISITS	
1.	<p>ELIT</p> <ul style="list-style-type: none"> - Educational Trip to Mostar - Educational Trip to Travnik - Educational Trip to Zenica - Field trip to Sarajevo City Hall - Field visit/educational trip to Mostar and Stolac in cooperation with SPS Program - Field visit to American Corner in Sarajevo - Lecture by Dr. Marek Smoluk - Lecture by Alexandra Hartley - Lecture by Rukmini Krishna - World Book Day at IUS Library 25th April
2.	<p>PSY</p> <ul style="list-style-type: none"> - Visit to the War Childhood Museum with the students of Applied Cognitive Psychology as a part of their class project on traumatic memories - Visit to mental health institution with Psychology Club members, students - Organisation of the 1st Festival of Psychology in Sarajevo: <ul style="list-style-type: none"> - Opening ceremony and the exhibition of drawings and art works of children from Mjedjenica at the IUS; - Round table “Human Resource Management Reform in Public Service in Bosnia-Herzegovina” with Government representatives, HR specialists and the Association of Psychologist in FBiH; - main organizer and moderator - Workshop “I Belong, therefore I defend: The Role of Identity for the Perception of Ingroup Wrongdoings” – workshop coordinator and lecturer - Two workshops and one lecture with professor Mariza Dima from Queen Mary University of London, UK – main organizer - Workshop for MA students – Use of Progressive Matrixes in colour in assessment of children
3.	<p>SPS</p> <ul style="list-style-type: none"> - Historical Thought Class Field Trip to National Museum, May 18, 2016. - Late Ottoman History Class Field Trip to Gazi Husrev Beg Library, May 12, 2016. - Field Trip – ELIT and SPS Educational Trip, May 31, 2016 - Orientation Day for New Students at IUS (Madrasah Graduates), EMSA Club, (Academic Coordinator), October, 2015. - Performance: “20 godina nakon genocida u Srebrenici”, Performace Club, (Academic Coordinator), December 2015. - Manifestation: “Mercy to the Worlds”, EMSA Club, (Academic Coordinator), December 2015. - Conference: “Following Prophet’s blessed steps”, EMSA Club, (Academic Coordinator and Chair) January 2016 - Performance: International Arena - Behind Scenes GWOT, Performace Club, (Academic Coordinator), January 2016. - Event, “Marking the Day of City of Sarajevo”, EMSA & Performance Club, (Academic Coordinator), April 2016. - Performance: Bosnian Pearls, Performance and EMSA Club, April 2016. - Competition: Let’s Talk – takmičenje u govorništvu za srednjoškolke, EMSA, (Academic Coordinator and Jury Chair), May 2016. - Performance: International Arena (Behind Scenes) Divan vs. Academy, Performance and EMSA, (Academic Coordinator), May 2016. - Manifestation: Let Ramadan purify your heart, EMSA, (Academic Coordinator), May 2016. - Lecture/Course: Crash Course of Islamic Banking and Finance, EMSA and Center for Islamic banking UNSA, June 2016. - Competition: Ramadan Photo Contest, EMSA, June 2016 - Book Promotion: Bosnia and Herzegovina: Law, Society and Politics, June, 2016. - Organized 12 round tables under Balkan Studies Center.

	<ul style="list-style-type: none"> - Organized Panel on 20th Anniversary of the Dayton Peace Agreement, 19 Nov. 2015. - The first workshop of the “Heritage at War in the Mediterranean Region” project (http://www.ifporient.org/en/node/1600#EN) organized at International University of Sarajevo, July 11-13, 2015. - The workshop program included participation at the Commemoration of the 20th Anniversary of the Genocide against Bosniaks in “UN Safe Haven” Srebrenica, a field trip to Mostar, including a presentation session hosted by Yunus Emre Cultural Institute in Mostar, and one full day presentations and discussions at IUS on July 13, 2015. - Workshop - <i>Building Human Capital Capacity: Skills for the 21st Century</i>. Dec 16, 2015. (Prof. Dr. Amer Roubaie) - Lecture - "Building Knowledge Capacity for Development in the New Global Economy: Opportunities and Challenges" December 18, 2015 (Prof. Dr. Amer Roubaie) - Workshop about YTB Project. - Guest Speaker Ms. Mirela Ajanovic from - KULT – Institute for Youth Development gave lecture to students taking the course POLS212 Political Participation - Guest Speaker Director Alma Masic from the Youth Initiative for Human Rights gave lecture to students taking the course Contemporary Issues in the Balkans course
4.	<p>VACD</p> <ul style="list-style-type: none"> - 15 March 2016, Field visit with students from course Typography II to Printhouse “CPU”, Sarajevo - 22 May 2016, Field visit with students from course Packaging Design to Bosnalijek, Sarajevo - 30 March 2016, MA Students visit with British Council to Damien Hirst Exhibition “New Religion”, Banjaluka - 15 January 2016, IUS Gallery MA Student Exhibition, “Beyond Surface” - Visit of VACD to RTV - Visit to Historic Museum of VACD students - Lecture by Dr. Tarik Emre Yilidirim (Technical and Promo Campaign) - Lecture by Ariel Swan (Technical and Promo Campaign) - 28 March 2016 Prof.Dr. Emre Yildirim, College of Media and Mass Communication American University in Emirates, Lecture “Advertising in Action” - 10 December 2015, Ariel Swan, US Embassy Foreign Service Officer, Lecture “D3 –Data, design, diplomacy” - IR Students close group sessions. - 2016. Workshop Character/Concept Design by artist Emir Durmisevic - June, 2015, Twenty Years Ago, Students New Media exhibition - 22nd Sep - 30th Oct , 2015, Sublime Vision, bh artist - 2016. Innovation and creativity in the Art and Architecture, Arch&VACD student’s exhibition


