Republic of North Macedonia
St.Cyril and Methodius University in Skopje



STUDY PROGRAM PROPOSAL

FOR ACCREDITATION OF A STUDY PROGRAM

Family studies
Second cycle of studies
One-year studies (60 credits)

Faculty of Philosophy

Skopje, 2025

BASIC INFORMATION ABOUT THE STUDY PROGRAM

1	Study Program Name	Macedonian language	*Semejni studii*
		English language	*Family Studies*
		In the language in which the instruction is conducted	*Family Studies*
2	Study and research areas according to the International Standard Classification of Education by UNESCO (MCKOB, ISCED)	Broad field	*03 Social Sciences, Journalism and Information* *01 Education*
		Narrow field	*038 Interdisciplinary programs involving the broad field 03* *018 Interdisciplinary programs involving the broad field 01*
		Detailed field	*0388 Interdisciplinary programs involving the broad field 03* *0314 Sociology and Cultural Studies* *0188 Interdisciplinary programs involving the broad field 0*
3	Frascati Classification	Scientific Area	*5 Social Sciences*
		Scientific Field	*5.09 Other Social Sciences*
		Scientific Discipline	*5.09.06 Family Studies* *5.09.06.01 Family Science* *5.09.06.02 Family History* *5.09.06.03 Family Development* *5.09.06.04 Family Health* *5.09.06.05 Other*
4	National Classification of Occupations	Major Groups	*26 Legal, Social and Cultural Specialists*
		Sub Major groups	*263 Specialists in Social Sciences and Religion*
		Minor Groups	*2632 Sociologists, Anthropologists and Related Specialists*
		Unit Groups	*2632.17 Family Scientist*
5	Type of qualification (academic/professional		*VII A – Second Cycle of Studies: Master's Academic Studies*
6	Cycle of education (first or second cycle of studies, or integrated first and second cycle of studies)		*Second Cycle of Studies*
7	Workload of the study program expressed in ECTS credits		*60 ECTS*
8	Value in ECTS credits of the final thesis in professional and academic undergraduate and postgraduate studies		*15 ECTS*
9	Duration of studies (in years and semesters of the study program)		*1 year / 2 semesters*
10	Information on whether the study program is being submitted for accreditation or for the extension of a previous accreditation		*Accreditation*
	Funding method for the proposed study		

11		program, and for private and privately-public non-profit higher education and research institutions, proof of secured quality financial guarantee for the study program		*Self-financing / Tuition fee in the amount of 1883 euros in denar equivalent*
12		Level or degree of qualification required for enrollment in the studies according to the National Qualifications Framework		*Candidates with completed four-year first cycle studies (240 ECTS) or candidates with completed higher education VI/1 degree (before the introduction of ECTS) in social sciences, humanities, or other related scientific disciplines may enroll in this study program.*
13		Admission requirements for the study program, particularly for regular, part-time, and foreign students, including relevant subjects from the state matriculation exam or entrance exam with clear, unambiguous, and precise content of the exam, its duration, implementation, and evaluation		*The determination of the relevance of previously completed education is decided by the Teaching-Scientific Council of the study program*
14		Level of qualification obtained upon completion of studies according to the National Qualifications Framework		*Academic Studies – Master's Degree; VII/1 level*
15		Academic or professional title (profile) obtained after completing the study program	Macedonian language	*Master of Family Studies (M.A.)*
			English language	*Master of Family Studies (M.A.)*
			In the language in which the instruction is conducted	*Master of Family Studies (M.A.)*
16		Place of instruction		*Faculty of Philosophy*
17		Number of students planned to enroll in the study program		
18		Language of instruction		*English*
19		Possibility of conducting classes in a foreign language (mobility windows—courses that can be taught in English)		/
20.1		Mode of study (full-time, part-time study)		*Full-time*
20.2		Rules, opportunities, and conditions for part-time study of the study program		/
21		Information about further education including study and research fields for second and third cycle academic or professional study programs, for which completion of the relevant first cycle study program provides appropriate progression		*Vertical progression to the third cycle of doctoral studies*
22		Academic year in which the implementation of the		*2026/27*

		study program will begin	
23		Deadlines for completing the planned activities of the study program	*Students in the second cycle have the right to take the exams provided in the study program within a period no longer than twice the prescribed duration of studies, i.e., a maximum of 2 (two) years (four semesters) from the beginning of the academic year in which they enrolled at the Faculty.* *The deadline for completing the studies includes the third (final) exam session provided for courses enrolled in the summer semester. After the deadline, if the student has not passed the exams, they may continue their studies by submitting a request for extension.* *If, in the meantime, there is a change in the study program, the student continues their studies according to the program in effect.* *(Decision on the rules of study for the first cycle and second cycle of studies at the University "St. Cyril and Methodius" in Skopje, Faculty of Philosophy – Skopje (University Gazette No. 585/2022))*

3. Rationale for the establishment of the study program

An important impetus for the introduction of the second-cycle study program in Family Studies is the need to respond both theoretically and practically to the dynamics and changes occurring in contemporary families as a result of social, economic, and cultural transformations in society. The modern family faces challenges such as changes in family roles, increased need for social support, demographic shifts, and the impact of globalization. These factors require qualified professionals capable of developing and implementing policies and practices based on scientific research to support family life.

The aim of the Family Studies program is to equip future professionals with fundamental scientific knowledge and practical experience in the field of family relations, dynamics, and support systems. The program will enable students to develop competencies to become high-quality researchers and scholars capable of conducting independent research. By studying the most advanced theories and research, students will be able to connect scientific insights with practical policies and interventions.

Upon completion of the program, graduates will be equipped with knowledge and skills for:

- Analyzing family needs and challenges
- Developing and implementing programs to support families
- Supporting social and educational systems through research and practice

In the Republic of North Macedonia, there are currently no study programs of this type. The proposed program will provide a natural continuation of the first-cycle Family Studies at the Institute of Family Studies. This program will be pioneering in the country, filling the gap in higher education related to the systematic study of family structures and dynamics.

The program aims to build institutional capacity and develop professional profiles capable of:

- Selecting, administering, and interpreting detailed assessments of family needs
- Using appropriate tools, strategies, and interventions to support families within the social and educational system

In the preparation of this program, study programs of the top 500 ranked universities according to the list of Jiao Tong University of the People's Republic of China were analyzed. It was found that highly ranked universities regularly offer postgraduate studies in the field of Family Studies. The following examples were taken into account as reference programs:

- University of Minnesota, Twin Cities, Master's in Family Social Science - https://fsos.umn.edu/academics/graduate/masters-fsos
- The University of Illinois at Urbana-Champaign, Master of Science in Human Development & Family Studies, https://catalog.illinois.edu/graduate/aces/human-development-family-studies-ms/

In terms of study programs at the European level, it is worth highlighting several distinguished postgraduate programs from the region and beyond, which offer an interdisciplinary approach to the study of the family. These programs combine knowledge from multiple fields—such as psychology, sociology, pedagogy, social work, and family therapy—with the aim of preparing professionals for research, support, and the advancement of family well-being in the contemporary social context.

We would highlight the following:

- University of Navarra, Spain – Master's Degree in Marriage and the Family - https://en.unav.edu/web/masters-degree-in-marriage-and-family
- University of Ljubljana, Slovenia – Marital and Family Studies - https://www.teof.uni-lj.si/for-students/study-programme/marital-and-family-studies
- University of Fribourg, Lausanne & Zurich, Switzerland – Master's in Family Studies / Family, Children & Youth Studies - https://studies.unifr.ch/en/master/int/familystudies

These programs demonstrate significant overlap in content and objectives with the proposed Family Studies program, confirming its relevance and alignment with global educational standards.

The implementation of this program at the Faculty of Philosophy will enable increased student mobility toward European and international universities that offer compatible programs and are part of networks for student and faculty exchange. This will position the Faculty of Philosophy and the University "St. Cyril and Methodius" in Skopje in step with global trends in higher education, promoting internationalization and academic excellence**.**

3. Alignment of the study program with the current societal needs for a given workforce profile

Identifying the social need for the existence of the Family Studies program and the professional profiles it creates takes place through regular consultations with state administration bodies, the civil sector, and the academic community. This program is a response to the contemporary challenges faced by families in the Republic of North Macedonia, including changes in family structures, the need for balance between work and family life, demographic shifts, and the increased demand for social support. The program aims to prepare professionals capable of developing and implementing family support policies and programs, based on scientific research and the local context.

The Family Studies program will minimize the need to engage foreign experts in the field of family sciences and will promote the development of a domestic scientific cadre. These professionals will work on fundamental research and the creation of tailored methods and instruments for addressing family issues, such as supporting vulnerable families, protecting children, and advancing gender equality. In this way, the program contributes to the independent development of local solutions to the challenges faced by families.

The program will strengthen communication and cooperation between science, policymakers, and public administration. By building the capacities of institutions, managers, and coordinators for equal opportunities, the implementation of measures and activities from positive legislation and policies in the Republic of North Macedonia will be improved, especially those related to family well-being, non-discrimination, and equality.

The Family Studies program will equip students with the knowledge, skills, and competencies necessary for work in public administration, social services, and non-governmental organizations. The focus is placed on:

- Analysis of family needs and dynamics
- Development and implementation of family support programs
- Support for child welfare and gender equality policies

Graduates will be prepared to contribute to the creation and implementation of family-oriented policies and practices.

The program will promote the active involvement of families in assessing the implications of legislation, policies, and programs that affect them. In this way, the experiences and perspectives of families will become an integral part of the processes of designing, implementing, monitoring, and evaluating policies in all political, economic, and social spheres, ensuring that benefits are distributed equally.

The need for specialized professionals from this program is confirmed by the increased demand for experts in the field of family studies, driven by changes in family dynamics, new legal frameworks, and growing awareness of the importance of family support. The skills and competencies acquired through this program are crucial for the implementation of policies supporting families, protecting children, and advancing well-being at both local and central levels.

4. Level of National Qualifications Framework in Higher Education, study program Family Studies, University "Ss. Cyril and Methodius" in Skopje, in accordance with the Regulation for the National Qualifications Framework in Higher Education

Level in the National Qualifications Framework		Higher Education	European Qualifications Framework Level
VII			7
	A	II cycle of master's academic studies	

5. Aims of the study program and learning outcomes that signify successful completion of the second cycle of studies (60/120 ECTS) and are awarded to an individual who meets the following qualification descriptors:

6.a. General qualification descriptors for the second cycle of one-/two-year studies with 60/120 ECTS, for the study program submitted for (re)accreditation, in accordance with the Regulation on the National Framework of Higher Education Qualifications.

Type of Descriptor:	Description
Knowledge and Understanding	The student acquires in-depth, interdisciplinary knowledge of contemporary family transformations, social changes, and demographic challenges. This includes an advanced theoretical and methodological framework for analyzing family relations, parenting, socialization, and family values in the context of local and global dynamics. The student understands the complex interactions between family members, the family and its environment, and the family and institutions.
Application of Knowledge and Understanding	The student demonstrates the ability to integrate acquired knowledge into the development and implementation of research projects, educational programs, and practical interventions for family support. They apply complex models for assessment and planning, develop innovative solutions in multicultural contexts, and actively participate in the creation of data-driven policies.
Ability to Evaluate	The student possesses the ability to critically evaluate various social practices, institutional approaches, and educational strategies. They conduct analyses of family typologies, dysfunctions, communication patterns, and individual developmental processes, based on ethical principles and scientific instruments. The student successfully assesses the implications of different models of family education and public interventions.
Communication Skills	The student develops advanced communication skills in academic, professional, and public contexts. They skillfully use various channels and formats—academic papers, public speeches, media appearances, and digital communication—while demonstrating critical thinking, empathy, and intercultural sensitivity. The student creates dialogue among professional disciplines and transfers knowledge to diverse target groups.
Learning Skills	The student demonstrates a high degree of autonomy, initiative, and critical thinking in acquiring new knowledge. They develop their own research interests, apply evaluation models to their own work, and actively participate in national and international projects. The student is capable of lifelong learning and continuous professional development, following contemporary academic and practical trends.

6.b. Specific qualification descriptors for the second cycle of one-/two-year studies with 60/120 ECTS, for the study program submitted for (re)accreditation, in accordance with the Regulation on the National Framework of Higher Education Qualifications.

