

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

Description of the study programme – outline¹

Name of the higher education institution: Bratislava International School of Liberal Arts (BISLA)

Address of the higher education institution: Bratislava, Grösslingová 53, 81109 Bratislava

Identification number of the higher education institution: 732000000

Name of the faculty: BISLA is not subdivided into faculties

Address of the faculty: Bratislava, Grösslingová 53, 81109 Bratislava

Institution body for approving the study programme: Board for Internal System of Quality Assurance

Date of the study programme approval or the study programme modification: 9.3.2022

Date of the latest change² in the study programme description: 9.3.2022

Reference to the results of the latest periodic review of the study programme by the institution: The Quality Council and the Scientific Council approved the curriculum concept with comments.

Link to minutes:

Reference to the assessment report of the application for accreditation of the study programme under § 30 of Act no. 269/2018 Coll.³:

Reference:

1. Basic information about the study programme

a) Name of the study program and its number according to the register of study programmes:
Liberal Studies in the field of Political Science

a) b) Degree of higher education and ISCED-F education degree code: first/7P/655

c) Place(s) of delivery of the study programme: Grösslingová 53, 81109 Bratislava

d) Name and number of the field of study in which higher education is obtained by completing the study programme, or a combination of two fields of study in which higher education is obtained by completing the study programme, ISCED-F codes of the field/fields⁴:

A student obtains a first-cycle university degree by completing academically oriented bachelor's degree programmes of universities and by completing bachelor's degree

¹ *The institution compiles a description of the study programme as an annex to the application for accreditation of the study programme.*

- *When submitting an application pursuant to § 30 (1) of Act no. 269/2018 Coll. the higher education institution states in the description only the data available at the time of application.*
- *Once the accreditation (or the internal approval of the study programme by the institution programme approval authority with the right to design programmes within the given field and degree) has been granted, the institution permanently makes the description available to the stakeholders of the study programme.*
- *The institution may choose the form of processing, visualization, and publication of the description, suitable for students, teachers and another user.*
- *In individual parts of the description, the institution may refer to another internal document that sufficiently describes the relevant area and is publicly available.*
- *In individual parts of the description, the institution may refer to a place in the information system which contains the relevant up-to-date information.*
- *The institution ensures that the description is up-to-date (if the change in the description is in the nature of a modification of the study programme and the change is made in accordance with § 30 (9) of Act No. 269/2018 Coll., the institution makes the change and publishes it only after approval by the Agency).*

² *If the change is not a modification of the study programme according to § 30 of Act no. 269/2018 Coll.*

³ *It is stated only if the accreditation of the study programme has been granted according to § 30 of Act no. 269/2018 Coll.*

⁴ *According to the International Standard Classification of Education. Fields of Education and Practice 2013.*

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programmes with unspecified orientation. The fields of education of this group according to ISCED 97 were coded "5A", according to ISCED 2011 they are coded "645" and "665" respectively. The 5th position in ŠaUO has the value of „R“.

03 Social sciences, journalism and information: 031 Social and behavioral sciences: 0312 Political science and Civics

e) Type of the study programme: academically oriented

f) Awarded academic degree: Bc.

g) Form of study⁵ : Full-time

h) In the case of joint study programmes, cooperating institutions and the range of study obligations the student fulfills at each of the given institutions (§ 54a of the Act on Higher Education Institutions: BISLA does not currently have joint degree programmes with other institution of higher education

i) Language or languages in which the study programme is delivered⁶: English/Slovak

j) Standard length of the study expressed in academic years: Study at BISLA is designed for 3 academic years

k) Capacity of the study programme (planned number of students), the actual number of applicants and students: BISLA can accept 20 to 30 students per year.

In the school year 2017/2018, 46 students studied at BISLA

In the school year 2018/2019, 35 students studied at BISLA

In the school year 2019/2020, 49 students studied at BISLA

In the school year 2020/2021, 47 students studied at BISLA

In the school year 2021/2022, 51 students studied at BISLA

In the school year 2022/2023, 54 students studied at BISLA.

In the 2017/2018 school year, 35 students were admitted and 21 students enrolled

In the 2018/2019 school year, 27 students were admitted and 12 students enrolled

In the 2019/2020 school year, 44 students were admitted and 26 enrolled

In the 2020/2021 school year, 42 students were admitted and 21 students enrolled

In the 2021/2022 school year, 35 students were admitted and 17 enrolled

In the 2022/2023 school year, 49 students were admitted and 23 enrolled.

2. Graduate profile and learning objectives

a) The institution defines the learning objectives of the study programme such as the student's abilities at the time of completion of the programme and the main learning outcomes⁷:

In academia

a) Able to successfully pursue a Master's degree at home and abroad in political science and related social sciences and humanities disciplines.

⁵ According to § 60 of Act no. 131/2002 Coll. on Higher Education Institutions.