CONFERENCES ORGANIZED


1.	<p>Aliye F. Mataraci</p> <ul style="list-style-type: none"> -International Congress on Social and Economical Sciences, International University of Sarajevo, Sarajevo, BiH, 24-28 September, 2016. (Scientific Committee Member) -International New Tendencies in Ottoman Researches Congress, Sarajevo, BiH, 1-3 September, 2016. (Scientific Committee Member) -International Human and Nature Sciences: Problems and Solution Seeking Congress, Sarajevo, BiH, 1-3 September, 2016. (Scientific Committee Member) -2nd IUS Graduate Conference, Graduate Research Studies: Pursuit of Knowledge in the Contemporary World, International University of Sarajevo, Sarajevo, BiH, April 22, 2016. (Scientific Committee Member) -X. European Conference on Social and Behavioral Sciences (ECSBS) organized by International Association of Social Science Research (IASSR) and International University of Sarajevo (IUS), Sarajevo, BiH, May 19-22, 2016. (Scientific Committee Member) -ICECI 2nd International Conference on Education, Culture and Identity: New Trends and Challenges of Today’s Europe, Sarajevo, October 14-15, 2015. (Organizing Committee Member, Session Chair: Cultural Studies)
2.	<p>Muhidin Mulalic</p> <ul style="list-style-type: none"> - Conference - 3rd International Conference on Education, Culture, and Identity 12-13 October 2017. Sarajevo, Bosnia and Herzegovina -Conference - <i>10th European Conference on Social and Behavioral Sciences</i>. 19-22 May, 2016. Sarajevo, Bosnia and Herzegovina. -Conference - <i>International Conference on Social Sciences and Humanities</i>. 13-15, May 2016. Sarajevo, Bosnia and Herzegovina. -Conference - <i>New Trends and Challenges of Today’s Europe</i>. 15-16 October 2015. Sarajevo, Bosnia and Herzegovina. -Conference - <i>International Conference of Turkey Balkans Relations</i>. 15-17 May, 2015, Sarajevo, Bosnia and Herzegovina -Conference - <i>International Research Congress on Social Sciences</i>. 04-05 May, 2015. Sarajevo, Bosnia and Herzegovina -Conference - <i>1st IUS Graduate Conference</i>. 21-22 May, 2015. -Conference - <i>2nd IUS Graduate Conference</i>. 22 April, 2016.
3.	<p>Nudzejma Obralic,</p> <ul style="list-style-type: none"> - Chair of ICECI’15: <i>New Trends and Challenges of Today’s Europe</i>. 15-16 October 2015. Sarajevo, Bosnia and Herzegovina - Chair of ICECI’17: 3rd International Conference on Education, Culture, and Identity 12-13 October 2017. Sarajevo, Bosnia and

	Herzegovina
4.	Emina Jeleskovic, - Chair of 2 nd IUS Graduate Conference, 22 April 2016 - Member of the Organizing Committee of ICECI'15: <i>New Trends and Challenges of Today's Europe</i> . 15-16 October 2015. Sarajevo, Bosnia and Herzegovina - Member of the Organizing Committee of 3 rd International Conference on Education, Culture, and Identity 12-13 October 2017. Sarajevo, Bosnia and Herzegovina
5.	Merjema Hasicic, - Organizing ICECI 2016 conference (organizing committee member) - Organizing 2 nd IUS Graduate conference (organizing committee member)
6.	Alma Jeftic, -1 st Festival of Psychology in Sarajevo (Association of Psychologists in Federation of Bosnia-Herzegovina, 28 September – 2 October 2015), member of Organizing Committee
7.	Zeynep Alp, -2 nd Graduate Conference, X European conference on Social and Behavioral Sciences (in last period)
8.	Serap Fiso, -II. Graduated Conference, -X. European Conference on Social and Behavioral Sciences.
9.	Emir Hambo -Design (visual identity, promo materials) for ICECI Conference, November 2016 -Design (visual identity, promo materials) for 2 nd IUS Graduate Conference, 22 April 2016
10	Muhammed Yasir Goz -Medrese YTB Students, Adil Oyun TV Conference,

Table 15. FASS activities 2015-2017

At the moment, ELIT staff consists of 12 members and their short biodata is below, including website link of their CV.

<p>Assist. Prof. Dr. Reyhan Bal Head of Department of Cultural Studies and ELIT Program Coordinator Office: B F2.25 Phone: +387 33 957 309 E-mail: reyyan@ius.edu.ba</p>		
<p>Education</p> <ul style="list-style-type: none"> • Ph.D. English Literature, Middle East Technical University, Turkey, 2014 • M.A. English Literature, Middle East Technical University, Turkey, 2004 • B.A. English Language and Literature, Hacettepe University, Turkey, 2001 	<p>Courses Taught/Assisted:</p> <ul style="list-style-type: none"> • Introduction to Literature • Survey of English Literature I & II • Critical Thinking and Academic Writing • Classical Mythology • Renaissance English Poetry and Prose • Romantic Poetry • Twentieth Century Poetry and Prose • Elizabethan and Jacobean Theatre • Victorian Novel • Postmodern and Postcolonial Novel • Fantasy Literature • Freshman English I • Freshman English II • Reading Writing Listening & Speaking • English Drama II • The Romantic Age • Contemporary English Prose and Poetry • Reading and Interpreting Texts 	