Type of Descriptor:	Description
Knowledge and Understanding	The student acquires specific knowledge of the structural and cultural factors that influence family dynamics—marital relations, sexuality, parenting, generational relations, health, historical context, etc. They demonstrate the ability to integrate this knowledge into a holistic framework relevant for addressing contemporary challenges related to the family.
Application of Knowledge and Understanding	The student is capable of designing, implementing, and evaluating advanced educational and research programs within the framework of family education. They create ethically sustainable interventions and work effectively in interdisciplinary teams. The student demonstrates competencies for supporting families in conditions of transition, risk, and cultural diversity.
Ability to Evaluate	The student conducts a thorough assessment of family functionality, communication and parenting models, and the impact of institutional interventions on family well-being. They employ comparative and critical methods for analyzing national and European policies and propose constructive solutions based on evidence and empathy.
Communication Skills	The student demonstrates a high level of professional communicative competence, with the ability to adapt content and messages to different cultures and generations. They use various media to convey ideas, integrate academic and practical perspectives, and foster constructive dialogue within communities and professional networks.
Learning Skills	The student develops strategies for continuous professional and academic learning through independent research work, reflection, and participation in academic discussions and communities of practice. They demonstrate the ability to independently formulate research problems, develop evaluation instruments, and transfer knowledge into practice.

7. Establishment of the Relationship between Mandatory and Elective Courses, Solely for Mandatory Courses, List of Elective Courses, and Defined Method of Course Selection

STRUCTURE OF THE STUDY PROGRAM

Table 7.1. Distribution of Courses by Semesters and Academic Years for Academic Studies (AS)[14]

Ordinal number	Code of the Course	Name of the Teaching Subject	Semester	Weekly Hours Allocation		ECTS	
				F	S		
FIRST year							
1.	CCA1/101-3/26	Family Systems and Mental Health	1	3	0	8	Prof. dr. Angelka Keskinova
2.	CCA1/102-3/26	Family in the 21st century	1	3	0	8	Prof. dr. Irena Avirovic Bundalevska
3.	CCA1/103-3/26	Child, Family and European Society	1	3	0	8	Prof. dr. Makedonka Radulovic
4.		Elective Course (one course to be chosen from Table 7.2)	1			6	
5.	CCA1/204-3/26	Research Methods in Family Studies	2	3	0	7	Prof. dr. Anica Dragovic
6.	CCA1/205-3/26	New Techniques and Practices for Preventing Violence in Contemporary Society	2	3	0	8	Prof. dr. Tatjana Stojanovska Ivanova
7.	CCA1/206-3/26	Master's Thesis	2			15	
Total hours (lectures/exercises) and ECTS for the year				100		60	

Table 7.2 List of elective courses in the study program

Ordinal number	Code[15] of the Course	Name of the Teaching Subject	Semester	Weekly Hours Allocation		EKTS	Unit	
				F	S			
1.	CCA1/101-И/26	Contemporary Strategies for Family Support	1	2	0	6	Faculty of Philosophy	Prof. dr. Makedonka Radulovic
2.	CCA1/102-И/26	Family and Migration	1	2	0	6	Faculty of Philosophy	Prof. dr. Irena Avirovic Bundalevska
3.	CCA1/103-И/26	Family Counselling and Disability	1	2	0	6	Faculty of Philosophy	Prof. dr. Angelka Keskinova
4.	CCA1/104-И/26	Gender Theories of Family	1	2	0	6	Faculty of Philosophy	Prof. dr. Bobi Badarevski
5.	CCA1/105-И/26	European Perspectives on Childhood, Family and Pedagogy	1	2	0	6	Faculty of Philosophy	Prof. dr. Alma Tasevska
6.	CCA1/106-И/26	Modern Approaches in Case Management	1	2	0	6	Faculty of Philosophy	Prof. dr. Vladimir Ilievski
7.	CCA1/107-И/26	Professional Skills	1	2	0	6	Faculty of Philosophy	Prof. dr. Kalina Sotirovska Ivanoska
8.	CCA1/108-И/26	Trauma and Crisis Interventions in Families	1	2	0	6	Faculty of Philosophy	Prof. dr. Ivan Trajkov
9.	CCA1/109-И/26	Children and Youth at Risk: Psychosocial Perspectives	1	2	0	6	Faculty of Philosophy	Prof. dr. Sofija Georgievska
Total:				/		/		

Table 7.4. Overview of the Distribution of Mandatory and Elective Courses in the Study Program.

Semester	Number of Mandatory Courses	Number of Elective Courses	Total Courses
I	3	1	4
II	3	0	3
III			
IV			
Total	6	1	7
% Coverage	85%	15%	100%

8. List of Teaching Staff Data with the necessary information outlined in Article 7 (Attacment No.4) of the Regulation on Mandatory Components Required by Study Programs (Official Gazette of the Republic of Macedonia No. 79/2023) and nd Article 61, paragraph 3 of the Law on Higher Education ('Official Gazette of the Republic of Macedonia,' No. 82/2018)

Table 8.1 List of individuals appointed to academic, scientific, and teaching positions in regular employment within the unit responsible for delivering the study program

	Full Name of the Instructor	**to be specified**		**Title of the course** (from Table 7.1 & 7.2)	**Total Number of Subjects per Semester**	
		Title and Scientific Field in which Appointed	*Scientific Field of Doctorate*		winter	summer
1.	Prof. dr. Angelka Keskinova	Associate Professor 50521 Special Education and Rehabilitation (Family and Disability, Special Education and Rehabilitation, Family and Developmental Disabilities)	Special Education and Rehabilitation	Family Systems and Mental Health Family Counseling and Disability	2	/
2.	Prof. dr. Irena Avirovic Bundalevska	Full Professor History of Family (5.09.06.02) Other (Family in Multicultural Societies) - 5.09.06.05)	History	Family in the 21st Century Family and Migration	2	/
3.	Prof. dr. Makedonka Radulovic	Full Professor Family Planning (50207) ; Other (51128).	European Studies	Child, Family and European Society Contemporary Strategies for Family Support	2	/
4.	Prof. dr. Anica Dragovic	Full Professor (5.04.00.01) Sociology (Social Statistics, Sociology of the Family, Methodology of Social Research, Population Policy) (5.04.00 13) Other (Social Demography, Family Planning, Sociology of Migration)	Sociology	Research Methods in Family Studies	/	1

5.	Prof. dr. Tatjana Stojanovska Ivanova	Full Professor Teaching Methodology (50504), Sociology of Deviance (51123), Sociology of Religion (51111), Sociology of Morality (51112), Sociology of Education (51105)	Sociology	New Techniques and Practices for Preventing Violence in Contemporary Society	/	1
6.	Prof. dr. Bobi Badarevski	Full Professor Other (60517) History of Sex and Gender, Gender Studies Research Methods, Feminist Epistemology. Other (50710) Strategies for Gender Equality	Gender Studies	Gender Theories of Family	1	
7.	Prof. dr. Alma Tasevska	Full Professor Pedagogy(50500), Teaching Methodology (50504), Didactics (50501)	Education	European Perspectives on Childhood, Family and Pedagogy	1	
8.	Prof. dr. Vladimir Ilievski	Full Professor Social Development (51202), Social Work in Health, Education, Social Protection, and Other Fields (51203), Methodologies of Social Work (Individual, Group, and Local Community) (51205)	Social Work	Modern Approaches in Case Management	1	
9.	Prof. dr. Kalina Sotirovska Ivanoska	Associate Professor Organizational Psychology (51008) Educational Psychology (51005)	Organizational Psychology	Professional Skills	1	
10.	Prof. dr. Ivan Trajkov	Full Professor Social Work (Practice in Health, Education and Social Welfare).	Social Work and Social Policy	Trauma and Crisis Interventions in amilies	1	

		Theories of Social Work, Community Mental Health and Social Development.				
11.	Prof. dr. Sofija Georgievska	Full Professor Social Work (in Health Care, Education, Social Protection, and Other Fields (51203) Methodologies of Social Work (Individual, Group, and Local Community) (51205) Other (Methodology and Statistics in Social Research) (51206)	Social Work, Social Work Methods	Children and Youth at Risk: Psychosocial Perspectives	1	
				Total	12	2

ATTACHMENT No. 3

1. Course programs with information in accordance with Article 4 of the Rulebook on the Content of Study Programs ('Official Gazette of the Republic of Macedonia,' No. 79/2023)

Attachment No. 3		**Subject program from the first cycle of studies**			
1.	Title of the teaching subject	Family Systems and Mental Health			
2.	Code	CCA1/101-3/26			
3.	Study program	**Master in Family Studies**			
4.	Organizer of the study program (unit, i.e. institute, department, department)	Institute of Family Studies			
5.	Degree (first, second, third cycle)	**Second cycle**			
6.	Academic year / semester	Year	I	semester	I
7I	Course load expressed in ECTS credits	**8 ects**			
8.	Teacher (in the case of several teachers designated responsible teacher)	Prof. d-r Keskinova Angelka			
9.	Language of instruction	English			
10.	Necessary prerequisites for listening and passing the subject	Actively participating in discussions and making valuable contributions in creating a productive and engaging learning environment. Discussions should be thoughtful, analytical, and well-informed, reflecting diverse perspectives and viewpoints. Regular class attendance is a fundamental expectation.			
11.	Objectives of the subject program (competencies) and learning outcomes:	The primary objectives of the course are to equip students with the foundational knowledge, skills, and ethical awareness necessary for effective practice in marriage, couple, and family counseling. Key competencies include understanding the family system and phenomenology, and family of origin theories; analyzing the impact of factors such as aging, intergenerational influences, interpersonal violence, career roles, socioeconomic changes on family functioning. Upon completion of the course, students will demonstrate mastery of core concepts and skills in couples, marriage, and family counseling, including analyzing family systems and cultural contexts with tools like genograms; applying diversity frameworks and evaluating limitations; utilizing research, assessments, and evidence-based practices; navigating legal, ethical, and professional issues; explaining and applying major theories.			
12.	Detailed course content by chapter and unit with learning outcomes for each chapter	1.Variations in Family Systems and Family Life Cycles: Functional and Dysfunctional Families; Students will be able to differentiate between functional and dysfunctional family characteristics, analyze variations in family systems, including cultural and structural differences. 2. Using Genograms to Position Culture and Context in Family Counseling: Making the Invisible Visible Students will learn to construct and apply genograms by exploring their purpose, uses, and limitations in family counselling, while integrating cultural, contextual, ethical, and advocacy perspectives. 3. Diversity and Intercultural Work in Family Counseling. Students will understand goals and constructs of intercultural competence, apply techniques for addressing diversity in family counseling, evaluate their limitations, and access resources for continued learning. 4. Effectively Using Research and Assessment in Couples and Family Counseling			

		Students will understand the role of evidence-based research in family counseling, compare research methods, apply and interpret assessments, analyze findings for diverse populations, and use online resources for research and tools. 5. Legal, Ethical, and Professional Issues By the end of this chapter, students will be able to recognize ethical dilemmas, legal requirements, and professional issues in family counseling, understand accreditation standards, and apply ethical decision-making models to practice scenarios. 6: Theories: Approaches and Applications: Major Constructs; Goals; Techniques; Students will understand the historical roots and key constructs of family counseling, practice core techniques, set intervention goals, and evaluate the approach's limitations for contemporary family issues. 7. Experiential and Humanistic Theories: Approaches and Applications: Carl Whitaker; Walter Kempler; Virginia Satir Students will understand key contributions to experiential and humanistic theories, apply techniques like empathy and congruence, analyze their role in family growth, and evaluate their limitations. 8. Bowenian Family Systems Theory: Approaches and Applications Students will understand the foundations and key constructs of Bowenian theory, apply its techniques in practice, evaluate its limitations, and integrate its concepts into ethical, culturally sensitive counseling. 9: Structural Theory: Approaches and Applications By the end of this chapter, students will understand the development and key constructs of structural family theory, practice core techniques, set restructuring goals, and evaluate its limitations in diverse family contexts. 10: Strategic and Milan Systemic Theories: Approaches and Applications Students will compare strategic and Milan systemic theories, apply their key constructs and techniques to practice, evaluate their limitations, and explore resources for advancing systemic counseling. 11: Behavioral and Cognitive-Behavioral Theories: Approaches and Applications By the end of this chapter, students will understand the development and key constructs of behavioral and cognitive-behavioral family counseling, practice core techniques, evaluate their limitations, and access resources for evidence-based interventions. 12. Key Issues and Interventions in Couples Counseling & Counseling Couples Using Life Cycle and Narrative Therapy Lenses Students will understand common couples counseling issues, compare models like Gottman and EFT, apply interventions integrating life cycle and narrative approaches, evaluate effectiveness and ethical considerations, and utilize resources for practice. 13: Filial Play Therapy and Other Strategies for Working With Parents: Students will understand common parenting issues and theories, apply parent consultation and play therapy techniques, evaluate their effectiveness, and integrate ethical guidelines into interventions. 14: Divorce and Other Loss Issues in Family Counseling Students will understand grief experiences and key theories, analyze family adaptation to loss, apply creative counseling techniques,

		evaluate diverse loss experiences, and utilize resources for interventions.			
13	Interrelationship of objects	/			
14.	Detailed description of teaching and working methods for the subject	The teaching and working methods for this subject will combine interactive lectures, case studies, and group discussions to encourage critical thinking and collaborative learning. Students will engage with multimedia resources, including videos, articles, and guest speaker sessions, to explore real-world applications of the concepts. Practical exercises, role-plays, and project-based learning will foster active participation and help students connect theoretical knowledge to practical contexts. Additionally, individual and group assignments will develop analytical, research, and presentation skills, while continuous feedback will guide their academic and professional growth.			
15.	Total available fund on time	240			
16.	Forms of teaching activities	16.1.	Lectures - theoretical teaching . hours	45	
		16.2.	Exercises (laboratory, classroom), seminars, teamwork: lessons	/	
		16.3.	Practice: classes		
17.	Other forms of activities	17.1.	Project assignments: lessons	49	
		17.2.	Independent assignments: lessons	49	
		17.3.	Home study - assignments	97	
18	Conditions of signature	Regular class attendance and active participation			
19	Method of assessment				
	19.1.	Tests: points		70	
	19.2.	Seminar work/project, written and oral presentation: points		30	
	19.3.	Final exam: points		100	
20	Evaluation criteria (points/grade)		up to 50 points	5 (five) (F)	
			51 x to 60 points	6 (six) (E)	
			61 x to 70 points	7 (seven) (D)	
			from 71 to 80 points	8 (eight) (C)	
			from 81 to 90 points	9 (nine) (B)	
			from 91 to 100 points	10 (ten) (A)	
21.	A method of monitoring the quality of teaching	Evaluation and self-evaluation			