⁶ It means the languages in which all learning outcomes are achieved and all related courses of the study programme as well as the state examinations are carried out. The institution independently provides information on the possibility of partial study parts/courses in other languages in part 4 of the description.

⁷ Learning objectives are achieved in the study programme through measurable learning outcomes in individual parts (modules, subjects) of the study programme corresponding to the relevant level of the Qualifications Framework in the European Higher Education Area.

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b) Able to design and implement independent academic research and projects.

In the professional field

a) be equipped to work successfully with national governments, local authorities, international organizations, political parties, etc. on policy analysis and development

b) Ready to work with non-profit organizations, interest groups, media, educational institutions, etc. to identify and find solutions to pressing social and political problems.

Educational objectives - required outcomes for a bachelor's degree graduate:

The BISLA graduate will gain knowledge of the concepts and methods by which we currently interpret social and political events at the municipal, state, and interstate levels. The student will be able to determine the place of political science within social sciences. He/she can expertly analyze the functioning of political systems and is thoroughly familiar with the institutional structure of modern societies, with particular reference to the role of political parties and interest groups. The graduate could thoroughly analyze the institutional structures of modern states concerning the economic, political, and security dimensions between states. The graduate is familiar with the structure and functions of international organisations such as the United Nations, the European Union and NATO. The graduate is familiar with the basic works of history in social and political philosophy as well as contemporary forms of social and political thought.

The study programme emphasizes the method and methodology of scientific work and is therefore based on small-group seminars, lectures and a mentoring/tutoring system, as well as on gaining work experience during the course of the studies. The main emphasis is to create an atmosphere of intellectual interactions between students and teachers and students themselves during class, outside class, or with extra-curricular activities, and with publications in student journals.

As international research shows, it is this approach and experience, as well as the availability of teachers, access to mentors and participation in a long-term project or research, that are the best prerequisites for preparing students well for life after graduation.

Developing soft skills is an important part of the curriculum. Students have access to academic advisors, peer mentors, academic writing tutors, alumni mentors, as well as career and psychological counseling throughout their studies.

The programme of study is designed to provide a general orientation in the field and at the same time to allow specialization in either international relations theory or political philosophy.

BISLA as a university and as an intellectual community is also active in the field of scientific research and scientific publishing, with the orientation of scientific research correlated with the individual courses of the curriculum, both in compulsory courses and in elective courses. Studying at BISLA develops independent creative scientific thinking and the graduate's abilities to objectively know and reshape reality within the framework of independent scientific research and development activities in the area of the subject, in an interdisciplinary manner.

a) Theoretical knowledge

The graduate of the study programme Liberal Studies in Political Science has up-to-date

knowledge of the state of scientific knowledge (system theories, facts, hypotheses, system of objects of knowledge) in the profile scientific disciplines of the theory of the study programme: political science, foundations of philosophy, sociology and anthropology and international relations. Possesses advanced knowledge of the methodology of research, development and evaluation of the subject knowledge of the study programme, scientifically correctly formulates problems within the field and conceives strategies for their solution in following the rules of ethics of scientific work.

Part of professional theoretical knowledge is the ability to:

- define the field of political science and the basic approaches and methods used in it, and be able to place the field in the broader context of the social sciences
- be familiar with the ways how concepts, theories, categories and methodological procedures are used in the analysis of ideas, actors, institutions and behavior
- Ability to examine, evaluate and critically use different interpretations of political events, trends and phenomena at national, transnational as well as global levels
- the ability to apply concepts, theories and methods to political thought, actors, institutions and behavior

b) Practical skills and abilities

The graduate of the study programme Liberal Studies in Political Science can to apply in practice at the methodologically required level the principles of independent creative scientific work, to develop objective cognition and practical transformation of the subject areas of the study programme and thus contribute to its development. Acquisition of the given competence presupposes that the graduate will be able to: propose competent solutions to political problems facing modern societies, apply strategies of critical and creative scientific thinking in an area of a subject, define and thematize new problems of scientific investigation and independently find professionally informed and creative methods of their solution, design and develop basic and applied research and experimental development in the field, conceive strategies for the development of policy and negotiation competencies, apply the acquired knowledge and skills in the framework of the development and solution of their own scientific research project in the bachelor thesis. BISLA graduates can write analytical scientific papers and present them fluently in public in English. During their studies, students complete a mandatory extensive internship in a field corresponding to their field of study and future career choice, where they gain experience in management, strategic planning,

Skills related to the field of political science and liberal studies include:

- the ability to identify topics for social science and humanities research
- the use of interdisciplinary approaches in the analysis of political phenomena, events, ideas, institutions and behavior,
- Application of quantitative and qualitative social science research methods,
- Mastery of non-discriminatory approaches in the social sciences and humanities
- The ability to recognize issues that are ethically and morally relevant to society
- Advanced use of the English language in academic and professional settings

c) Additional knowledge, skills and abilities

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Graduates of the Liberal Studies programme in Political Science can work effectively and responsibly as a member of an expert scientific research team at national and international level, to use knowledge from qualitative and quantitative research, to demonstrate social and communicative competences in establishing and maintaining scientific communication as well as communication with the target groups of their professional activity, to use English fluently, to apply modern developments in their discipline and to continue their specialization and professional growth. During his/her studies, he/she also acquires the skills to organize public events, write and present research or grant proposals. As rich extracurricular activities are an intrinsic part of the BISLA community, many students also acquire leadership skills, contacts to experts and personalities in the fields where they apply themselves in addition to teaching within student societies, Student Council, etc.