	<ul style="list-style-type: none"> • Written Composition • Literary Concepts and Trends • Public Speech • English Drama • Introduction to English Drama (for English Language Teaching students)
<p>Research Area: Romanticism English poetry Popular poetry Fantasy literature Detective fiction Children's literature</p> <p>CV link: https://elit.ius.edu.ba/people/reyyan-bal</p>	
<p>Assoc. Prof. Dr. Mustafa Bal Dean of Faculty of Arts and Social Sciences Office: B F2.20 Phone: +387 33 957 310 E-mail: mbal@ius.edu.ba</p> 	
<p>Education</p> <ul style="list-style-type: none"> • Ph.D. English Literature, Middle East Technical University, Turkey, 2009 • M.A. English Literature, Hacettepe University, Turkey, 2004 • B.A. English Literature, Hacettepe University, Turkey, 2001 	<p>Courses Taught/Assisted:</p> <p>Graduate courses:</p> <ul style="list-style-type: none"> • British Drama from 1945 to the Present • African-American Literature • Critical Academic Analysis • Scientific Activity Course <p>Undergraduate Courses:</p> <ul style="list-style-type: none"> • 20th Century English Drama • Shakespeare • American Drama • Elizabethan and Jacobean Drama • Survey of English Literature • Introduction to Literature • Short Story • Classical Mythology • Classical Literature • Myths and Classical Sources • Literature on Film • English Poetry • Freshman English • Academic Paper Writing • Essay Writing • Critical Thinking and Academic Writing • Textual Analysis and Effective Communication • Reading and Interpreting Texts • Critical Reading and Vocabulary Building • Translation (Turkish-English/English-Turkish)
<p>Research Area: Contemporary British drama Postdramatic theatre Literary translation Apocalypticism in literature</p>	

Romantic poetry
Comparative literature

CV link: <https://elit.ius.edu.ba/people/mustafa-bal>

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Education

- Ph.D. Faculty of Education International Burch University, Bosnia and Herzegovina, 2014
- M.A. Faculty of Education, National University of Malaysia, Malaysia, 2006
- B.A. Faculty of Social Sciences and Humanities, International Islamic University Malaysia (IIUM), Malaysia, 2001

Courses Taught/Assisted:

Undergraduate Courses:

- English as a Foreign Language
- Beginning, Intermediate and Advanced ESL
- Freshman English
- Special English Teaching Methods
- English Grammar and Syntax
- Teaching English Grammar
- Introduction to Linguistics
- Communication and Reporting
- Language Acquisition
- Introduction to English Language Teaching Methodology
- English Language Teaching Methodology

Graduate courses:

- ELT 560 Contemporary Principles in English Language Teaching
- ELT 562 Lifelong Learning and English Language Teaching
- ELT 673 English Teacher Training
- ELT 674 Language Acquisition

Research Area:

English language teaching
English language learning
Styles and strategies in learning English language
Planning and evaluation of English language

CV link: <https://elit.ius.edu.ba/people/almasa-mulalic>

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Education


- Ph.D. Applied linguistics, International Burch University, Bosnia and Herzegovina, 2014
- M.A. University of Sarajevo, Faculty of Political Science, 2009
- B.A. English Language and Turkish Language and Literature, University of Sarajevo, Bosnia and Herzegovina, 2004

Courses Taught/Assisted:

Undergraduate courses:

- Freshman English
- Communication and Reporting
- Language Acquisition
- Introduction to Linguistics
- Academic English
- Introduction to Linguistics
- English syntax


	<ul style="list-style-type: none"> English Morphology Graduate courses: <ul style="list-style-type: none"> Methodology of Scientific Work Linguistic Movements Research Methodology in Anglistics
Research Area: English Language and Literature Applied linguistics Second Language Acquisition ESP Methodology Second language research Education Oriental Philology CV link: https://elit.ius.edu.ba/people/nudzejma-obralic	

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Education: <ul style="list-style-type: none"> Ph.D. Applied Linguistics, International Burch University, Sarajevo, Bosnia and Herzegovina, 2016 M.A. English Language Teaching, Istanbul University, Istanbul, Turkey, 2007 B.A. English Language Teaching, Marmara University, Istanbul, Turkey 2003 	Courses Taught/Assisted: <ul style="list-style-type: none"> Introduction to Teaching Profession Special ELT Methods Pedagogy and Curriculum Planning Instructional Technologies Theories and Approaches to Teaching and Learning Testing and Evaluation Communication and Reporting Freshman English Contemporary Principles in ELT Educational Philosophy and ELT Applied Linguistics Introduction to Linguistics Teaching Practice Academic English and Effective Communication 	
Research Area: Pedagogy English as a foreign language Planning and evaluation in teaching English Literature Foreign language acquisition CV link: https://elit.ius.edu.ba/people/ervin-kovacevic		


Senior Assistant Emina Jelešković Office: B F2.27 C Phone: +387 33 957 321 E-mail: ejeleskovic@ius.edu.ba		
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<p>Education</p> <ul style="list-style-type: none"> • Ph.D. candidate, English Language and Literature, International University of Sarajevo, Bosnia and Herzegovina • M.A. English Language and Literature – Linguistics, Faculty of Philosophy, University of Sarajevo, Bosnia and Herzegovina, 2015 • B.A. Arabic Language and Literature, Faculty of Philosophy, University of Sarajevo, Bosnia and Herzegovina, 2005 • B.A. English Language and Literature, Faculty of Philosophy, University of Sarajevo, Bosnia and Herzegovina 2006 	<p>Courses Taught/Assisted:</p> <ul style="list-style-type: none"> • Freshman English I • Freshman English II • Communication and Reporting • English Phonetics • English Morphology • English Syntax • Modern Drama
<p>Research Area: Linguistics Teaching English as a foreign language First language acquisition Second language acquisition English literature Comparative literature Translation studies</p> <p>CV link: https://elit.ius.edu.ba/people/emina-jeleskovic</p>	