22. Literature

22.1. Required reading

Ord. number	Author	Title	Publisher	Year
1.	David Capuzzi Mark D. Stauffer	Foundations of Couples, Marriage, and Family Counseling	John Wiley & Sons, Inc., Hoboken, New Jersey	2015
2.	Scott Browning, Kay Pasley	Contemporary Families Translating Research Into Practice	Routledge	2015
3.	Patricia Pitta	Solving Modern Family Dilemmas An Assimilative Therapy Model	Routledge	2015

22.2. Additional literature

Ord. number	Author	Title	Publisher	Year

		1.	Patricia A. Robey, Robert E. Wubbolding, Jon Carlson	Contemporary Issues in Couples Counseling A Choice Theory and Reality Therapy Approach	Routledge	2012
		2.	Phyllis Erdman, Tom Caffery	Attachment and Family Systems Conceptual, Empirical and Therapeutic Relatedness	Routledge	2015
		3.	Len Sperry	Behavioral Health Integrating Individual and Family Interventions in the Treatment of Medical Conditions	Routledge	2014

Attachment No. 3		**Subject program from the first cycle of studies**			
1.	Title of the teaching subject	Family in the 21st century			
2.	Code	CCA1/102-3/26			
3.	Study program	**Master in Family Studies**			
4.	Organizer of the study program (unit, i.e. institute, department, department)	Institute of Family Studies			
5.	Degree (first, second, third cycle)	**Second cycle**			
6.	Academic year / semester	Year	I	semester	I
7	Course load expressed in ECTS credits	**8 ects**			
8.	Teacher (in the case of several teachers designated responsible teacher)	Prof. d-r Irena Avirovic Bundalevska			
9.	Language of instruction	English			
10.	Necessary prerequisites for listening and passing the subject	Students enrolling in this course are expected to have basic knowledge of of family, gender relations, and social history. Familiarity with research methods and academic writing is expected. Regular participation in class sessions is expected.			
11.	Objectives of the subject program (competencies) and learning outcomes:	The course *Family in the 21st Century* equips students with advanced competencies to critically analyze the transformations of family life in the context of globalization, migration, demographic change, digitalization, and shifting gender norms. Students will develop theoretical competence by engaging with contemporary debates in sociology, history, anthropology, family and gender studies, and analytical competence through comparative examination of diverse family forms across cultural and national contexts. Practical competencies include applying interdisciplinary research methods, drafting policy-relevant analyses, and communicating findings effectively in academic and public arenas. By the end of the course, students will be able to demonstrate knowledge of key theories and trends in family studies, critically evaluate the impact of social change on families, and design independent research projects on relevant themes. They will acquire skills in applying research to contemporary issues such as declining fertility, care economies, transnational families, and reproductive technologies. Students will also strengthen ethical and reflective competencies, showing sensitivity to cultural diversity, and gender equality, in their analyses. Through these outcomes, the course ensures that graduates are prepared for academic research, policy development, and professional practice in fields related to family and social change.			
12.	Detailed course content by chapter and unit with learning outcomes for each chapter	**Chapter I: Theoretical and Demographic Foundations of Family Change** **Unit 1. Introduction: Family Studies in the 21st Century** **Unit 2. Demographic Trends and Family Change** **Unit 3. Marriage and Cohabitation** **Unit 4. Parenthood and Intergenerational Relations** This chapter introduces students to the conceptual, theoretical, and demographic bases of family studies. It examines historical debates and contemporary demographic transformations such as			

<table>
<tr><td></td><td></td><td colspan="3">fertility decline, aging populations, and shifting household structures.
Chapter II: Family and Global Transformations
Unit 5. Family and Gender Roles
Unit 6. Migration and Transnational Families
Unit 7. Globalization and Cultural Diversity in Family Life
Unit 8. Family Policies
The second chapter situates the family within global processes of migration and labor markets. It highlights how gender roles, economic restructuring, and policy models shape family life, with special focus on transnational families and cultural diversity.

Chapter III: New Technologies and Ethical Challenges
Unit 9. Families and Reproductive Technologies
Unit 10. Families and Digital Technologies
This chapter explores topics regarding the reproductive technologies, and the influence of digital technologies on families. Students critically evaluate how innovation, crisis, and cultural shifts reshape understandings of family in the 21st century.

Chapter IV: Perspectives and Applications of Family Studies
Unit 11. The Future of the Family
Unit 12. Student Research Presentations
The final chapter brings together theoretical and empirical insights to consider possible futures of the family. It encourages students to reflect on resilience, diversity, and adaptation, while also presenting their own research. The course concludes with integrative discussions on how family studies can inform scholarship, policy, and practice.</td></tr>
<tr><td>13</td><td>Interrelationship of objects</td><td colspan="3">/</td></tr>
<tr><td>14.</td><td>Detailed description of teaching and working methods for the subject</td><td colspan="3">Teaching combines lectures, seminars, and guided discussions with case studies, film/documentary analysis, and comparative international examples. Students engage in group work, debates, and workshops to critically examine theories and policies. Emphasis is placed on interactive learning, reflective writing, and digital tools for research. Independent study, guided readings, and policy analysis develop analytical depth, while oral presentations, peer feedback, and research projects strengthen academic and professional skills.</td></tr>
<tr><td>15.</td><td>Total available fund on time</td><td colspan="3">240</td></tr>
<tr><td rowspan="3">16.</td><td rowspan="3">Forms of teaching activities</td><td>16.1.</td><td>Lectures - theoretical teaching hours</td><td>45</td></tr>
<tr><td>16.2.</td><td>Exercises (laboratory, classroom), seminars, teamwork: lessons</td><td>/</td></tr>
<tr><td>16.3.</td><td>Practice: classes</td><td>/</td></tr>
<tr><td rowspan="3">17.</td><td rowspan="3">Other forms of activities</td><td>17.1.</td><td>Project assignments: lessons</td><td>49</td></tr>
<tr><td>17.2.</td><td>Independent assignments: lessons</td><td>49</td></tr>
<tr><td>17.3.</td><td>Home study - assignments</td><td>97</td></tr>
<tr><td>18</td><td>Conditions of signature</td><td colspan="3">Regular class attendance and active participation</td></tr>
<tr><td rowspan="3">19</td><td colspan="4">Method of assessment</td></tr>
<tr><td>19.1.</td><td>Tests: points</td><td colspan="2">70</td></tr>
<tr><td>19.2.</td><td>Seminar work/project, written and oral presentation: points</td><td colspan="2">30</td></tr>
</table>

	19.3.	Final exam: points		100
20	Evaluation criteria (points/grade)		up to 50 points	5 (five) (F)
			51 x to 60 points	6 (six) (E)
			61 x to 70 points	7 (seven) (D)
			from 71 to 80 points	8 (eight) (C)
			from 81 to 90 points	9 (nine) (B)
			from 91 to 100 points	10 (ten) (A)
21.	A method of monitoring the quality of teaching		Evaluation and self-evaluation	

22.

Literature

22.1. Required reading

Ord. number	Author	Title	Publisher	Year
1.	Abela, A., & Walker, J. (Eds.).	*Contemporary Issues in Family Studies: Global Perspectives on Partnerships, Parenting and Support in a Changing World*.	Wiley-Blackwell	2014
2.	Karraker, M. W., & Grochowski, J. R. (Eds.)	*Families with Futures: Family Studies into the 21st Century*.	Routledge	2012
3.	Van Hook, J., McHale, S. M., & King, V. (Eds.).	*Families and technology*.	Springer	2021

22.2. Additional literature

Ord. number	Author	Title	Publisher	Year
1.	Howe, T. R.	*Marriages and families in the 21st century: A bioecological approach* (2nd ed.).	Sage Publications	2017
2.	Therborn, G.	*Between Sex and Power: Family in the World 1900–2000.*	Routledge	2004
3.	Cherlin, A. J.	*Labor's love lost: The rise and fall of the working-class family in America.*	Russell Sage Foundation.	2014

Attachment No. 3		**Subject program from the second cycle of studies**			
1.	Title of the teaching subject	Child, Family, and European Society			
2.	Code	CCA1/103-3/26			
3.	Study program	**Master in Family Studies**			
4.	Organizer of the study program (unit, i.e. institute, department, department)	Institute of Family Studies			
5.	Degree (first, second, third cycle)	**Second cycle**			
6.	Academic year / semester	Year	I	semester	I
7	Course load expressed in ECTS credits	**8**			
8.	Teacher (in the case of several teachers designated responsible teacher)	Prof. d-r Makedonka Radulovic			
9.	Language of instruction	English			
10.	Necessary prerequisites for listening and passing the subject	• Completed first-cycle studies in social sciences or related disciplines • Academic writing and critical analysis skills • Active participation in discussions and intercultural sensitivity • Regular attendance at lectures and exercises			
11.	Objectives of the subject program (competencies) and learning outcomes:	The subject aims to provide an interdisciplinary and critical understanding of family structures and transformations in the European context, with a special focus on the role of the child in society. Students will: • Analyze contemporary family models in Europe • Explore social factors influencing family dynamics • Understand the tripartite relationship between child, family, and educational institutions • Develop comparative analysis skills of family systems • Recognize the child as an active participant in social processes • Apply theoretical frameworks to analyze family transformations			
12.	Detailed course content by chapter and unit with learning outcomes for each chapter	1. European Family Structures → Identification of family typologies and their characteristics 2. Macedonian Family Structures → Identification of family typologies and their characteristics 3. The Macedonian Family in European Context → Comparative analysis and critical evaluation 4. The Child as a Social Subject → Family-centered approaches 5. Social Influences on Children and Families → Family, school, peers, and media as agents of socialization 6. Family-Centered Approaches → Role of educational and social institutions in supporting families and partnering with parents 7. Positive Practices and Recommendations → Analysis of European practices and their applicability 8. The Role of Family Education → Impact of family education within the family and society			
13	Interrelationship of objects	/			
14.	Detailed description of teaching and working methods for the subject	Interactive lectures, case studies, group discussions, project assignments, presentations, field analyze.			