Transferable skills include

- the ability to argue and think critically,
- write academic papers at an advanced level
- Communicate ideas effectively in oral presentations and public speaking,
- skillfully discuss
- Ability to work independently, show initiative, organisation and time management,
- collecting, organizing and presenting evidence, data and information from a variety of sources and the ability to work with research data and databases
- working in diverse teams (interdisciplinary, multicultural, international),
- Conducting constructive dialogue, ability to navigate and resolve conflicts.

d) Values and Attitudes

An important part of the BISLA toolkit that BISLA passes on to its students is the values dimension. Studying at BISLA

- underlines the values of liberal democracy,
- leads to the respect, protection and fulfilment of human dignity and human rights
- Promotes a caring attitude towards self, others and the world,
- encourages dialogue with difference and engagement in civil society,
- promotes tolerance, empathy and encourages diversity,
- leads to self-reflection on one's own strengths, weaknesses and needs.

b) The institution indicates the professions for which the graduate is prepared at the time of completion and the potential of the study programme from the point of view of graduate's employability:

The graduate of the study programme has the potential to be employed as:

- Experts in the design of critical thinking development programs and their application in secondary schools.
- Fact-checking experts in digital and social media, news agencies, specialist professional institutions, international networks, teams and review panel,
- Political analysts,
- Journalists in print or audiovisual media,
- Analysts at think tanks in the field of international or domestic politics,

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- Project coordinators, managers, analysts in non-profit third sector organizations at home and abroad
- BISLA graduates are prepared for their following master's studies in political science, philosophy, international relations, international development, peace and conflict studies, sociology, regional studies, security studies, communication studies, history, environmental studies, gender studies, international law and economics. The range of disciplines to which BISLA graduates successfully go on to study is wide and versatile.

c) Relevant external stakeholders who have provided the statement or a favorable opinion on the compliance of the acquired qualification with the sector-specific requirements for the profession⁸.

Ivana Mikitová, Executive Manager Partners Group SK

Lukáš Zorád, Partners for Democratic Change Slovakia

Štefan Hríb, editor-in-chief of .týždeň magazine

Jaroslav Kothaj, Accenture Consulting

Renáta Hall, Advisor to the Prime Minister for Education in the field of Education, Office of the Government of the Slovak Republic, former coordinator of the analytical team of the Slovak Accreditation Agency for Higher Education, Advisor to the Prime Minister of the Slovak Republic, Maxman Consultants, Permanent Delegation of the Slovak Republic to UNESCO
Juraj Vinš, Talent Marketing Specialist-EMEA, IBM

3. Employability

a) Evaluation of the study programme graduates employability.

Graduates of the programme usually go on to pursue a Master's degree at domestic and especially foreign universities. They are employed as employees of state or municipal administrations and as employees of non-profit organizations. Some graduates are employed in the media and academia as teachers and researchers. A few graduates also work in politics, marketing, consultancy, etc.

As BISLA is focused on providing a student with an undergraduate level of education, a very important indicator of successful graduation is successful continuation at the master's level. BISLA graduates predominantly apply to universities abroad, and in the vast majority of cases, students are successful in obtaining a placement at their first-choice school. All graduates continuing on to the master's degree have also completed this degree of studies.

126 of the 156 graduates so far since 2009 have successfully continued their studies at the Master's level. 21 students have graduated with a Bachelor's degree. Only two students started and did not complete their Master's degree.

7 students graduated for an institution of higher education with a doctoral degree.

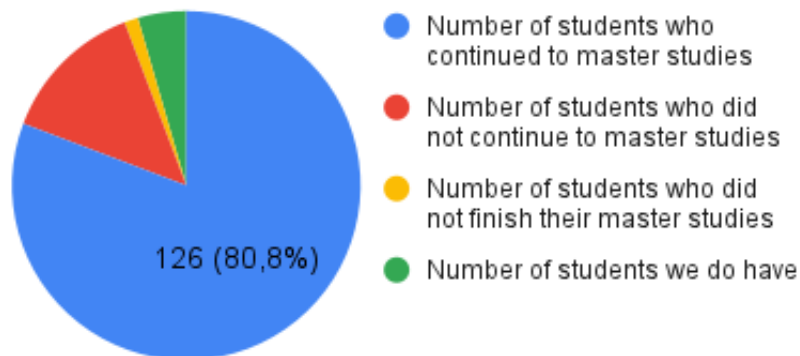
⁸*In the case of regulated professions in accordance with the requirements for the acquisition of professional competence pursuant to a special regulation.*