<p>Adjunct Instructor, Dr. Mirzana Pašić-Kodrić Office: B F2.26 Phone: +387 33 957 308 E-mail: mirzanapasic@yahoo.com</p>		
<p>Education</p> <ul style="list-style-type: none"> • Ph.D. Department of the Bosnian Language and Literature, “Džemal Bijedić” University of Mostar, Faculty of Humanities, Bosnia and Herzegovina, 2017 • M.A. Department of the Literatures of Bosnia-Herzegovina and the Bosnian, Croatian and Serbian language, University of Sarajevo, Faculty of Philosophy, Bosnia and Herzegovina, 2012 • B.A. Department of the Literatures of Bosnia-Herzegovina and the Bosnian, Croatian and Serbian language, University of Sarajevo, Faculty of Philosophy, Bosnia and Herzegovina, 2003 	<p>Courses Taught/Assisted:</p> <ul style="list-style-type: none"> • Spoken Bosnian I • Spoken Bosnian II 	
<p>Research Area: Bosnian language and literature</p> <p>CV link: https://elit.ius.edu.ba/people/mirzana-pasic-kodric</p>		

<p>Adjunct Instructor Elna Kurtović Office: B F2.26 Phone: +387 33 957 308 E-mail: ekurtovic-sabotic@ius.edu.ba</p>		
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<p>Education</p> <ul style="list-style-type: none"> • M.A. candidate, Department of the Literatures of the Peoples of Bosnia and Herzegovina & Department of B/C/S Language, Faculty of Philosophy, University of Sarajevo, Bosnia and Herzegovina • B.A. Department of the Literatures of the Peoples of Bosnia and Herzegovina, Faculty of Philosophy, University of Sarajevo, Bosnia and Herzegovina, 2010 	<p>Courses Taught/Assisted:</p> <ul style="list-style-type: none"> • Spoken Bosnian I • Spoken Bosnian II
<p>Research Area: Bosnian language and literature</p> <p>CV link: https://elit.ius.edu.ba/people/elna-kurtovic</p>	

<p>Adjunct Instructor Minela Sinanović-Vefić Office: B F2.26 Phone: +387 33 957 308 E-mail: msinanovic-vefic@ius.edu.ba</p>		
<p>Education</p> <ul style="list-style-type: none"> • M.A. candidate, Turkish Language and Literature, Faculty of Philosophy, University of Sarajevo, Bosnia and Herzegovina • B.A. Turkish Language and Literature and Arabic Language and Literature, Faculty of Philosophy, University of Sarajevo, Bosnia and Herzegovina, 2007 	<p>Taught/Assisted Courses:</p> <ul style="list-style-type: none"> • Spoken Turkish I • Spoken Turkish II 	
<p>Research Area: Turkish language and literature</p> <p>CV link: https://elit.ius.edu.ba/people/minela-sinanovic-vefic</p>		

<p>Adjunct Instructor Amra Ćemo Office: ELS office Phone: +387 33 957 185 E-mail: acemo@ius.edu.ba</p>		
<p>Education</p> <ul style="list-style-type: none"> • M.A. Linguistics, Faculty of Philosophy, University of Sarajevo, Bosnia and Herzegovina, 2013 • B.A. English Language and Literature, Faculty of Philosophy University of Sarajevo, Bosnia and Herzegovina, 2005 	<p>Courses Taught/Assisted:</p> <ul style="list-style-type: none"> • Academic English and Effective Communication 	
<p>Research Area: Linguistics Syntax Semantics</p> <p>CV link: https://els.ius.edu.ba/people/amra-cemo</p>		

<p>Adjunct Instructor Elmedin Zubović Office: ELS office Phone: +387 33 957 184 E-mail: ezubovic@ius.edu.ba</p>		
<p>Education</p> <ul style="list-style-type: none"> • Ph.D. candidate English Language and Literature, International University of Sarajevo, Bosnia and Herzegovina • M.A. ELT, Faculty of Philosophy, University of Sarajevo, Bosnia and Herzegovina, 2016 • B.A. English Language and Literature, “Džemal Bijedić” University of Mostar, Faculty of Humanities, Bosnia and Herzegovina, 2009 	<p>Courses Taught/Assisted:</p> <ul style="list-style-type: none"> • Academic English and Effective Communication • Communication and Reporting 	
<p>Research Area: Second Language Acquisition Bilingualism English Language Teaching Methodology Adult Education</p> <p>CV link: https://els.ius.edu.ba/people/elmedin-zubovic</p>		

<p>Adjunct Instructor Mirza Čengić Office: ELS office Phone: +387 33 957 184 E-mail: mcengic@ius.edu.ba</p>		
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<p>Research Area: Adult Education Technology and Second Language Teaching Communicative Language Teaching Psychoanalysis Deconstruction Postmodernism</p> <p>CV link: https://els.ius.edu.ba/people/mirza-cengic</p>		

3.3. SWOT Analysis

Strengths	<ul style="list-style-type: none"> • high quality academic staff, coming from different backgrounds a well-developed system of the academic staff evaluation; • opportunity for students to evaluate academic staff anonymously.
Weaknesses	<ul style="list-style-type: none"> • lack of sufficient number of PhD holders to cover all three study cycles.

Opportunities	<ul style="list-style-type: none"> interdisciplinary environment stimulates academic staff to widen their knowledge, skills and competences.
Threats	<ul style="list-style-type: none"> risk of low number of students interested in ELIT, which would have a negative impact on the existing academic staff.