15.	Total available fund on time	240		
16.	Forms of teaching activities	16.1.	Lectures - theoretical teaching . hours	45
		16.2.	Exercises (laboratory, classroom), seminars, teamwork: lessons	/
		16.3.	Practice: classes	
17.	Other forms of activities	17.1.	Project assignments: lessons	49
		17.2.	Independent assignments: lessons	49
		17.3.	Home study - assignments	97
18	Conditions of signature	Regular class attendance and active participation		
19	Method of assessment			
	19.1.	Tests: points		70
	19.2.	Seminar work/project, written and oral presentation: points		30
	19.3.	Final exam: points		100
20	Evaluation criteria (points/grade)		up to 50 points	5 (five) (F)
			51 x to 60 points	6 (six) (E)
			61 x to 70 points	7 (seven) (D)
			from 71 to 80 points	8 (eight) (C)
			from 81 to 90 points	9 (nine) (B)
			from 91 to 100 points	10 (ten) (A)
21.	A method of monitoring the quality of teaching	Evaluation and self-evaluation		

22. Literature

22.1. Required reading

Ord. number	Author	Title	Publisher	Year
1.	Janet Gonzalez-Mena	Child, Family, and Community	Pearson	2013
2.	Angela Abela	Contemporary Issues in Family Studies: Global Perspectives on Partnerships, Parenting and Support	John Wiley & Sons Inc	2014
3.	Kopp Mária Institute for Demography and Families	European Union Family Policy Outlook	Kings	2024

22.2. Additional literature

Ord. number	Author	Title	Publisher	Year
1.	Roberta Berns	Child, Family, School, Community: Socialization and Support.	Cengage Learning	2015

		2.	Michele Stites, Patricia Scully, Hilary Roberts-King, Chandler Barbour	Families, Schools, and Communities: Building Partnerships for Educating Children.	Pearson	2019
		3.	UNICEF Regional Office for Europe and Central Asia	Keeping Families Together in Europe	UNICEF	2023

Attachment No. 3		**Subject program from the second cycle of studies**		
1.	Title of the teaching subject	Research Methods in Family Studies		
2.	Code	CCA1/204-3/26		
3.	Study program	Family Study		
4.	Organizer of the study program (unit, i.e. institute, department, department)	Family Study		
5.	Degree (first, second, third cycle)	Second cycle		
6.	Academic year / semester	I	semester	II
7	Course load expressed in ECTS credits	**7**		
8.	Teacher (in the case of several teachers designated responsible teacher)	Prof. dr. Anica Dragovic		
9.	Language of instruction	English		
10.	Necessary prerequisites for listening and passing the subject	No prerequisites		
11.	Objectives of the subject program (competencies) and learning outcomes:	**Objectives of the subject program (competences)**: · Introduction to the basics of "scientific thinking" and the main components of research design and analysis. · Ability for independent design and implementation of research with a focus on the scientific research paradigm. · Development quantitative, qualitativ and analytical skills in the field of family study. · Contribution to an active understanding of how to interpret, criticize, conduct and present research in the social sciences. **Learning outcomes:** · Knowledge and ability to analyze and compare different theoretical approaches or models in methodology, research methods and design of a scientific research project. · Understanding the significance of research methods and methodology within research in the domain of family studies research. · Ability to use quantitative data and statistical analysis and their analysis in the field of family studies. · Ability to use qualitative data and analysis in the field of family studies. · Ability to select research methods and their application on family studies. · Motivation for further professional development and improvement in the field of family studies.		
12.	Detailed course content by chapter and unit with learning outcomes for each chapter	**Chapter 1. Introduction to research methods** - Define the research methods. - The concept of the scientific research paradigm. - Research methods in the filed of family studies **Learning Outcomes**: · Understanding the concept of research method. · Explanation of the scientific research paradigm when conducting a research project. · Understanding the needs of research methods on families. **Chapter 2. Developing Research Questions** · Normative and empirical claims. · Types of research. · Developing research questions. · Hypotheses. · Quantitative, qualitative, and mixed methodological approaches to research. **Learning Outcomes**:		

		- Differentiate between normative and empirical knowledge. - Explain the difference between exploratory, descriptive and explanatory research through examples. - Ability to formulate research questions. - Describe and explain methodological approaches in research. **Chapter 3. Ethics in Family Research** - Ethical issues in research on families and children. - The Politics of social research. **Learning Outcomes**: - To be able to identify and describe the key ethical issue in the field of family study. - Provide example of how political issue can influence the conduct of research in social research the field of family studies **Chapter 4. Conceptualization, Operationalization, and Measurement** - Conceptualization. - Operationalization choices. - Criteria of measurement quality **Learning Outcomes**: - Explain and illustrate how conceptions, concepts, and constructs relate to reality. - Describe the steps involved in the process of conceptualization. - Discuss the assertion that definitions are more critical in descriptive than in explanatory studies. - Identify and illustrate the many choices you may have in operationalizing variables. - Distinguish among precision, accuracy, reliability, and validity and discuss how they affect the quality of a measurement technique. **Chapter 5. Sample Design** - Population and sample frame. - Types of sample design - Nonprobability sample - Probability sample - Normative and empirical claims. **Learning Outcomes**: - Be able to highlight some of the key events in the development of sampling in family research. - Describe what is meant by “nonprobability sampling” and identify several techniques. - Identify and explain the key elements in probability sampling. - Explain the relationship between populations and sampling frames in social research. - Identify and describe several types of probability sampling designs. **Chapter 6. Survey Research** - Guidelines for asking questions - Questionnaire construction - Self-Administered Questionaries - Interview surveys - Telephone surveys - Online surveys

		- Mixed mode surveys - Secondary analysis **Learning Outcomes**: - Identify research topics that are well suited for survey research. - Explain the key rules for asking questions in a survey questionnaire. - Discuss some of the key concerns in the construction of a survey questionnaire. - Explain the steps involved in the execution of a self-administered survey. - Describe the steps involved in the execution of an interview survey. - Summarize the steps involved in the execution of a telephone survey. - Discuss the advantages and disadvantages of online surveys. - Provide examples of mixed-mode surveys and explain the advantages you might gain. - Understand which research projects are most suitable to each of the different survey methods. - Identify the key strengths and weaknesses of survey research in general. - Explain what secondary analysis is and its key advantages and disadvantages. **Chapter 7. Qualitative Filed Research** - Topics and Consideration in Qualitative Field Research - Qualitative Field Research Paradigms - Conducting Qualitative Field Researches **Learning Outcomes**: - Discuss the kinds of research topics that are especially appropriate to field research. - Distinguish the various roles of the field researchers in relation to the subjects of study. - Understand the several paradigms used in field research. - Describe the process of conducting field research. - Identify and discuss the strengths and weakness of field research. **Chapter 8.** Unobtrusive Research - Content Analysis - Analyzing existing Statistics - Comparative and Historical research **Learning Outcomes**: - Understand the use of content analysis for both qualitative and quantitative social research. - Give examples of researchers analyzing existing statistics, to illustrate the strengths and weaknesses of this method. - Describe comparative and historical methods and give examples to illustrate. - Understand the ethical issues involved in the various methods of unobtrusive research. **Chapter 9. Quantitative Data Analysis** - Quantification of data. - Univariate analysis. - Subgroup comparisons.

		- Bivariate analysis. **Learning Outcomes**: - Provide an example illustrating the quantification of data. - Identify and discuss the several aspects of univariate analysis. - Explain what is gained when subgroup comparisons are used instead of univariate analyses. - Describe and illustrate the difference between subgroup comparisons and bivariate analyses. - List and explain the added advantages of multivariate analysis over bivariate analysis. **Chapter 10. Qualitative Data Analysis** - Qualitative data processing - Computer programs for qualitative data - The qualitative analysis of quantitative data **Learning Outcomes**: - Identify and explain the three methods for linking theory and analysis. - Describe the use of coding in the analysis of qualitative data. - Recognize some computer programs that can be used for qualitative analysis and explain how they work. - Provide examples of how quantitative data can be analyzed qualitatively. - Explain some of the ways researchers can assess the quality of qualitative data. **Chapter 11. Evaluating Family Programs** - Topics appropriate for evaluation research on family programs. - Types of evaluation research design. - Indicators for family research **Learning Outcomes**: - Provide examples of research topics that would be appropriate for evaluation research. - Illustrate the central role of measurement in evaluation research. - Identify and describe some of the different evaluation designs. - Understand indicator for family research, discussing the main advantages and disadvantages. **Chapter 12. Reading and Writing Family Research** - Reading Family Research - Writing Family Research **Learning Outcomes**: - Discuss the function and structure of a review of the literature. - Identify and discuss the basic considerations that go into the writing of social research results. - Describe ethical issues that may need to be addressed in reading and writing social research.
13	Interrelationship of objects	All courses that are related to the content of this course.

14.	Detailed description of teaching and working methods for the subject		Teaching using a frontal and interactive method (discussions, presentations). Home learning (mastering literature, preparing a project assignment, as well as other forms of individual or team work)	
15.	Total available fund on time		210	
16.	Forms of teaching activities	16.1.	Lectures - theoretical teaching . hours	60
		16.2.	Exercises (laboratory, classroom), seminars, teamwork: lessons	30
		16.3.	Practice: classes	
17.	Other forms of activities	17.1.	Project assignments: lessons	30
		17.2.	Independent assignments: lessons	30
		17.3.	Home study - assignments	60
18.	Conditions of signature		Class attendance and active participation.	
19.	Method of assessment			
	19.1.	Tests: points		
	19.2.	Seminar work/project, written and oral presentation: points		40
	19.3.	Final exam: points		60
20.	Evaluation criteria (points/grade)		up to 50 points	5 (five) (F)
			51 x to 60 points	6 (six) (E)
			61 x to 70 points	7 (seven) (D)
			from 71 to 80 points	8 (eight) (C)
			from 81 to 90 points	9 (nine) (B)
			from 91 to 100 points	10 (ten) (A)
21.	A method of monitoring the quality of teaching		Student evaluation and self-evaluation.	

22. Literature

22.1. Required reading

Ord. number	Author	Title	Publisher	Year
1.	Babie, E.	The Practice of Social Research (14th Edition)	CENGAGE	2025
2.	Theodore N. Greenstein, Shannon N. Davis	Methods of Family Research doi.org/10.4135/9781544308579	Sage Academic Books	2017

22.2. Additional literature

Ord. number	Author	Title	Publisher	Year
1.	Abbie E. Goldberg, Katherine R. Allen	Qualitative family research: Innovative, flexible, theoretical, reflexive	Journal of Marriage and Family Methods (1323 – 1352)	

		2.	Adamsons K., Few Demo, A.L., Proylx C.M., Roy, K.	Sourcebook of Family Theories and Methodologies Adynamic Approach	Springer	2022
		3.	Archibald, M. M., Ambagtsheer, R. C., Casey, M. G., & Lawless, M	Using zoom videoconferencing for qualitative data collection: Perceptions and experiences of researchers and participants. **https://doi.org/10.1177/160940691987 4596**	*International Journal of Qualitative Methods*, 18	2019
		4.	Braun, V., Clarke, V., Boulton, E., Davey, L., & McEvoy, C.	The online survey as a *qualitative* research tool	International Journal of Social Research Methodology,	2021
		5.	**Dragovic, A**., Drakulovska C., M.&Koceva, D.	*Qualitative approach in population study research.*	*Proceedings of the Tenth International Scientific Conference Social Changes in the Global World*, 2 (10). 2023	2023

Attachment No. 3		**Subject program from the second cycle of studies**			
1.	Title of the teaching subject	New Techniques and Practices for Preventing Violence in Contemporary Society			
2.	Code	CCA1/205-3/26			
3.	Study program	**Family studies**			
4.	Organizer of the study program (unit, i.e. institute, department, department)	Institute for Family Studies, Faculty of Philosophy, UKIM, Skopje			
5.	Degree (first, second, third cycle)	**Second cycle**			
6.	Academic year / semester	Year	I	semester	II
7	Course load expressed in ECTS credits	**8 ects**			
8.	Teacher (in the case of several teachers designated responsible teacher)	Tatjana Stojanoska Ivanova, Phd, Full Professor			
9.	Language of instruction	English			
10.	Necessary prerequisites for listening and passing the subject	none			
11.	Objectives of the subject program (competencies) and learning outcomes:	Students to acquire scientific and in-depth knowledge about new techniques, methods and practices that treat and prevent violence in modern society.			
12.	Detailed course content by chapter and unit with learning outcomes for each chapter	Concept of violence. Types of violence. Definition and specifics of physical, psychological, verbal, economic, sexual and cyber violence. Reasons for the increased violence in modern societies. The family and its role in preventing violence. Domestic violence - characteristics and consequences. Violence against women in contemporary societies. Homicide and femicide in contemporary societies. Defining and understanding peer violence - how to achieve safer environments? New violent content - cyber violence. Forms and ways to prevent violence in modern times. New techniques for treating and preventing violence in modern society. Methods for preventing violence. European experiences and practices in the treatment and prevention of violent behavior. Values, value orientations and their role in creating non-violent societies. Moral norms in the family and institutions and their role in creating non-violent content and behavior. Resolving moral dilemmas about violence in the family and institutions in modern society.			
13	Interrelationship of objects				
14.	Detailed description of teaching and working methods for the subject	Learning through modern teaching methods and techniques. Using presentations, media materials, debates, "flipped classroom", workshops			
15.	Total available fund on time	240			
16.	Forms of teaching activities	16.1.	Lectures - theoretical teaching . hours		45

		16.2.	Exercises (laboratory, classroom), seminars, teamwork: lessons	/
		16.3.	Practice: classes	
17.	Other forms of activities	17.1.	Project assignments: lessons	49
		17.2.	Independent assignments: lessons	49
		17.3.	Home study - assignments	97
18	Conditions of signature			
19	Method of assessment			
	19.1.	Tests: points		40
	19.2.	Seminar work/project, written and oral presentation: points		40
	19.3.	Final exam: points		20
20	Evaluation criteria (points/grade)		up to 50 points	5 (five) (F)
			51 x to 60 points	6 (six) (E)
			61 x to 70 points	7 (seven) (D)
			from 71 to 80 points	8 (eight) (C)
			from 81 to 90 points	9 (nine) (B)
			from 91 to 100 points	10 (ten) (A)
21.	A method of monitoring the quality of teaching		Evaluation and self-evaluation	