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Figure 1: Number of students who continued their studies after BISLA

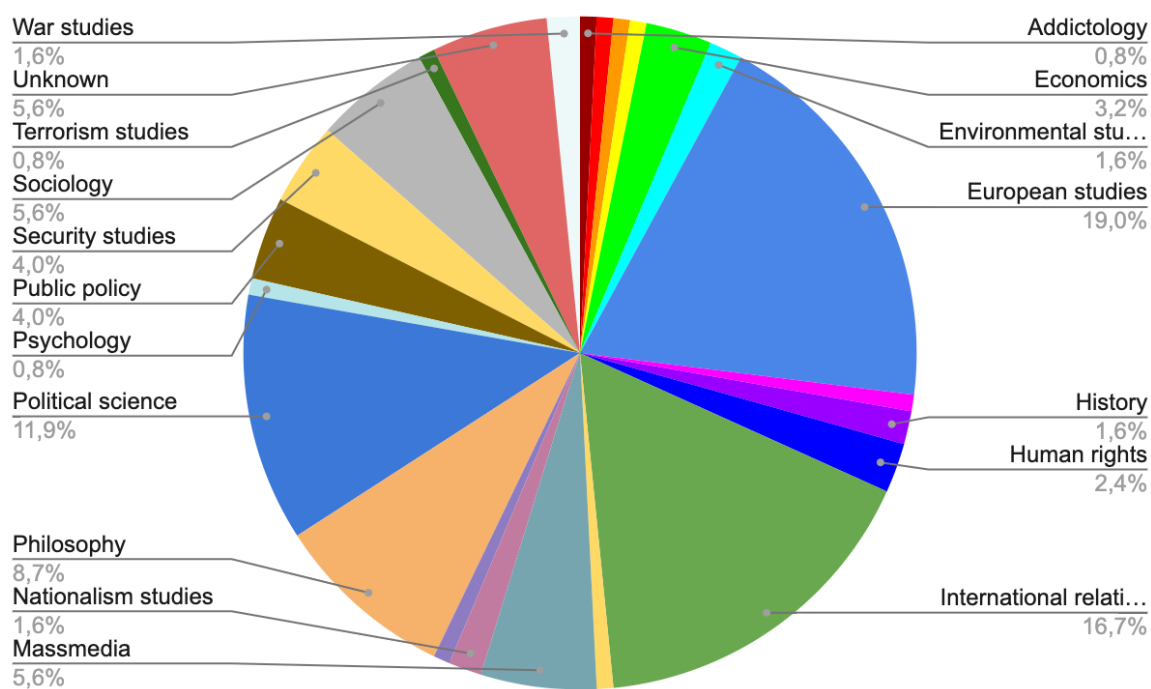
Alumni after BISLA

Together 156 alumni



Graduates have continued their studies at the master's level mainly abroad, especially in the fields of international relations, international development, political science and political theory, and philosophy.

Figure 2: Employment of BISLA graduates in 2009-2021 by Master's degree field
An overview of the disciplines that BISLA graduates have studied at their Master's level:



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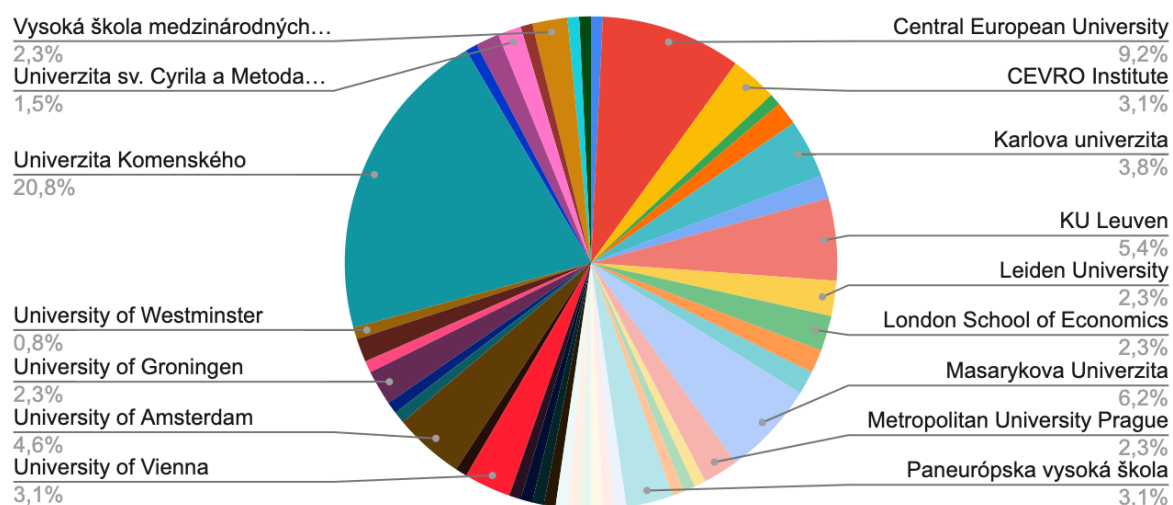
Figure 3: Master's level universities where BISLA graduates went on to complete their Master's degree