3.4. Action Plan

ELIT Action Plan	
Short-term goals	<ul style="list-style-type: none"> to hire PhD holders in the area of English Literature
Long-term goals	<ul style="list-style-type: none"> to establish cooperation between ELIT academic staff and academic staff of a university in the English speaking world

4. Students

4.1. Assessment and Testing

Student assessment at IUS is regulated by the [Book of Rules on the Procedure for Assessment of IUS Student \(SAP\)](#), No. IUS-SENAT 11-823/11. This defines procedures of student assessment as well as an appeal process. Students are awarded ECTS points upon successful completion of each course. Assessment is a continuous process and includes, but is not limited to, written exams, oral exams, practical work, seminar papers, tests, projects, colloquiums, performance and portfolios. Assessment methods for each course are announced at the beginning of the semester, where the evaluation and the weight of each method are clarified for students in the course syllabus. The grading scale for each course is in accordance to the law, and is as follows:

Grades		Points	Description
A	10	100-95	Remarkable success without error or with negligible errors
B	9	94-85	Above average, with few mistakes
C	8	84-75	Average, with noticeable mistakes
D	7	74-65	Generally good achievement, with significant imperfections
E	6	64-55	Meets the minimum criteria
F, FX	5	<55	Does not meet the minimum criteria

Table 16. IUS Grading Table

SAP specifically prescribes student's continuous assessment during a semester (Article 1); teaching staff keep records on students' activities (Article 4) and motivate them for continuous work and learning. Assessment methods are appropriate for each subject and are devised by teaching staff (Article 5), while minimum points (as a measure of student's advancement, acquired skills and competences) for each subject are universal and evident from

the table above. This table also shows the pass threshold and grading scale in use at IUS. All these elements are presented in course syllabus, issued and revised each year, so all students are properly informed about the grading/evaluation process at all times. Examination schedules are announced on-line, in the academic calendar available on IUS's website, on faculty notice boards, and contain all necessary information.

Assessment procedures are organized to ensure maximum impartiality and objectivity, fairness, transparency and consistency. A set of rules and procedures have been established to address plagiarism and cheating during exams and disciplinary actions will be taken in case of misbehavior. Aside from this, assessments and evaluations during each semester are commented upon and analyzed subsequently. Assessment components that are included in the student evaluation are:

There is also an appeal procedure in place pursuant to Article 30 of the [Study Rules for the First Study Cycle](#), no IUS-SENAT-11-802/11 for students who are not satisfied with his/her achieved grade at the exam. Such students are advised within 24 hours of the grade announcement to file a written appeal including reasoning to retake the exam in front of the committee.

4.2. Practical Training

Practical training is very beneficial for undergraduate students especially for the integration of theoretical learning with practical experience, which is essential to succeed. Practical training increases students' understanding of theoretical knowledge, retention and their motivation to study. Practical training can provide valuable work experience by sharpening and adding to the skills students are learning at the University. Although such practice is good for students who acquire practical skills employers at the same time also benefit from students who bring to the company the latest knowledge taught in the field.

Most ELIT courses are a combination of theory and practice. Students are required to read, analyse, respond in written and spoken form to, prepare presentations on and write research papers on the topics that they learn in class.

ELIT students are required to take a Work Placement/Internship course. Students who are planning to become English teachers can opt to do their internship in the form of Teaching Experience, which places them in schools with teacher-mentors for one semester. They are evaluated on their performances by teaching small lesson plans or facilitating in small exercise assignments in classes. Students can also opt to perform their internship in various companies or institutions in jobs that require them to use their English language and/or literature information and skills. Students are guided by their academic advisors to organize, check and approve their internship. The rules and regulations regarding internship are defined by [Procedure and Rules for Internship](#), no: IUS-SENATE 11-1512-1/2016. Total internship duration is a minimum 30 days for all programs of the university, including ELIT. ELIT students performed their internship:

Name and Surname	Program	Company	Country
Nada Crncalo	ELIT	The First Private Primary School Isa-beg Ishakovic	BiH
Lejla Kaharevic	ELIT	The First Private Primary School Isa-beg Ishakovic	BiH
Emre Sozen	ELIT	Abatt Translator Office, Duzce	Turkey
Dzenana Brkic	ELIT	IUS	BiH
Nevzet Dinc	ELIT	American Cultural Association	Turkey
Maida Gulenbay	ELIT	Professional Life Institute	Turkey
Celalettin Karabul	ELIT	Caliskanlar Insaat ve Sanayi	Turkey
Useyd Enes Koc	ELIT	Dialogue Language School	Turkey
Hatice Kubra Ulutas	ELIT	Cordial House Hotel	Turkey
Ozge Erkus	ELIT	Willow International School	Turkey

Table 17. Sample of ELIT student's internship

4.3. Students' Admission Criteria

The requirements for admission to the first cycle of IUS study programs are:

1. Successful completion of 4 years Bosnian high school or its equivalent from abroad.
2. English Language proficiency that is to be demonstrated by:
 - a. Provision of internationally acceptable certificates (e.g. TOEFL, IELTS), or
 - b. The successful completion of the proficiency exam.

Students are ranked on the basis of their high school grades. All necessary conditions, fees, documents and other required information are made clear and transparent in a public call. At ELIT available human and physical resources are analyzed and proposals for enrollment quotas are sent to the Faculty Council and forwarded to the Senate which defines the final quotas for the entire University. Decision proposal on quotas for enrollment of students in the first year of studies at FASS is regulated by Decision proposal on quotas for enrollment of students in the first year of studies at FASS in the academic year 2013/2014 Decision no IUS-FASS 05-1173/13 and in the academic year 2014/2015, Decision no IUS-FASS 05-1085/14. The Committee that checks the applications and documents is established at University level and after the submission period, all applicants are informed of the status of their application. IUS has the option to implement an entrance exam for the enrollment of students. The policy at IUS is not, as yet, to introduce it across the board, and students coming from Turkey are advised to take the national qualification exam.

IUS policy is to attract good students, so in order to increase the quality of enrolled students, large number of scholarships (tuition fees) are provided. The criterion for receiving one of these scholarships is an entrance exam, where general knowledge, language and maths skills are the key parameters that are assessed. There is also enrollment by transfer, where students who have already studied at other HEIs may transfer to IUS, building on their earlier studies as a tool for enrollment, in recognition of their prior learning and knowledge.