22. Literature

22.1. Required reading

Ord. number	Author	Title	Publisher	Year
1.	Ломпар, Миро	Моралистички фрагменти (chapter translated into English)	CATENA MUNDI, Београд	2020 година
2.	Bergholz, Max	Nasilje kao generativna sila (chapter translated into English)	Biblioteka Memorija, Zarajevo/Zagreb	2024 godina
3.	Kuljič, T	Sociologija generacije (chapter translated into English)	Čigoja Štampa:Beograd	2009 godina

22.2. Additional literature

Ord. number	Author	Title	Publisher	Year
1.	Џорџ, Р., Елштејн, Џ.Б. (уредници)	Значењето на бракот (chapter translated into English)	АрсЛамина:Скопје	2013

		2.	Равич, Дајен и Витерити,Џозеф П.	Создавање добри граѓани (chapter translated into English)	Арс Ламина, Скопје	2012 година
		3.	Nojfeld, Gordon I Mate, Gabor	Budite oslonac svojoj deci (chapter translated into English)	Publik Praktikum, Zemun	2021 godina

Attachment No. 3		**Subject program from the second cycle of studies**			
1.	Title of the teaching subject	Contemporary strategies for family support			
2.	Code	CCA1/101-*И*/26			
3.	Study program	**Master in Family Studies**			
4.	Organizer of the study program (unit, i.e. institute, department, department)	Institute of Family Studies			
5.	Degree (first, second, third cycle)	**Second cycle**			
6.	Academic year / semester	Year	I	Semester	I
7	Course load expressed in ECTS credits	**6**			
8.	Teacher (in the case of several teachers designated responsible teacher)	Prof. d-r Makedonka Radulovic			
9.	Language of instruction	English			
10.	Necessary prerequisites for listening and passing the subject	• Completed first-cycle studies in social sciences or related disciplines • Academic writing and critical analysis skills • Active participation in discussions and intercultural sensitivity • Attendance at lectures and exercises			
11.	Objectives of the subject program (competencies) and learning outcomes:	The subject aims to equip students with critical and applicable understanding of contemporary approaches to working with families through: • Analysis of modern strategies for family support in diverse social contexts • Development of skills for working with families across different family life cycles (formation, growth, crisis, reorganization) • Identification of family problems and needs, and selection of appropriate support forms (psychosocial, educational, institutional) • Understanding schools, educational programs, and communities as resources for family support • Encouraging interdisciplinary and culturally sensitive practice • Building capacity for planning, implementation, and evaluation of family support programs			
12.	Detailed course content by chapter and unit with learning outcomes for each chapter	• Family Life Cycles and Needs: Formation, growth, stabilization, crisis, reorganization • Challenges and Risks in Family Contexts: Social, economic, psychological factors; violence, poverty, divorce, migration • Institutional Support and Resources: Schools, kindergartens, social work centers; parenting education programs; local and national resources • Design and Evaluation of Family Support Programs: Planning, implementation, evaluation; success indicators • Skills for Working with Families: Personal and professional skills • Support for Families: Families with children of various ages; problem-solving support			
13	Interrelationship of objects	/			
14.	Detailed description of	Interactive lectures, case studies, group discussions, project			

	teaching and working methods for the subject	assignments, presentations, field analyze		
15.	Total available fund on time	180		
16.	Forms of teaching activities	16.1.	Lectures - theoretical teaching . hours	30
		16.2.	Exercises (laboratory, classroom), seminars, teamwork: lessons	/
		16.3.	Practice: classes	
17.	Other forms of activities	17.1.	Project assignments: lessons	50
		17.2.	Independent assignments: lessons	47
		17.3.	Home study - assignments	53
18	Conditions of signature	Regular class attendance and active participation		
19	Method of assessment			
	19.1.	Tests: points		70
	19.2.	Seminar work/project, written and oral presentation: points		30
	19.3.	Final exam: points		100
20	Evaluation criteria (points/grade)		up to 50 points	5 (five) (F)
			51 x to 60 points	6 (six) (E)
			61 x to 70 points	7 (seven) (D)
			from 71 to 80 points	8 (eight) (C)
			from 81 to 90 points	9 (nine) (B)
			from 91 to 100 points	10 (ten) (A)
21.	A method of monitoring the quality of teaching	Evaluation and self-evaluation		

22. Literature

22.1. Required reading

Ord. number	Author	Title	Publisher	Year
1.	Abela, A., Dudova, R., Gábos, A., Hašková, H., Heggem Kojan, B., Kotzeva, T., Putnina, A., Šadić, S., Sesar, K., Tereškinas, A., Thiene, A., & Tzivian, L	Child and family support policies across Europe: National reports from 27 countries	European Family Support Network (EurofamNet)	2021
2.	Janet Gonzalez-Mena	The Child, the Family, and Society	Person	2013

		3.	Mešl, N., Polić Penavić, S., Žegarac, N., Antunes, A., Radulović, M., Martins, C. and Nunes	Catalogue of family support skills	European Family Support Network (EurofamNet)	2023
	22.2.	Additional literature				
		Ord. number	Author	Title	Publisher	Year
		1.	European Commission	Recent trends in child and family policy in the EU	European Commission	2019
		2.	Joan Giovannini	Children, Families, Schools, and Communities	Rotel Project	2024
		3.				

Attachment No. 3		**Subject program from the first cycle of studies**				
1.	Title of the teaching subject	Family and Migration				
2.	Code	CCA1/102-И/26				
3.	Study program	**Master in Family Studies**				
4.	Organizer of the study program (unit, i.e. institute, department, department)	Institute of Family Studies				
5.	Degree (first, second, third cycle)	**Second cycle**				
6.	Academic year / semester	Year	I	semester	I	
7	Course load expressed in ECTS credits	**6 ects**				
8.	Teacher (in the case of several teachers designated responsible teacher)	Prof. d-r Irena Avirovic Bundalevska				
9.	Language of instruction	English				
10.	Necessary prerequisites for listening and passing the subject	Students enrolling in this course are expected to have basic knowledge of family history, family sociology, or migration studies. Regular participation in class sessions is expected.				
11.	Objectives of the subject program (competencies) and learning outcomes:	The course aims to equip students with understanding of the historical and contemporary relationship between migration and family life. Students will enhance their capacity to interpret and use diverse sources (archival documents, oral histories, family letters, diaries, digital communication etc.) in migration research. At the end of the course, students will be able to: identify and explain different types of migration and their effects on family structures and roles; apply theoretical and historiographical concepts to analyze migration and family dynamics; critically assess gender, generational, and cultural dimensions of family life in migration contexts, and compare historical and contemporary migration experiences across regions, with particular attention to European and Balkan case studies.				
12.	Detailed course content by chapter and unit with learning outcomes for each chapter	**Chapter I: Family and Migration Studies** **Unit 1:** Introduction: Family and Migration as Fields of Study **Unit 2:** Mobility in Traditional Societies This chapter introduces students to the key concepts, theories, and research methods in family and migration studies. It highlights the importance of family as a central unit for understanding mobility and traces early patterns of seasonal migration and mobility in pre-industrial societies. Students will gain the conceptual and analytical tools needed for studying family strategies in different migration contexts. **Chapter II: Historical Dimensions of Migration and Family** **Unit 3:** Economic Migrations in the 19th and 20th Century **Unit 4:** Women and Migration **Unit 5:** Children and Migration **Unit 6:** Political Migration and Exile Focusing on the 19th and 20th centuries, this chapter examines the impact of economic, political, and gendered forms of migration on family life. Topics include overseas				

		labor migration, women's roles as migrants and caretakers, the experiences of children in migrant households, and family disruptions caused by political exile and forced displacement. Students will explore how migration reshaped household economies, gender dynamics, and generational relations. **Chapter III: Family Strategies and Cultural Identity in Migration** **Unit 7:** Family Letters, Parcels, and Remittances **Unit 8:** Transnational Families **Unit 9:** Migration and Cultural Identity This chapter explores the ways families maintain connections across borders through letters, remittances, rituals, and cultural practices. It introduces the concept of transnational families and examines how kinship ties and long-distance intimacy are sustained over time. Special attention is given to the role of families in preserving cultural identity, memory, and belonging in diaspora communities. **Chapter IV: Contemporary Challenges of Migrant Families** **Unit 10:** Contemporary Migration and Family Challenges **Unit 11:** Conclusion: Future Perspectives of Migrant Families The final chapter analyzes migration and family life in today's globalized context. It considers new forms of family challenges such as digital parenthood, circular migration, and changing patterns of care across borders. The chapter concludes with student-led presentations and discussions on the future of families and migration, encouraging critical reflection and independent research.		
13	Interrelationship of objects	/		
14.	Detailed description of teaching and working methods for the subject	The course combines lectures introducing theoretical frameworks with interactive seminars where students critically discuss readings. Case studies link theory to lived migration experiences, while research workshops will develop students' skills in oral history and archival research. The use of digital and audio-visual materials (films, online archives) will enrich analysis, while short papers will foster independent engagement. A final capstone project will be required by students to consolidate knowledge through independent research and presentation.		
15.	Total available fund on time	180		
16.	Forms of teaching activities	16.1.	Lectures - theoretical teaching hours	30
		16.2.	Exercises (laboratory, classroom), seminars, teamwork: lessons	/
		16.3.	Practice: classes	
17.	Other forms of activities	17.1.	Project assignments: lessons	50
		17.2.	Independent assignments: lessons	47
		17.3.	Home study - assignments	53
18	Conditions of signature	Regular class attendance and active participation		
19	Method of assessment			
	19.1.	Tests: points		70
	19.2.	Seminar work/project, written and oral presentation: points		30

	19.3.	Final exam: points		100
20	Evaluation criteria (points/grade)		up to 50 points	5 (five) (F)
			51 x to 60 points	6 (six) (E)
			61 x to 70 points	7 (seven) (D)
			from 71 to 80 points	8 (eight) (C)
			from 81 to 90 points	9 (nine) (B)
			from 91 to 100 points	10 (ten) (A)
21.	A method of monitoring the quality of teaching		Evaluation and self-evaluation	

22.

Literature

22.1. Required reading

Ord. number	Author	Title	Publisher	Year
1.	Castles, S., de Haas, H., & Miller, M. J.	*The Age of Migration: International Population Movements in the Modern World* (6th ed.).	Macmillan	2020
2.	Bryceson, D., & Vuorela, U. (Eds.)	*The Transnational Family: New European Frontiers and Global Networks*.	Routledge	2002
3.	Charsley, K.	*Transnational Marriage: New Perspectives from Europe and Beyond*.	Routledge	2012

22.2. Additional literature

Ord. number	Author	Title	Publisher	Year
1.	Lutz, H.	*Migration and Domestic Work: A European Perspective on a Global Theme*.	Routledge	2018
2.	Grillo, R.	*The Family in Question: Immigrant and Ethnic Minorities in Multicultural Europe*.	Amsterdam University Press.	2008
3.	Anthias, F., & Lazaridis, G. (Eds.)	*Gender and Migration in Southern Europe: Women on the Move*.	Oxford	2000