Addictology	1
Cognitive science	1
Development	1
Dramaturgy and screenwriting	1
Economics	4
Environmental studies	2
European studies	24
Higher education	1
History	2
Human rights	3
International relations	21
Management	1
Mass Media	7
Nationalism studies	2
Pedagogy	1
Philosophy	11
Political science	15
Psychology	1
Public policy	5
Security studies	5
Sociology	7

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Terrorism studies	1
Unknown	7
War studies	2
SPOLU	126

Figure 3: Master's level universities where BISLA graduates went on to complete their Master's degree



Overview of universities where BISLA graduates have gone on to study for a Master's degree

Aristotle University of Thessaloniki	1
Central European University	12
CEVRO Institute	4
Free University of Berlin	1
Glasgow University	2
Charles University	5
King's College London	2
KU Leuven	7
Leiden University	3

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London School of Economics	3
Maastricht University	2
Malmo University	2
Masaryk University	8
Metropolitan University Prague	3
Norwegian University of Life Sciences	1
Oxford University	1
University of Palacky in Olomouc	1
Pan-European University	4
Peking University	1
Prague Collage of Psychosocial Studies	1
Sciences Po	1
The University of Central Europe	1
Tilburg University	1
Toronto University	1
Trinity College	1
University of Southampton	1
Universidad Autónoma de Barcelona	1
University of Antwerp	1
University of Vienna	4
University College London	1
University of Amsterdam	6
University of East Anglia	1
University of Gothenburg	1

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University of Groningen	3
University of Nottingham	1
University of Oslo	2
University of Westminster	1
Comenius University	27
University of Bologna	1
Matej Bel University	2
University of St. Cyril and Methodius in Trnava	2
College Danubius	1
College of International and Public Relations Prague	3
Academy of Performing Arts in Bratislava	1
Warsaw Management University	1

- BISLA graduates in the school year 2017 (number⁹ 8) studied in the field of: International Relations, Political Economy, Public Policy at the following universities: Charles University, University of International and Public Relations Prague, Comenius University, University of Groningen and Matej Bel University.
- BISLA graduates in the school year 2018 (number 9) studied in the field of: International Relations, Sociology, European Studies, European Public Policy, Mass Media Studies, Digital Communication, Political Science and Human Rights at the following universities: Comenius University, Masaryk University, Maastricht University, University of Toronto, Pan-European University, Aristotle University of Thessaloniki and University of Oslo.
- BISLA graduates in the school year 2019 (number 5) studied in the field of: Political Science, Public Policy, Human Rights and International Relations at the following universities: Central European University, Leuven University, SciencesPo and Metropolitan University.
- BISLA graduates in the academic year 2020 (10) studied in the field of: Higher Education, International Relations, Sociology, Historical Sociology, Comparative History, Philosophy and Mass Media at Oxford University, Central European University, University of Amsterdam, Charles University, Tilburg University, Pan-European University and Leuven University.
- BISLA graduates in the school year 2021 (number 10) studied in the field of: International Relations, Sociology and European Studies at the following universities: Palacký University, Leuven University and University of Comenius.

⁹ *Selected characteristics of the content of the study programme can be stated directly in the Course information sheets or supplemented by the information of the Course information sheets.*

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- BISLA graduates in the school year 2022 (number 9) studied in the field of: New Media Studies, Public Policy, Education, Philosophy, Law, International Relations and Diplomacy, Political Science, Economics at the following universities: Charles University, Erasmus University Rotterdam, University of York, Tallinn University, Leuven University, University of International and Public Relations Prague, University of Cologne, Corvinus University of Budapest and Freiburg University.

b) If applicable, indicate the successful graduates of the study programme:

Arnold Kiss, MA- Maxman Consulting. Coach, trainer, founder of several projects such as Greenpower or Rozumieme.si/Cseregyerek. He worked in the Teach for Slovakia program and was ranked in the Forbes 30 under 30 in 2022.

Alžbeta Hájková, PhD. (Purdue University), 2013. Graduate Assistant, Lilly Endowment Grant "Leading Ethically in the Age of AI and Big Data", Lecturer, Assistant Professor in the Human Rights Program at Purdue University, USA.

Šimon Jeseňák, 2012 - journalist in the weekly newspaper Týždeň, where he established himself as a successful author and host of his own show More Freedom with Šimon Jeseňák after several years in the corporate sphere. Although he was successful in the latter, he finds working in the editorial team much more fulfilling. In a short time, he has become one of the weekly's most distinctive writing personalities.