Admission criteria for the 2nd study cycle follow the same policies and procedures, so the requirements for admission to the second cycle of IUS study programs are:

1. Successful completion of a 4-year 1st cycle or its equivalent from abroad in the relevant area and with minimum acceptable CGPA.
2. English Language proficiency that is to be demonstrated by:
 - a. Provision of internationally acceptable certificates (e.g. TOEFL, IELTS), or;
 - b. The successful completion of proficiency exam.

Admission criteria for the 3rd study cycle require:

1. The completion of the second cycle study program, or master study program.
2. An excellent command of English language, both written and spoken.

University units	Total	I Cycle	II Cycle	III Cycle
Faculty of Arts and Social Sciences	198	162	25	11
Faculty of Business and Administration	132	89	40	3
Faculty of Engineering and Natural Sciences	203	177	22	4
Faculty of Education	5	5		
Faculty of Law	20	20		
Total	558	453	87	18

Table 18. Student admissions 2016-2017

4.4. Students' Involvement in the Teaching/Learning Process Improvement

Students are involved in the decision-making process through student bodies and their representatives in university management. Students are full and equal members of:

1. Senate
2. Faculty Council
3. Quality Assurance Office
4. Quality Assurance Teams
5. Other Committees

Students are primarily organized in their independent organization– [*Student Parliament of IUS \(SPIUS\)*](#) and representatives of all study programs and cycles participate in SPIUS Assembly. All students participate in SPIUS representatives elections.

Students' participation in teaching/learning improvement has been formalized through IUS regulations that define students' roles in regular analyses/evaluations of teachers, courses and resources, but also in the process of design of a new SP. The student survey at the end of every semester is a major point in the evaluation of the teaching process and the lecturers involved. The surveys are done in class by administrative staff, in the absence of the course

lecturer; they are absolutely anonymous and provide valid feedback for subsequent analyses. The surveys are processed by QA Office, with Assistance from the IT Department. The results are delivered to the staff, management and to students. The rulebook on SPs defines that before setting any new SP proposal, students must be consulted. A student representative is also a member of the committee performing this evaluation, and students are also members of other self-evaluation committees at different levels.

IUS encourages students to actively engage in 20 co-curricular clubs and activities on campus and outside the campus. Such clubs are directed by the [*Regulation on the Establishment and Operation of Student Clubs at IUS*](#), IUS-SENAT 11- 580-1/2014. There are 20 clubs at the University and the table below specifies some of their activities:

Student Club	Lecture	Conference	Promotion	Ceremony	Visit	Performance	Festival	Exhibition	Charity	Workshop	Training	Karaoke night
African Students Association	2	1										
Association of Political Science Students (APSS)	1	1			1							
Biological Sciences and Bioengineering					1							
Brazilian Jiu Jitsu												
CATI club		2										
Crescent									1	1		
Diplomatic Youth of IUS												
EMSA club	4	1		2		2	1		1	1	1	
Electro-Energetics												
International Psychology Students Study Group(IPSSG)												
IUS Archery club											1	
IUS Cycling Team												
IUS Kickboxing-Grapppling Academy												
IUS Radio												
Photo/Video												

Psychology Association (IUSPA)	1	1	1					3		1		1
Rosa		1	1						1			
SPIUS	1									1		
Serenity Club					1				1			
Trekking												

Table 19. Student club activities for 2016-17

4.5. Promotion of Student Mobility and Recognition of ECTS Credits

Further to Article 40-42 of the [Study Rules for the First Study Cycle](#), no. IUS-SENAT-11-802/11, IUS students are entitled to spend a certain period of time (a semester or a study year) during their studies at another higher education institution in the country or abroad, through international programs for student exchange, or on the basis of bilateral agreements between universities or based on its own arrangement, provided that all conditions set in University regulations are met.

Coordination of international cooperation and exchange is maintained by the International Relations Office, the official department of IUS which is primarily responsible for implementing international policies of IUS. The IRO office is focused on the development of international relations with partner institutions in the world (universities, centres, institutes, companies, etc ..), encouraging the exchange of students, academic and non-academic staff, researchers, and along with the Project management Office, inclusion in international educational projects, with the aim of continuous improvement to provide services to students and the community, as well as linking with international partners in the world.

IUS signed more than 200 agreements on cooperation with HEIs in BH and abroad. These agreements form the baseline for mobility and research projects, as well as the possibility of cooperative education ventures such as joint degree. The agreements are based on an institutional framework that allows student mobility and recognition of study period spent abroad. Use of ECTS system at IUS makes any mobility programs easily recognizable, for both outgoing and incoming students. IUS also supports and encourages its academic staff to visit and spend time in other higher education or research institutions. In case of such a period of mobility/absence, academic staff members are paid as usual.

IUS joined the Mevlana Exchange Program in August 2013. The Mevlana program aims to promote the exchange of students and academic staff between Turkish higher education institutions and higher education institutions of other countries. Among the previously mentioned

number of signed cooperation agreements, more than 55 are signed within the Mevlana Exchange Program. The courses are recognized only if successfully passed. Student mobility can last between one semester and one academic year. Lecturer mobility is of shorter duration and comprises teaching duties as well as other networking activities.

https://iro.ius.edu.ba/sites/default/files/u80/mevlana_agreements_edited.pdf

IUS has progressed steadily with the process of internationalization. Since 2014, IUS has signed 55 bilateral Erasmus+ agreements with universities in different countries.

https://iro.ius.edu.ba/sites/default/files/u80/erasmus_agreements_web.pdf

Between 2014 and now, IUS realized about 350 funded and non-funded mobilities, incoming and outgoing, students and staff. This included 7 outgoing/ 4 incoming students to the ELIT program, and 3 incoming/5 outgoing staff mobilities within the Erasmus+ and Mevlana frameworks.