Attachment No. 3		**Subject program from the first cycle of studies**			
1.	Title of the teaching subject	Family Counselling and Disability			
2.	Code	CCA1/103-И/26			
3.	Study program	**Master in Family Studies**			
4.	Organizer of the study program (unit, i.e. institute, department, department)	Institute of Family Studies			
5.	Degree (first, second, third cycle)	**Second cycle**			
6.	Academic year / semester	Year	I	semester	I
7	Course load expressed in ECTS credits	**6**			
8.	Teacher (in the case of several teachers designated responsible teacher)	Prof. d-r Keskinova Angelka			
9.	Language of instruction	English			
10.	Necessary prerequisites for listening and passing the subject	Actively participating in discussions and making valuable contributions in creating a productive and engaging learning environment. Discussions should be thoughtful, analytical, and well-informed, reflecting diverse perspectives and viewpoints. Regular class attendance is a fundamental expectation.			
11.	Objectives of the subject program (competencies) and learning outcomes:	This course equips students with theoretical, practical, and professional competencies in family counseling within the context of disability. Students will develop the ability to understand and apply family systems theories, disability models, and intersectional perspectives in analyzing family functioning. They will gain insight into the ways families adapt to disability across developmental stages, from childhood through adulthood, and will cultivate awareness of the emotional responses, grief processes, and mental health challenges that may arise for family members, including siblings and extended kin. The course further fosters counseling skills through training in communication, relationship building, evidence-based interventions, and systemic approaches. Students will acquire specialized knowledge for tailoring counseling to developmental, intellectual, physical, sensory, chronic, and acquired disabilities while addressing accessibility, intimacy, and adaptation. Finally, the course prepares students to engage in research, advocacy, and professional practice by critically evaluating evidence, promoting supportive policies and resources, and demonstrating ethical standards, collaboration, and self-care in multidisciplinary contexts.			
12.	Detailed course content by chapter and unit with learning outcomes for each chapter	1.Foundations of Family Counseling in the Context of Disability: Family Systems Theory and Disability Models, Historical and Ethical Perspectives, Intersectionality in Family Disability By the end of this chapter, students will understand family systems theories and disability models, apply them to case scenarios, address ethical challenges, and analyze intersectional influences on families with cultural competence. 2. Becoming a parent of a child with disability: Childhood and Continuity Adaptation, Adolescence and Adulthood. Students will conduct an analysis of how families adapt across developmental stages—childhood, adolescence, and			

		adulthood—when raising a child with a disability, examining continuity, challenges, and strategies for fostering resilience. 3. Emotional Responses and Grief Processes: Mental Health Challenges in Family Members, Sibling and Extended Family Dynamics Students will understand the psychological impacts of disability on families, use assessment tools to evaluate mental health needs, and develop strategies to support siblings and extended family dynamics. 4. Counseling Techniques and Interventions: Communication and Relationship Building, Evidence-Based Therapies, Group and Systemic Interventions Students will demonstrate counseling techniques, apply evidence-based therapies, and design systemic interventions to strengthen family relationships in disability contexts. 5. Special Topics in Family Counseling and Disability: Developmental and Intellectual Disabilities, Physical and Sensory Disabilities, Chronic Illness and Acquired Disabilities. By the end of this chapter, students will tailor counseling to specific disabilities across developmental stages, address accessibility and intimacy concerns, and support families in adapting to chronic or acquired conditions. 6. Research, Advocacy, and Professional Practice: Research Methods in Family Disability Counseling, Advocacy and Policy, Professional Development and Self-Care Students will conduct and critique research, advocate for supportive policies and resources, and apply self-care while collaborating in multidisciplinary disability contexts.		
13	Interrelationship of objects	/		
14.	Detailed description of teaching and working methods for the subject	The teaching and working methods for this subject will combine interactive lectures, case studies, and group discussions to encourage critical thinking and collaborative learning. Students will engage with multimedia resources, including videos, articles, and guest speaker sessions, to explore real-world applications of the concepts. Practical exercises, role-plays, and project-based learning will foster active participation and help students connect theoretical knowledge to practical contexts. Additionally, individual and group assignments will develop analytical, research, and presentation skills, while continuous feedback will guide their academic and professional growth.		
15.	Total available fund on time	180		
16.	Forms of teaching activities	16.1.	Lectures - theoretical teaching . hours	30
		16.2.	Exercises (laboratory, classroom), seminars, teamwork: lessons	/
		16.3.	Practice: classes	
17.	Other forms of activities	17.1.	Project assignments: lessons	50
		17.2.	Independent assignments: lessons	47
		17.3.	Home study - assignments	53
18	Conditions of signature	Regular class attendance and active participation		
19	Method of assessment			
	19.1.	Tests: points	70	
	19.2.	Seminar work/project, written and oral presentation: points	30	

	19.3.	Final exam: points			100
20	Evaluation criteria (points/grade)			up to 50 points	5 (five) (F)
				51 x to 60 points	6 (six) (E)
				61 x to 70 points	7 (seven) (D)
				from 71 to 80 points	8 (eight) (C)
				from 81 to 90 points	9 (nine) (B)
				from 91 to 100 points	10 (ten) (A)
21.	A method of monitoring the quality of teaching			Evaluation and self-evaluation	
22.	Literature				
	22.1.	Required reading			
		Ord. number	Author	Title	Publisher	Year
		1.	Milton Seligman; Rosalyn Benjamin Darling	Ordinary Families, Special Children: A Systems Approach to Childhood Disability	The Guilford Press	2007
		2.	Shula Wilson	Disability, Counselling and Psychotherapy	PALGRAVE MACMILLAN	2003
		3.	Gretchen A. Pianka	Coaching Families for Resilience: How Pediatricians Can Support Caregivers and Prevent Burnout	American Academy of Pediatrics	2025
	22.2.	Additional literature				
		Ord. number	Author	Title	Publisher	Year
		1.	Len Sperry	Behavioral Health Integrating Individual and Family Interventions in the Treatment of Medical Conditions	Routledge	2014
		2.	Phyllis Erdman, Tom Caffery	Attachment and Family Systems Conceptual, Empirical and Therapeutic Relatedness	Routledge	2015
		3.				

Attachment No. 3		**Subject program from the first cycle of studies**			
1.	Title of the teaching subject	Gender theories of family			
2.	Code	CCA1/104-И/26			
3.	Study program	**Family Studies**			
4.	Organizer of the study program (unit, i.e. institute, department, department)	Institute of Family Studies			
5.	Degree (first, second, third cycle)	**Second cycle**			
6.	Academic year / semester	Year	I	semester	I
7	Course load expressed in ECTS credits	**6**			
8.	Teacher (in the case of several teachers designated responsible teacher)	Prof. d-r. Bobi Badarevski			
9.	Language of instruction	Macedonian/English			
10.	Necessary prerequisites for listening and passing the subject	/			
11.	Objectives of the subject program (competencies) and learning outcomes:	Acquired knowledge of the main gender theories and their application in the study of the family. Ability to analyze and compare different concepts of the family through the lens of gender. Acquired knowledge of the role of gender relations in the historical and contemporary development of family structures. Ability to apply gender theories in research and critical evaluation of family policies and practices			
12.	Detailed course content by chapter and unit with learning outcomes for each chapter	**Detailed Course Content** **Chapter 1: Introduction to Gender Theories and the Family** • **Units:** 1. Gender as a category of analysis. 2. The family as a social institution. • **Learning Outcomes:** o Students understand the basic concepts of gender and the family. o Students are able to explain how gender relations shape family structure.			
		Chapter 2: Historical Perspectives on the Family • **Units:** 1. Traditional family models. 2. Industrialization and changes in gender roles. • **Learning Outcomes:** o Students can compare historical changes in family structures. o Students understand how social and economic factors influenced gender roles.			
		Chapter 3: Contemporary Gender Theories of the Family • **Units:** 1. Feminist approaches to the family. 2. Intersectional analyses (class, race, sexuality). • **Learning Outcomes:**			

<table>
<tr><td></td><td colspan="3"></td><td colspan="3">

Students critically analyze different gender theories.
Students are able to apply an intersectional approach in family analysis.

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<tr><td></td><td colspan="3"></td><td colspan="3">
Chapter 4: Family Policies and Gender Equality

Units:

1. Family and gender equality policies.
2. Practices of gender equality in contemporary families.

Learning Outcomes:

Students are familiar with key policies related to family and gender.
Students are able to critically evaluate these policies and their impact.

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<tr><td></td><td colspan="3"></td><td colspan="3">
Chapter 5: The Family in Global and Local Contexts

Units:

1. Global trends in family structure.
2. Local cultural specificities of gender relations.

Learning Outcomes:

Students conduct comparative analyses of family models.
Students understand how cultural contexts shape gender and the family.

</td></tr>
<tr><td>13</td><td colspan="3">Interrelationship of objects</td><td colspan="3"></td></tr>
<tr><td>14.</td><td colspan="3">Detailed description of teaching and working methods for the subject</td><td colspan="3">
Teaching and Learning Methods

Lectures – systematic presentation of theories and concepts.
Seminar exercises and discussions – analysis of texts and structured argumentation.
Case studies – application of theories to concrete examples.
Research tasks – individual or group papers and presentations.
Debates and simulations – development of communication and argumentation skills.
Project work – integration of theory and practice through fieldwork or comparative research.
Independent study – reading and preparation for active class participation.

</td></tr>
<tr><td>15.</td><td colspan="3">Total available fund on time</td><td colspan="3">180</td></tr>
<tr><td rowspan="3">16.</td><td colspan="3" rowspan="3">Forms of teaching activities</td><td>16.1.</td><td>Lectures - theoretical teaching . hours</td><td>30</td></tr>
<tr><td>16.2.</td><td>Exercises (laboratory, classroom), seminars, teamwork: lessons</td><td>/</td></tr>
<tr><td>16.3.</td><td>Practice: classes</td><td>/</td></tr>
<tr><td rowspan="3">17.</td><td colspan="3" rowspan="3">Other forms of activities</td><td>17.1.</td><td>Project assignments: lessons</td><td>50</td></tr>
<tr><td>17.2.</td><td>Independent assignments: lessons</td><td>47</td></tr>
<tr><td>17.3.</td><td>Home study - assignments</td><td>53</td></tr>
<tr><td>18</td><td colspan="3">Conditions of signature</td><td colspan="3"></td></tr>
<tr><td rowspan="2">19</td><td colspan="6">Method of assessment</td></tr>
<tr><td>19.1.</td><td colspan="3">Tests: points</td><td colspan="2"></td></tr>
</table>

	19.2.	Seminar work/project, written and oral presentation: points		
	19.3.	Final exam: points		
20	Evaluation criteria (points/grade)		up to 50 points	5 (five) (F)
			51 x to 60 points	6 (six) (E)
			61 x to 70 points	7 (seven) (D)
			from 71 to 80 points	8 (eight) (C)
			from 81 to 90 points	9 (nine) (B)
			from 91 to 100 points	10 (ten) (A)
21.	A method of monitoring the quality of teaching			

22. Literature

22.1. Required reading

Ord. number	Author	Title	Publisher	Year
1.	Sally A. Lloyd, April L. Few, Katherine R.	Handbook of Feminist Family Studies	SAGE Publications,	2009
2.	Judith Lorber, Kathy Davis, Mary Evans	Handbook of Gender and Women′s Studies	SAGE Publications	2006
3.				

22.2. Additional literature

Ord. number	Author	Title	Publisher	Year
1.	J Jerry Bigner	An Introduction to GLBT Family Studies	Taylor & Francis	2013
2.				
3.				

Attachment No. 3		**Subject program from the second cycle of studies**			
1.	Title of the teaching subject	European Perspectives on Childhood, Family and Pedagogy			
2.	Code	CCA1/105-*И*/26			
3.	Study program	**Family Studies**			
4.	Organizer of the study program (unit, i.e. institute, department, department)	Institute of Family Studies			
5.	Degree (first, second, third cycle)	**Second cycle**			
6.	Academic year / semester	Year	I	semester	I
7	Course load expressed in ECTS credits	**6 ects**			
8.	Teacher (in the case of several teachers designated responsible teacher)	Prof. dr. Alma Tasevska			
9.	Language of instruction	English			
10.	Necessary prerequisites for listening and passing the subject	No			
11.	Objectives of the subject program (competencies) and learning outcomes:	**Objectives of the subject program (competencies)** The course aims to: 1. Develop advanced theoretical knowledge in the field of childhood studies, family pedagogy, and their interrelation within the European social and educational context. 2. Strengthen competencies for critical analysis of European policies, pedagogical paradigms, and research on children and families. 3. Foster the ability to compare and evaluate diverse educational and social approaches to child and family welfare in European societies. 4. Enhance academic and professional skills for designing, implementing, and assessing pedagogical models related to children and families. 5. Enhance understanding of pedagogical paradigms and educational policy within the European context **Learning outcomes** Upon successful completion of the course, students will be able to: 1. Demonstrate in-depth understanding of theoretical and conceptual frameworks of childhood and family pedagogy in Europe. 2. Critically analyze and interpret European policies, strategies, and practices addressing children and families. 3. Compare national and European approaches in the field of child protection, education, and family support. 4. Apply interdisciplinary perspectives to evaluate complex issues related to child development, family roles, and education. 5. Develop and present research-based arguments on contemporary European perspectives of childhood, family, and pedagogy. 6. Design innovative pedagogical strategies and programs that reflect European trends and standards in the field.			