David Madaj, 2017. Green Economy Project Manager, Recovery Plan at the Government Office of the Slovak Republic. Graduated in Political Economy (MSc.) at the London School of Economics.

Barbara Kelemen, 2017. Research Fellow at The Central European Institute of Asian Studies and consultant to the Security Intelligence Consulting Company in London. Graduated from the London School of Economics and the University of Beijing (double masters).

Samuel Hýravý, 2017. Management consultant at Accenture in Prague. Studied International Relations at the Central European University in Budapest (with a year in New York, USA).

Pavol Fukatsch, 2017. Corporate Affairs & Public Policy Consultant, Speyside Group. Graduated in Political Science at Charles University (completed an exchange stay at Sciences Po in Paris).

Jonathán Pavelka, 2019. Financial consultant for financial-analytical company PARTNERS.

Martin Kvetko, 2016. Secretary of the Parliamentary Club of the party Za ľudí, National Assembly of the Slovak Republic. Consultant, Neuropea.

Viktor Fudala, 2015. Assistant to Vladimír Bilčík MEP. Graduated in International Relations at Masaryk University.

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Milan Székely, 2009. Amazon. Training, Instructional Design and Distance learning, game-based learning.

Juraj Vinš, 2011. Talent marketing (Employer Branding) specialist - EMEA, IBM.

Paulína Svatoňová, 2019. studied Human Rights and Humanitarian Aid at SciencesPo/PSIA (Paris School of Int. Affairs), did an internship for Slovak delegation to UNESCO.

Alexandra Telepčáková, 2020. Ministry of Labour, Social Affairs and Family of the Slovak Republic.

Matej Bílik, 2020. Junior Analyst for Higher Education, OECD

c) Evaluation of the study programme quality by employers (feedback).

Ivana Mikitová, Executive Manager Partners Group SK

Lukáš Zorád, Partners for Democratic Change Slovakia

Štefan Hríb, editor-in-chief of .týždeň magazine

Jaroslav Kothaj, Accenture Consulting

Renáta Hall, Advisor to the Prime Minister for Education in the field of Education, Office of the Government of the Slovak Republic, former coordinator of the analytical team of the Slovak Accreditation Agency for Higher Education, Advisor to the Prime Minister of the Slovak Republic, Maxman Consultants, Permanent Delegation of the Slovak Republic to UNESCO

Juraj Vinš, Talent Marketing Specialist-EMEA, IBM

4. Structure and content of the study programme¹⁰

a) The institution describes the rules for the design of study plans within the study programme:

The rules for the creation of study plans are determined by a decree of the Rector of BISLA. The orientation towards dialogic teaching methods is dominant in the BISLA teaching process. The purpose of teaching in small groups and favor seminar session is to enhance students' unique range of critical thinking.

BISLA teachers are encouraged to actively involve students in the teaching process. The basic unit of the teaching process is discussion based on relevant texts. In all BISLA courses, great emphasis is placed on students' written preparation for each class as well as written evaluation of the topics covered in the form of essays. All core courses are taught by in-house teachers. BISLA offers between 20 and 25 courses each semester, giving the student a choice. Elective courses are generally taught by specialist from the given fields. The student community regularly has the opportunity to express specific requests for elective courses through questionnaires as well as discussions at regular community meetings, or they are

¹⁰ *In accordance with Decree no. 614/2002 Coll. on the study credit system and Act no. 131/2002 Coll. on Higher Education Institutions and on Amendments to Certain Acts.*

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communicated by the student section of the Academic Senate or the Student Council. The BISLA management meets these requests in every possible way and extends the circle of experts from various fields who repeatedly or regularly cooperate in leading the elective courses.

The criteria for passing the various compulsory, optional and elective courses are set out in the information sheets.

The workload for required and elective courses requires approximately 12 hours per week and 10 hours for elective courses.

Required and elective courses are subsidized by 6 credits. Elective courses are endowed with 5 credits. Each semester has a duration of 15 weeks. In addition, students can enroll in shorter courses ("pop-up" courses or summer school courses), which are usually endowed with two or three ECTS credits.

Each ECTS credit corresponds to 25 to 30 hours of work of a student.

The BISLA management strives to provide students with as many opportunities as possible to study for at least one semester at a foreign university, either within the ERASMUS programme or within the framework of bilateral agreements with partner schools. Currently BISLA has agreements with:

University College Maastricht, The Netherlands,
Faculty of Humanities, Charles University, Czech Republic,
Tilburg University, The Netherlands,
Lingnan University, Hong Kong
University of Navarra, Pamplona, Spain
International University of Grand-Bassam, Côte d'Ivoire
Flame University, Pune, India
International Christian University, Tokyo, Japan

The BISLA study programme is designed to provide the student with a general overview of the possibilities of political analysis, while at the same time giving him/her the opportunity to specialize either in the study of the institutional structures of modern societies or in international relations. The student must take 30 courses, of which approximately one third belong to the core curriculum and thus must be taken by every student. By completing the compulsory courses, the student earns 66 credits. The core courses are currently:

1. Introduction to political science
2. Introduction to Sociology
3. Introduction to Philosophy
4. Methodology of Social Sciences
5. History of Political Thought
6. Comparative Politics
7. Introduction to International Relations
8. Theories of political systems and parties
9. International conflict and cooperation
10. European Union
11. Western Civilization

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12. Modern ideologies

Students must earn at least 114 credits by completing the required elective and elective courses.

a) The Following Profile courses are Recommend:

12 basic courses, compulsory elective courses (following the specialization (minor)) and elective courses

List of profile subjects according to the register of the staff:

Samuel Abrahám

Introduction to Political Science
Theories of Political Systems and Parties
History of Political Thought
Modern Ideologies

Dagmar Kusá

Comparative Politics
Bachelor Thesis Seminar
International Conflict and Cooperation: Narratives of Peace, Conflict and Justice
Conflict of Identity: Theories and processes of conciliation

František Novosád

Introduction to Philosophy
History of Political Thought 2: Early Modern
Teórie Demokracie/Theories of Democracy
Sociálna Filozofia/Social Philosophy

Iveta Radičová

Introduction to Social Science Research Methods
The European Union
Introduction to Political Sociology
Social Policy

Tor Christian Lindbloom

Academic Writing I.
Academic Writing II.
Writing on Politics

Peter Šajda

Philosophy of Religion
Adam Bence-Balázs
Introduction to International Relations

Lucas Andrew Sprouse

Modern European History

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Understanding World History: From the Renaissance to Modernity

Global Awakenings

US Politics and History

US History in International Context

Jon Stewart

The Origins of Existentialism: The Problem of Nihilism

Western Civilization II: The Modern World

Katalin Nun Stewart

Western Civilization I: The Ancient World

Fin de Siècle: Philosophical Questions

James Brian Thomson

News and Information in the Digital Age

How to read a newspaper

Contemporary China

Michal Vašečka

Migration and Central Europe

Race, Ethnicity, and Nation

Anatomy of Hatred

Major a Minors

Curriculum

The BISLA curriculum offers a broad range of courses in social sciences and humanities, which prepare students for a horizon of opportunities in pursuing further studies worldwide as well as in their professional careers. BISLA offers a personal approach, interdisciplinarity, and focus on skills of academic writing, independent research, and critical thinking.

BISLA's liberal arts curriculum is designed to foster well-rounded, skills equipped, independently-minded individuals through a rigorous bachelor-level course of study. All students major in Political Science, and choose one of the following minors: International Relations, Political Thought, or Sociology. With the aid of their academic advisors, students can also build minors in other fields.

BISLA also provides directed studies for students with specific interests and offers a range of extracurricular non-credited courses free of charge (e.g., foreign languages, presentation and argumentation skills, etc.).

All courses are in English, taught by select lecturers, all experts in their fields.

Degree and Concentrations

A graduate of BISLA receives the title Bachelor of Arts, consisting of 180 (or more) credits within the major of political science.

While at BISLA, student can acquire, in addition to the major in political science, a study minor in the field of International Relations or Political Thought. Students can also design their own minor in cooperation with their academic advisor.

The study minor (concentration) is a cluster of interdisciplinary courses consisting of at least 30 course credits within that study field and writing a bachelor thesis in the selected field. This

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study minor enables the graduate to apply for further studies at a graduate level in specialized study fields.

POLITICAL SCIENCE MAJOR

All BISLA students receive their bachelor degree in political science. It is the main concentration of the studies, although following the liberal arts tradition, the span of the subjects included within this major is broader than in typical political science departments. Courses within the political science major are compulsory for all BISLA students and represent the bulk of the core curriculum.

This concentration introduces students to the study of political systems, institutions and cultures. In their first year, students are introduced to the field through comparison of political systems and study of basic democratic institutions and processes. The second year focuses on analysis of historical and current sources of political cultures, ideologies, modes of conflict and cooperation. Advanced courses are a focused study of a particular geographic region or topic.

INTERNATIONAL RELATIONS MINOR

International Relations concentration is devoted to the study of international politics, international organizations, diplomacy, history and theories of international relations and regional studies. Courses in the track of International Relations are sequenced to provide a student general introduction into the field and theories of international relations, history of the evolution of the international system, and basic overview of international mechanisms and organizations. Alumni often successfully continue in pursuing International Relations as their main field of study after completing their bachelor studies at BISLA.

The International Relations minor is designed to provide students with at least 30 ECTS credits in the field of international relations over the three years of their undergraduate studies.

Students minoring in international relations are also required to write their bachelor's thesis in the field of international relations and to pass their state exams in the subfield of international relations.

Upon successful completion of these requirements, students receive a certificate signifying completion of the International Relations Minor in addition to their Bachelor of Arts diploma in Political Science.