In this academic year, we are sending and receiving about 100 students and about 80 staff members.

Student transfer and course transfer procedure is regulated by the [Book of Rules on Recognition of Passed Examinations and of their Equivalence](#), no. IUS-SENAT-11-264/2014. This book of rules refers to the procedure of recognition of courses and their equivalence for the courses which have been passed at home or at foreign institutions of higher education, or in programs at IUS, for the purpose of exempting students from the requirements to take the courses at IUS, as well as the procedure of recognition of the successfully completed courses for IUS students during their transfer from one to the other study program during the first two years of study, and recognition of the ECTS credit points to individuals who acquired the Master of Arts/Science title in accordance with the system preceding the Bologna system.

4.6. Coaching of Students and Consultations

At the Faculty Head of the Department, Program Coordinator and Academic Advisors provide consultation and advice to students. These faculty members can be reached easily for various types of consultations such as academic, administrative and social advices. Apart from them two centers at the University are available for students help (Career Center and Student Affairs office). Both centers ensure that students' life and studies at the University are professionally supported.

All academic staff are required to provide consultation hours for their students, and to allocate time for students' inquiries and help. There is a formal requirement that academic staff must be available for at least 5 hours a week for consultations with students and this norm is observed. Consultation hours are usually scheduled and divided into three days, aligning them with students' needs. Academic staff apportion a reasonable amount of their workloads to coaching students. Students report and evaluate the consultation level through the student survey.

In recent student surveys, students overwhelmingly expressed their agreement with the statement “The lecturer was available to give help outside the class.” This is to be expected, given the working regulations at IUS that require academic staff to spend full working time on campus. All academic staff members use modern electronic communication tools and students also have the opportunity to get in touch with staff in this manner.

Apart from verbal announcements and official boards, the IUS website and student information systems are key tools for informing students about important information. Many details about events, classes, lectures and important deadlines are available on this electronic system.

4.7. Information and Complaints System

There are three major channels of communicating with students: direct verbal information, web site and official student information system. All the popular communication tools including e-mails, social networks and mobile technologies are also used.

IUS publishes IUS First Cycle Catalogue on the IUS website.

https://www.ius.edu.ba/sites/default/files/final_ius_first_cycle_catalogue_ay_2017-2018.pdf

This Catalogue provides accurate, impartial and objective information about the university, study programs and student life at IUS.

Students can access all the information they need from various channels; this depends on the type of information:

- Administrative: In every faculty there is a legal advisor and a central legal office at the university level that works closely with the Student Affairs Office, all these options are accessible for all administrative and legal issues, regulations and information
- Academic: All program documents and relevant program issues can be found on the program website, and can also be reached through the program coordinators, advisors and/or the student affairs representatives.

At the beginning of every academic year, an orientation week is organized where newcomers meet all relevant IUS staff (including the rector, deans, program coordinators, librarian, students affairs personnel, student consultation center staff, public relations office members, international relation office members, and so on). Several offices at IUS take care of new students and provide necessary assistance and guidance. Apart from these institutional mechanisms, students themselves organize, under the supervision of IUS offices, peer support and guidance in the first semester. The IR Office is also responsible for exchange students, providing orientation session and finding peers for peer support.

The Student Parliament and student clubs also provide necessary information on various opportunities for learning, tutoring, work, internship, student exchange, etc. The SACHS Office and student clubs support extra-curricular needs and activities in an organized and systematic manner, securing sport facilities in campus and elsewhere, and other support as requested and deemed appropriate, including financial support.

The student complaint procedure is regulated by the [Study Rules for the First Study Cycle](#), no.IUS-SENAT-11-802/11, Article: 30. This complaint system has two tracks, formal and informal. Informal complaints are recommended for minor issues that can be dealt with easily and/or personally. However, the formal complaints system is established and the Student Affairs Office is in place to receive all students' more substantial complaints and appeals, recording them officially and addressing them properly, depending on the nature of the complaint/appeal. There is a system of dealing with all complaints and efforts are made to familiarize students with where and when their submissions are sent. Usually, there is no need for student's involvement once the complaint has been submitted to the Student Affairs Office, and a student is informed of the status of his/her submission in a timely manner.

4.8. SWOT Analysis

Strengths	<ul style="list-style-type: none"> diverse student body coming from different backgrounds, contributing to the stimulating atmosphere of the IUS campus;
Weaknesses	<ul style="list-style-type: none"> the system works the way it has been set up. The Team is perfectly satisfied and didn't find any weaknesses.
Opportunities	<ul style="list-style-type: none"> a number of emerging markets for recruiting quality students who are interested in English Language and Literature and who prefer internationally oriented universities and study programs.
Threats	<ul style="list-style-type: none"> lack of more widespread advertising of the ELIT program.

4.9. Action Plan

Short-term goals	<ul style="list-style-type: none"> to continue working within the set framework, bearing in mind that exceptional circumstances can arise in the future
Long-term goals	<ul style="list-style-type: none"> to establish cooperation with many universities within the Erasmus program, whereby mobility of IUS students will be ensured.

5. Achieved Results

5.1. Accomplished Level

ELIT study program has achieved significant results with regard to the final qualification obtained, its harmonization with the program curriculum and the achievement of set objectives. Students are offered courses from different sub-specialization areas, including: linguistics, literature, and education. Academic staff members encourage students to demonstrate their knowledge in the classroom through different group activities, including: presentations, independent and group projects. The most recent developments in the field of English methodology are applied through lectures, tutorials and research activities. Students are actively involved in the teaching process and research. ELIT curriculum emphasizes the importance of developing practical skills, especially in the area of teaching English and English teaching methodology.

After the successful completion of the program, ELIT students do not face any difficulties in continuing their education at prestigious universities abroad, which adds to the internalization and international cooperation cherished by IUS.