12.	Detailed course content by chapter and unit with learning outcomes for each chapter	**European Perspectives on Childhood, Family and Pedagogy** **Detailed Course Content by Chapter and Unit** **Chapter 1: Introduction to Childhood and Family Pedagogy in Europe** **Units:** 1.1. Definition and scope of childhood studies 1.2. Evolution of family pedagogy in European contexts 1.3. Key theoretical frameworks and paradigms **Chapter 2: European Policies and Legal Frameworks on Children and Families** **Units:** 2.1. European Union policies on child welfare and family support 2.2. United Nations Convention on the Rights of the Child (UNCRC) 2.3. National legislation and policy variations in Europe **Chapter 3: Pedagogical Paradigms and Approaches** **Units:** 3.1. Child-centered and family-centered approaches 3.2. Contemporary pedagogical models in Europe 3.3. Evidence-based practices for family pedagogy **Chapter 4: Childhood and Family in Social and Cultural Context** **Units:** 4.1. Family structures and dynamics across Europe 4.2. Socio-cultural influences on childhood and parenting 4.3. Inequalities and social inclusion in family and child education **Chapter 5: Contemporary Challenges and Policies in Childhood and Family Pedagogy** **Units:** 5.1. Addressing social inequalities and inclusion in childhood and family education 5.2. Impact of digitalization and media on children and families 5.3. Policy responses to contemporary family and child welfare challenges **Chapter 6: Contemporary European Perspectives and Innovations** **Units:** 6.1. Trends and innovations in European pedagogy 6.2. Case studies of successful programs and interventions 6.3. Future directions in childhood and family pedagogy **Chapter 7: Applied Project / Capstone Unit** **Units:** 7.1. Designing a pedagogical program for children and families 7.2. Presentation of research and program proposals 7.3. Reflection and evaluation
13	Interrelationship of objects	**Interrelationship of Objectives, Units, and Learning Outcomes** This course is designed so that: 1. **Course Objectives** define the broad competencies and knowledge students are expected to achieve. 2. **Course Units/Chapters** provide the structured content and thematic focus that guide learning. 3. **Learning Outcomes** specify measurable skills, understanding, and abilities that students will demonstrate after completing each unit.

		Key Principle: Each learning outcome is directly linked to one or more course objectives, and each unit provides the content and activities needed to achieve those outcomes. This ensures a clear and coherent relationship between what is taught, what is intended to be learned, and how students' achievements are assessed.		
14.	Detailed description of teaching and working methods for the subject	**Detailed Description of Teaching and Working Methods** The course combines a variety of teaching and learning methods designed to engage students actively and promote deep understanding of childhood, family, and pedagogy in a European context. **1. Lectures:** – Structured presentations covering theoretical frameworks, historical developments, policies, and contemporary issues. – Use of multimedia resources, case studies, and real-life examples from European contexts. **2. Seminars and Discussions:** – Interactive sessions encouraging critical reflection and debate. – Analysis of readings, policy documents, and case studies. – Group discussions on contemporary challenges and pedagogical approaches. **3. Case Study Analysis:** – Examination of real-life examples of family pedagogy practices and educational programs in Europe. – Students work individually or in groups to analyze, evaluate, and present findings. **4. Project Work / Applied Activities:** – Design and development of a pedagogical program or intervention for children and families. – Practical application of theoretical knowledge to European contexts. – Collaborative projects fostering teamwork and problem-solving skills. **5. Independent Study:** – Reading academic literature, policy documents, and research articles. – Preparation of essays, reflective journals, and presentations. **6. Assessment Methods:** – Continuous assessment through participation, presentations, and written assignments. – Final project or capstone assignment demonstrating the application of knowledge and competencies acquired during the course. **7. Use of Digital Tools and Platforms:** – Online resources, e-learning platforms, and digital collaboration tools to support teaching and learning. – Integration of multimedia and interactive content to enhance engagement.		
15.	Total available fund on time	180		
16.	Forms of teaching activities	16.1.	Lectures - theoretical teaching . hours	30

		16.2.	Exercises (laboratory, classroom), seminars, teamwork: lessons	/
		16.3.	Practice: classes	/
17.	Other forms of activities	17.1.	Project assignments: lessons	50
		17.2.	Independent assignments: lessons	47
		17.3.	Home study - assignments	53
18	Conditions of signature			
19	Method of assessment			
	19.1.	Tests: points		
	19.2.	Seminar work/project, written and oral presentation: points		
	19.3.	Final exam: points		
20	Evaluation criteria (points/grade)		up to 50 points	5 (five) (F)
			51 x to 60 points	6 (six) (E)
			61 x to 70 points	7 (seven) (D)
			from 71 to 80 points	8 (eight) (C)
			from 81 to 90 points	9 (nine) (B)
			from 91 to 100 points	10 (ten) (A)
21.	A method of monitoring the quality of teaching			

22. Literature

22.1. Required reading

Ord. number	Author	Title	Publisher	Year
1.	Hryniewicz, L., & Luff, P.	*Partnership with Parents in Early Childhood Settings: Insights from Five European Countries*	Routledge	(2021)
2.	Paseka, A., & Byrne, D.	*Parental Involvement Across European Education Systems: Critical Perspectives*	Routledge	(2021)
3.	Churchill, H.	*Promoting Child Welfare and Supporting Families in Europe*	ScienceDirect	(2024)

22.2. Additional literature

Ord. number	Author	Title	Publisher	Year

		1.	Smeets, D. J. H., & Rap, S. In W. Schrama, M. Freeman, N. Taylor, & M. Bruning (Eds.)	*Child Participation in Family Law Proceedings: Pedagogical Insights on Why and How to Involve Children. International Handbook on Child Participation in Family Law*	Cambridge University Press	(2021)
		2.	Eickelmann, B.	*Children's and Young People's Perspectives on Digital Technologies in Education: An In-depth Qualitative Study in Five European Countries*	*European Journal of Education*	(2024)
		3.	Council of Europe	*Growing Up in a Democratic Family & Living in a Democratic Family*	Strasbourg: Council of Europe	(2021)
		4.	OECD	*Process Quality, Curriculum and Pedagogy in Early Childhood Education and Care*	OECD Publishing	(2021)

Attachment No. 3					
1.	Title of the teaching subject	**Modern approaches in Case Management**			
2.	Code	CCA1/106-*И*/26			
3.	Study program	**Family Studies**			
4.	Organizer of the study program (unit, i.e. institute, department, department)	Institute of Family Studies			
5.	Degree (first, second, third cycle)	**Second cycle**			
6.	Academic year / semester	Year	I	semester	I
7	Course load expressed in ECTS credits	**6 ects**			
8.	Teacher (in the case of several teachers designated responsible teacher)	Prof. Dr. Vladimir Ilievski			
9.	Language of instruction	English language			
10.	Necessary prerequisites for listening and passing the subject	None			
11.	Objectives of the subject program (competencies) and learning outcomes:	Students will acquire scientific knowledge of case management through the application of holistic, family-centered and integrated approaches in a coordination of services, interdisciplinary collaboration, needs assessment and development of intervention plans, monitoring and evaluation of the services provided.			
12.	Detailed course content by chapter and unit with learning outcomes for each chapter	1.Historical development and approaches to case management; 2.Traditional approaches to case management; 3.Contemporary approaches to case management; 4.Interdisciplinary and multisector collaboration in service delivery; 5.Knowledge, skills and role of professionals in applied case management; 6. Tools for assessing user needs and planning services; 7.Monitoring and case management; 8.Approaches and models for evaluating social services; 9.Evaluation; case completion-closure, 10.Application of innovations and digital solutions in case management; 11.Ethical and professional dilemmas related to case management.			
13	Interrelationship of objects	Case Management, Social Work			
14.	Detailed description of teaching and working methods for the subject	Lectures, essays, presentations, independent study, workshop using interactive methods.			
15.	Total available fund on time	180			
16.	Forms of teaching activities	16.1.	Lectures - theoretical teaching . hours	30	
		16.2.	Exercises (laboratory, classroom), seminars, teamwork: lessons	/	
		16.3.	Practice: classes	/	
17.	Other forms of activities	17.1.	Project assignments: lessons	50	
		17.2.	Independent assignments: lessons	47	
		17.3.	Home study - assignments	53	
18	Conditions of signature	Regular class attendance			
19	Method of assessment				

	19.1.	Tests: points		70 points
	19.2.	Seminar work/project, written and oral presentation: points		20 points
	19.3.	Final exam: points		10 points
20	Evaluation criteria (points/grade)		up to 50 points	5 (five) (F)
			51 x to 60 points	6 (six) (E)
			61 x to 70 points	7 (seven) (D)
			from 71 to 80 points	8 (eight) (C)
			from 81 to 90 points	9 (nine) (B)
			from 91 to 100 points	10 (ten) (A)
21.	A method of monitoring the quality of teaching		Analysis and monitoring of student achievements (test results, quality of project assignments, motivation, student activity in class, etc.)	

22.	Literature					
	22.1.	Required reading				
		Ord. number	Author	Title	Publisher	Year
		1.	Powell, S. k&Tahan, N.M.	Case Management: A Practical Guide for Education and Practice (4th ed.).	Wolters Kluwer Health/ Lippincott Williams&Wilkins	2021
		1.	Stanojkovska, D. Ilievski, V.	Educational materials for Case Management	Association of Social Workers of Macedonia	2020
		2.	Summers, N.	Fundamentals of Case Management Practice: Skills for Human Services (5 th ed.)	Cengage Learning	2016
	22.2.	Additional literature				
		Ord. number	Author	Title	Publisher	Year
		1	Perez, R.	CMSA`s Integrated Case Management: A Manual for Case Managers by Case Managers (2nd Edition)	Springer Publishing Company	2023
		2.	Kathol, R. G., Andrew, R.l.,Squire, M.,&Dehnel, P. J.	The Integrated Case Management Manual: Value-Based Assistance to Complex Medical and Behavior Health Patients.	Springer International Publishing	2018
		3.	Blundo , R.G., &Simon, J.K.	Solution-Focused Case Management	Springer Publishing Company	2015

Attachment No. 3		**Subject program from the first cycle of studies**				
1.	Title of the teaching subject	Professional skills				
2.	Code	CCA1/107-*И*/26				
3.	Study program	**Family studies**				
4.	Organizer of the study program (unit, i.e. institute, department, department)	Institute for Family Studies				
5.	Degree (first, second, third cycle)	**Second cycle**				
6.	Academic year / semester	Year	1	semester	I	
7	Course load expressed in ECTS credits	**6 ects**				
8.	Teacher (in the case of several teachers designated responsible teacher)	Prof. dr. Kalina Sotiroska Ivanoska				
9.	Language of instruction	English				
10.	Necessary prerequisites for listening and passing the subject	/				
11.	Objectives of the subject program (competencies) and learning outcomes:	To gain scientific and in-depth knowledge of the application of the theoretical principles of psychology for successful functioning in an organizational context. To identify the essential and basic problems of human interaction in the working group, organization, and society.				
12.	Detailed course content by chapter and unit with learning outcomes for each chapter	Personality and group interactions. Problem solving. Assertiveness. Managing emotions at work. Anger management. Conflicts and negotiation. Communication skills. Leadership styles. Decision making. Teamwork.				
13	Interrelationship of objects	/				
14.	Detailed description of teaching and working methods for the subject	lectures, discussions, presentations, practical assignments, guest lecturers, teamwork, and independent learning				
15.	Total available funds on time	180 hours				
16.	Forms of teaching activities	16.1.	Lectures - theoretical teaching. hours	30		
		16.2.	Exercises (laboratory, classroom), seminars, teamwork: lessons	/		
		16.3.	Practice: classes	/		
17.	Other forms of activities	17.1.	Project assignments: lessons	50		
		17.2.	Independent assignments: lessons	47		
		17.3.	Home study - assignments	53		
18	Conditions of signature					
19	Method of assessment					
	19.1.	Tests: points	70			
	19.2.	Seminar work/project, written and oral presentation: points	10			
	19.3.	Activity and learning	20			
20	Evaluation criteria (points/grade)	up to 50 points	5 (five) (F)			
		51 x to 60 points	6 (six) (E)			
		61 x to 70 points	7 (seven) (D)			

<table>
<tr><td></td><td colspan="3"></td><td>from 71 to 80 points</td><td>8 (eight) (C)</td></tr>
<tr><td></td><td colspan="3"></td><td>from 81 to 90 points</td><td>9 (nine) (B)</td></tr>
<tr><td></td><td colspan="3"></td><td>from 91 to 100 points</td><td>10 (ten) (A)</td></tr>
<tr><td>21.</td><td colspan="3">A method of monitoring the quality of teaching</td><td colspan="2">Evaluation and self-evaluation</td></tr>
<tr><td rowspan="8">22.</td><td colspan="5">Literature</td></tr>
<tr><td rowspan="3">22.1.</td><td colspan="4">Required reading</td></tr>
<tr><td>Ord. number</td><td>Author</td><td>Title</td><td>Publisher</td><td>Year</td></tr>
<tr><td>1.</td><td>Adler, R. B. & Elmhorst, J. M.</td><td>Communicating at Work</td><td>McGraw Hill</td><td>2018</td></tr>
<tr><td>2.</td><td>Robbins, S. & Judge, T.</td><td>Essentials of Organizational Behavior, Global Edition (15th ed.)</td><td>Pearson</td><td>2021</td></tr>
<tr><td rowspan="3">22.2.</td><td colspan="4">Additional literature</td></tr>
<tr><td>Ord. number</td><td>Author</td><td>Title</td><td>Publisher</td><td>Year</td></tr>
<tr><td>1.</td><td>Kahneman, D. 2011</td><td>Thinking, Fast and Slow</td><td>New York: Farrar, Straus and Giroux</td><td>2011</td></tr>
<tr><td>2.</td><td>Lewicki, R. J., Saundres, D. M. & Barry, B</td><td>Essentials of Negotiation</td><td>McGraw Hill</td><td>2020</td></tr>
</table>

Attachment No. 3		**Subject program from the first cycle of studies**			
1.	Title of the teaching subject	**Trauma and Crisis Interventions in Families**			
2.	Code	CCA1/108-*И*/26			
3.	Study program	**Family Studies**			
4.	Organizer of the study program (unit, i.e. institute, department, department)	Institute of Family Studies, Faculty of Philosophy – UKIM			
5.	Degree (first, second, third cycle)	**Second cycle**			
6.	Academic year / semester	Year	I	semester	I
7	Course load expressed in ECTS credits	**6 ects**			
8.	Teacher (in the case of several teachers designated responsible teacher)	Ivan Trajkov			
9.	Language of instruction	English			
10.	Necessary prerequisites for listening and passing the subject	Completed BA degree in social sciences, humanities, or related fields.			
11.	Objectives of the subject program (competencies) and learning outcomes:	• Students will develop: • Understanding of the psychological, social, and systemic dimensions of trauma and crisis. • Competence in recognizing symptoms of trauma at individual and family levels. • Skills to apply crisis-intervention and trauma-recovery models. • Capacity for interdisciplinary and ethical work with vulnerable families. • Awareness of professional self-care and prevention of secondary trauma.			
12.	Detailed course content by chapter and unit with learning outcomes for each chapter	• Define and distinguish trauma, stress, and crisis in family contexts. • Analyze how trauma affects attachment, communication, and family functioning. • Conduct basic psychosocial assessment of families in crisis. • Apply evidence-based methods for crisis stabilization and recovery. • Develop trauma-informed intervention plans and referrals. • Demonstrate reflective, ethical, and self-protective professional behavior.			
13	Interrelationship of objects	• Family Studies / Family Therapy: provides theoretical foundations for systemic understanding. • Psychopathology / Mental Health in Social Work: deepens understanding of trauma symptoms and comorbidities. • Social Work Methods and Counseling: offers practical frameworks for assessment and intervention. • Human Development and Communication: supports comprehension of developmental impact and relational dynamics.			
14.	Detailed description of teaching and working methods for the subject	• Interactive lectures. • Case study analysis. • Student-led seminars and debates. • Project-based learning. • Research assignments (mini research papers, policy briefs).			

		• Guest experts from NGOs, UN agencies, or EU institutions.		
15.	Total available fund on time	180		
16.	Forms of teaching activities	16.1.	Lectures - theoretical teaching . hours	30
		16.2.	Exercises (laboratory, classroom), seminars, teamwork: lessons	/
		16.3.	Practice: classes	/
17.	Other forms of activities	17.1.	Project assignments: lessons	50
		17.2.	Independent assignments: lessons	47
		17.3.	Home study - assignments	53
18	Conditions of signature			
19	Method of assessment			
	19.1.	Tests: points		
	19.2.	Seminar work/project, written and oral presentation: points		
	19.3.	Final exam: points		
20	Evaluation criteria (points/grade)		up to 50 points	5 (five) (F)
			51 x to 60 points	6 (six) (E)
			61 x to 70 points	7 (seven) (D)
			from 71 to 80 points	8 (eight) (C)
			from 81 to 90 points	9 (nine) (B)
			from 91 to 100 points	10 (ten) (A)
21.	A method of monitoring the quality of teaching	• Student feedback surveys. • Peer evaluation. • Annual subject coordinator report. • Alignment with Faculty QA standards and periodic review.		

22. Literature

22.1. Required reading

Ord. number	Author	Title	Publisher	Year
1.	**Walsh, F.** (2016).	*Strengthening Family Resilience (3rd ed.).*	New York: Guilford Press.	2016
2.				
3.				

22.2. Additional literature

Ord. number	Author	Title	Publisher	Year
1.	Софија Георгиевска Иван Трајков	*Прирачник за обезбедување На психосоцијална поддршка и Справување со траума за повратниците И членовите на нивните семејства*	Здружение за акција против насилство и трговија со луѓе-Отворена порта/Ла Страда	2023
2.	Kathy B. Hoppe, MicheFlle K. Taylor	Trauma and Crisis Counseling An Overview for Emerging Professionals	Routledge	2025
3.				

Attachment No. 3		**Subject program from the first cycle of studies**			
1.	Title of the teaching subject	Children and Youth at Risk: Psychosocial Perspectives			
2.	Code	CCA1/109-*И*/26			
3.	Study program	**Family Studies**			
4.	Organizer of the study program (unit, i.e. institute, department, department)	Institute of Family Studies, Faculty of Philosophy – UKIM			
5.	Degree (first, second, third cycle)	**Second Cycle**			
6.	Academic year / semester	Year	I	semester	I
7	Course load expressed in ECTS credits	**6 ects**			
8.	Teacher (in the case of several teachers designated responsible teacher)	Prof. dr. Sofija Georgievska			
9.	Language of instruction	English			
10.	Necessary prerequisites for listening and passing the subject	Completed BA degree in social sciences, humanities, or related fields.			
11.	Objectives of the subject program (competencies) and learning outcomes:	• To critically explore psychosocial theories and perspectives on risk, resilience, and vulnerability among children and youth. • To analyze intercultural, global, and comparative approaches to child and youth protection. • To develop advanced competences for designing interventions and conducting applied research in the field.			
12.	Detailed course content by chapter and unit with learning outcomes for each chapter	1. Introduction to Risk and Resilience – Key concepts, ecological and developmental perspectives. 2. Psychosocial Development and Risk Factors – Family, school, and community influences. 3. Groups of Children and Youth at Risk – Poverty, neglect, abuse, violence, migration, and conflict with the law. 4. Psychosocial Impact of Risk and Trauma – Emotional, behavioral, and social consequences. 5. Assessment and Early Intervention – Identifying risk/protection factors and planning responses. 6. Prevention and Empowerment – Family, school, and community-based programs. 7. Professional Ethics and Reflection – Rights-based approach, ethics, and self-care in professional practice.			
13	Interrelationship of objects	• Builds on BA-level knowledge from psychology, social work, sociology, education. • Provides basis for specialized electives in child protection, migration studies, intercultural dialogue. • Prepares students for Master's thesis research.			
14.	Detailed description of teaching and working methods for the subject	• Interactive lectures. • Case study analysis. • Student-led seminars and debates. • Project-based learning. • Research assignments (mini research papers, policy briefs). • Guest experts from NGOs, UN agencies, or EU institutions.			

15.	Total available fund on time	180		
016.	Forms of teaching activities	16.1.	Lectures - theoretical teaching . hours	30
		16.2.	Exercises (laboratory, classroom), seminars, teamwork: lessons	/
		16.3.	Practice: classes	/
17.	Other forms of activities	17.1.	Project assignments: lessons	50
		17.2.	Independent assignments: lessons	47
		17.3.	Home study - assignments	53
18	Conditions of signature			
19	Method of assessment			
	19.1.	Tests: points		
	19.2.	Seminar work/project, written and oral presentation: points		
	19.3.	Final exam: points		
20	Evaluation criteria (points/grade)		up to 50 points	5 (five) (F)
			51 x to 60 points	6 (six) (E)
			61 x to 70 points	7 (seven) (D)
			from 71 to 80 points	8 (eight) (C)
			from 81 to 90 points	9 (nine) (B)
			from 91 to 100 points	10 (ten) (A)
21.	A method of monitoring the quality of teaching	• Student feedback surveys. • Peer evaluation. • Annual subject coordinator report. • Alignment with Faculty QA standards and periodic review.		

22.	Literature					
	22.1.	Required reading				
		Ord. number	Author	Title	Publisher	Year
		1.	Fraser, M.W., & Galinsky, M.J.	*Risk and Resilience in Childhood: An Ecological Perspective.*	SAGE	2019
		2.				
		3.				
	22.2.	Additional literature				
		Ord. number	Author	Title	Publisher	Year
		1.	Hernán Cuervo, Bronwyn Wood	*Perspectives on Children and Young People*	SpringerNature	2024
		2.	Trude Haugli Mona Martnes	*Perspectives on Children, Rights, and Vulnerability*	Scandinavian University Press	2025
		3.				

Attachment No. 5 Diploma Supplement

1. Information about the diploma holder	
1.1. Name	{Name
1.2. Surname	{Surname }
1.3. Date of birth, placeand country of birth	{Date of birth, place and country of birth}
1.4. Personal identification number	{Personal identification number}
2. Information about the acquired qualification	
2.1. Date of issuance	{Date of issuance }
2.2. Name of the qualification	*Master of Family Studies (M.A.)*
2.3. Name of the study program, or the main field of study, area, and domain of the studies	Family Studies
2.4. Name and status of the higher education/scientific institution that issues the diploma	State University "St. Cyril and Methodius" Faculty of Philosophy in Skopje Accreditation Decision of the Accreditation Board Decision for Commencement of Work from the Ministry of Education and Science No. …
2.5. Name and status of the higher education/scientific institution (if different) that administers the diploma	/
2.6. Language of instruction	English
3. Information about the level (cycle) of the qualification	
3.1. Type of qualification (academic/professio nal	Academic studies
3.2. Level (cycle) of the qualification	Second cycle
3.3. Duration of the study program: years and ECTS credits	1 year / 60 credits
3.4. Admission requirements for the study program	Full-time studies
4. Information about the contents and achieved results	
4.1. Mode of study (full-time, part-time)	Full time
4.2. Requirements and outcomes of the study program	Learning Outcomes Graduates of the program:

<table>
<tr><td></td><td colspan="5">- Possess advanced interdisciplinary knowledge of contemporary family transformations, social and cultural changes, and their impact on family life, relationships among family members, institutions, and the community.

- Are equipped to analyze family needs and dynamics, develop and implement programs for supporting families and children, and promote policies for family well-being, gender equality, and child protection.

- Demonstrate competencies in planning, designing, and conducting research in the field of family relations and processes, applying appropriate methods and techniques for assessment and intervention, and critically evaluating public and institutional practices that affect families.

- Exhibit high professional communication skills, intercultural sensitivity, and readiness to work in multidisciplinary teams.

- Are capable of developing and implementing educational and research programs in the areas of family education, prevention, counseling, and support, particularly in contexts of transition, risk, and cultural diversity.

- Possess the ability to create and implement innovative strategies for supporting families and enhancing family well-being at local, national, and international levels, grounded in scientific evidence and ethical principles.

- Are prepared to participate in research and project teams, publish scholarly work, and contribute to the development of policies and practices that support families and strengthen social cohesion.

- Demonstrate readiness for lifelong learning, self-improvement, and active engagement in professional and academic communities dedicated to improving the quality of life of families in contemporary society.</td></tr>
<tr><td>4.3. Information about the study program (specialization, module, grades, ECTS credits)[2]</td><td colspan="5">See the attached Transcript of Records and confirmation of the fully completed study program.
The student has prepared and defended the Master’s thesis on the topic:
“.....”
Mentor: Prof. Dr. …</td></tr>
<tr><td rowspan="6">4.4. Grading system (grading scale and criteria for obtaining grades)</td><td rowspan="6">Test and/or oral exam (up to 70 points)
Seminar work/
Project (up to 15 points)
Activity and participation (up to 15 points)</td><td>to 50 points</td><td>5</td><td>(five)</td><td>F</td></tr>
<tr><td>from 51 to 60 points</td><td>6</td><td>(six)</td><td>E</td></tr>
<tr><td>from 61 to 70 points</td><td>7</td><td>(seven)</td><td>D</td></tr>
<tr><td>from 71 to 80 points</td><td>8</td><td>(eight)</td><td>C</td></tr>
<tr><td>from 81 to 90 points</td><td>9</td><td>(nine)</td><td>B</td></tr>
<tr><td>from 91 to 100 points</td><td>10</td><td>(ten)</td><td>A</td></tr>
</table>

[2] Appendix 4.3 is the Certificate of Passed Exams

	A grade of 5 (five) is a negative grade				
4.5. Average grade during the studies					
5. Information on the use of the qualification					
5.1. Access to further studies	Opportunity for continuation to doctoral studies				
5.2. Professional status (if applicable)					
6. Additional information					
6.1. Additional information for the student					
6.2. Additional information about the higher education institution	University “St. Cyril and Methodius” in Skopje Faculty of Philosophy in Skopje Blvd. Goce Delchev No. 9A Tel. +389 (2) 3116-520 E-mail: fzf@fzf.ukim.edu.mk				
7. Certification of the diploma supplement					
7.1. Name and place	Promotion date, Skopje				
7.2. Name and signature	_____ _____ Full Professor Oliver Bakreski Full Professor Biljana Angelova				
7.3. Position of the signatures	Dean Rector				
7.4. Seal	Seal of the unit Seal of the UKIM				