ELIT academic requirements have been aligned with the qualification and future needs of students as professionals who will pursue careers in different areas. The main purpose of such alignment is to provide students with clear information regarding their qualifications, and to prepare them for the challenges they will face in their future professions. ELIT students have an opportunity to improve their knowledge through the interaction of education and scientific research available to them. ELIT graduates are prepared to enter the labor market and pursue career in their field of interest. The content of the program has been adapted in order to offer students optimal chances for future employment. Taking into account student survey results, we may infer that students are satisfied with and appreciative of the ELIT program.

5.2. Acquired Competences

The English Language and Literature program endows students with advanced English language skills and the ability to make critical and sophisticated interpretations of texts, to produce written texts of high quality, and to develop their critical thinking and analysis abilities. The program also provides students with experience in research, enhances their aesthetic and artistic horizons, and imparts to them a variety of skills that will help them in their future careers and lives.

Students from Bosnia and Herzegovina, Turkey and other countries around the world study at the Faculty of Arts and Social Sciences. Some students wish to gain administrative and management positions in various industries or national organizations that require mastery of the English Language, such as journalism, media, and communications. A growing number of those students wish to pursue a postgraduate degree in English Language and Literature and start an academic career at local or international institutions of higher education. English has become a standard global means of communication across the world. Every day, the number of people who want to communicate in a globalized world society increases. This creates a great demand for experts who can communicate effectively and teach English. There is also a need for people who can understand the cultural and intellectual dimensions associated with the English Language, who can express themselves in an adequate way and for people who are capable of crossing realistic or “imaginary” boundaries. Graduates of English Language and Literature program have a wide range of career opportunities such as:

- academics, professors and lecturers at universities;
- English Language instructors at universities and private language schools;
- English teachers at primary and secondary schools in various countries;
- writers, editors or interpreters in either the private or public sectors;
- roles in media, newspaper or television networks, cinema sector, journalism and advertising;
- roles in tourism, public relations, international relations, and human resources.

In a globalized world where English has become the language of global commerce, media, technology and education, the nature and scope of contemporary English language studies require that English faculty members and universities can provide their students with skills such as cross-cultural communication, as well as interpersonal and academic research skills. By completing the IUS ELIT program, students come to understand the value of communication and representation in the context of English as a global language, and how language and culture determine a nation’s understanding and ability to accurately represent itself.

The global and intercultural sphere is given particular focus at the International University of Sarajevo, which has an international student body and an internationally-educated academic faculty. The Faculty of Arts and Sciences provides students with the privilege of cultural insight when approaching their subject matter as outsiders, and enables them to gain not only linguistic competency but also intercultural sensitivity and foresight. The program can therefore provide students with the opportunity to master the English language while learning how to negotiate issues of cultural diversity and communicate effectively across international borders. Since FASS has other academic programs focusing on fields such as Political Science, Art, Visual Communication, and Psychology, students can study other subjects that enrich their academic experience. It leads them to a better understanding of English as an academic subject and how language and literature relate to other fields of study.

5.3. SWOT Analysis

Strengths	<ul style="list-style-type: none"> high quality curriculum and academic staff diverse student body and modern equipment and facilities offer optimal conditions for ELIT students to fulfill their potential and reach their goals
Weaknesses	<ul style="list-style-type: none"> no weaknesses have been detected
Opportunities	<ul style="list-style-type: none"> lack of similar programs and institutions in the country
Threats	<ul style="list-style-type: none"> no risks have been detected.

Short-term goals	<ul style="list-style-type: none"> to complete ELIT program accreditation process
Long-term goals	<ul style="list-style-type: none"> to maintain the quality teaching process and staff composition.

5.4. Action Plan

The ELIT program aspires to improve all aspects of its teaching process, curriculum, and activities offered to our students. Our action plan is regularly reviewed and updated.

The ELIT goals are as follows:

- to complete the program accreditation process successfully;
- to expand the influence and attract more students interested in the program.;
- to advertise the program more intensely with the aim of increasing the number of ELIT students from the country and abroad;
- to engage additional staff, especially PhD holders, if necessary;
- to increase the number of ELIT students (through different promotional activities, visits to local high schools and close cooperation with IUS PR department);
- to establish cooperation with a university from an English-speaking country;
- to ensure budget for ELIT student trips and other program activities;
- to continue close cooperation with IUS QA Office ;
- to maintain high-quality teaching staff and curriculum and contribute to the overall IUS development;
- to establish cooperation with important cultural and educational institutions in BiH and abroad;
- to apply for different projects in the field of education research offered by the European Commission;
- to offer double-diploma program with a foreign university (from EU member states).

Conclusion and Summary

At a time of profound change in the higher education system of B&H, IUS offers students the opportunity to achieve their full potential and gain knowledge that will positively shape their personality and future career. ELIT is a vital program for IUS. We provide a breadth of courses to students and we have excellent staff. The most relevant opportunities for ELIT are in the areas of organization, collaboration, and communication. Our plan to improve includes finally being registered at the Ministry of Higher Education, having a proper budget for the program, and increasing our overall profile in the educational community of IUS.

The ELIT curriculum is coherent with the demands of the economy, society, international trends and labor market needs. It has been designed for the purpose of achieving optimal balance, whereby particular knowledge and skills are related to one another, taking into account their development, learning goals and occasions for thematic connections between certain courses.

ELIT aims to maintain the high level of quality and methodology applied in the teaching process, but also to introduce necessary improvements and a comprehensive strategy for future development of the program. That strategy will primarily include a more active marketing plan in order to present the program to a wider community and attract a higher number of potential students.

In the globalized world where English is the lingua franca, study programs which promote English language and literature create bridges between different nations, cultures and traditions. The mission and vision of ELIT program is to represent the quality and diversity of the International University of Sarajevo.