Core courses:

- Introduction to International Relations (Clarissa Tabosa)
- Diplomacy (Clarissa Tabosa)
- Narratives of Conflict and Peace, and Justice: International Conflict and Cooperation (Dagmar Kusá)
- History of the 20th Century (Lucas Sprouse)
- European Union (Iveta Radičová)

Electives

- International Human Rights Mechanisms (Human Rights) (Dagmar Kusá, Sylvia Tiriyaki)
- Theories and Practice of Conflict Resolution (Dagmar Kusá)
- Contemporary China and Central Europe (James Thomson)

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

- International Development
- Other electives ad hoc

POLITICAL THOUGHT MINOR

Concentration in Political Thought offers students an intensive introduction into the world of political thought and philosophy. In this concentration, BISLA highlights the historical roots of present political thought and analyses of political systems in history of political thought. Courses are designed to cultivate skills of independent and creative thinking, analysis, and academic writing.

Minor in Political Thought consists of min. 30 ECTS credits, submission and defense of a bachelor thesis within this field, and passing the state exams within this subfield.

Introduction to Philosophy

Spring Semester: History of Political Thought I: Antiquity

Social Philosophy

History of Political Thought II: Early Modern

Western Civilization

Plato's Republic

History of Political Thought III: Late Modern and Contemporary

Theories of Democracy

Elective Courses

- Ethics
- Epistemology
- Kierkegaard and the Philosophy of the 19th Century
- Philosophy of Culturedness
- Non-Western Philosophy
- Reading Heidegger
- Phenomenology
- Various other electives on offer

Dissertation Unit: Students minoring in Political Thought write their bachelor thesis in this field.

SELF-DESIGNED MINOR

Students can also design their own minor, in cooperation with their Academic Advisor. This is pursued when a student wishes to continue to graduate studies requiring certain background in a particular study field. Advisors aid the students to gather sufficient amount of credits from the courses at BISLA, in combination with courses taken at other universities in Bratislava after mutual agreement, participation in summer or winter schools, and courses taken during academic exchanges.

Students also conduct an internship in the area of the minor and write their bachelor thesis on a topic from the declared study field.

STRUCTURE OF THE FIRST YEAR

Orientation

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

In the first week of the semester, first year students take part in orientation which prepares them for academic life at BISLA and gets them acquainted with the faculty and their older colleagues. In this week, students develop creative writing skills

Focus on Skills Development

In their first years, students acquire the correct academic habits through writing short essays, they learn and practice to think critically, and to read original texts. Students are also practicing discussion and presentation skills.

Core Courses

All students participate in common core courses that are of introductory nature to a variety of disciplines within social science and humanities.

Academic Writing and English

During the first two semesters, students can significantly improve their English language skills, especially their comprehension of academic literature, broaden their vocabulary, and gain confidence in writing and presenting in English language.

J-Term (short, intensive semester)

During five weeks in January and February, first year students attend intensive seminars on methodology of social research and take workshops designed to practice the soft skills of independent research, public presentations, problem solving, conflict resolution, and the like.

STRUCTURE OF THE SECOND YEAR

Declaring a Minor

In their second year, students choose their concentration, if they wish to graduate with certificate of minor in Political Thought, or International Relations. They work with their academic advisors to build their study program accordingly to achieve this goal upon graduation.

Internships/Practicum

All BISLA students are required to undertake internships in public administration or non-governmental institutions in the fields of politics, foreign relations, culture, media, environment, law. Students are expected to complete at least 60 hours of supervised internships. However, they are encouraged to take on internships for a prolonged period of time – semester or longer- to get acquainted with the institutions, programs, strategic planning, organization of events, etc.

Choosing bachelor thesis topic and advisor

In their fourth semester, students choose the topic and the first reader for their bachelor theses. By the end of the semester, students submit a brief proposal and design the study plan together with their thesis advisors.

Skills

The second year at BISLA is devoted to advance the academic writing skills of the students, of independent research in social sciences, and public presentation.

J-Term (short, intensive semester)

Plato's Republic

STRUCTURE OF THE THIRD YEAR

Bachelor thesis

Bachelor thesis represents the main outcome of academic research and writing at BISLA. Students are free to choose from a broad range of fields and topics from within the BISLA curriculum, in cooperation with their thesis advisors. They start preparing for the writing in their second year, by selecting a topic, the thesis advisor, and crafting a study plan. In their

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

fifth semester, students develop a comprehensive bachelor thesis proposal, which receives feedback from the advisor and the second reader of the thesis. Bachelor theses include original research, substantial review of literature within the field, discussion of findings, and implications. All theses are published on BISLA website.

Career counseling

As their transition towards graduate level of education or employment and internships after graduation approaches, students are offered career counseling and collaborate with the Undergraduate Studies Coordinator and their academic advisors on preparation for this phase of life.

Skills

At this level of studies, students focus on advanced level of reading and writing long- form texts, and getting acquainted with advanced social science research methods. Students are encouraged to present at international student conferences, and publish in student academic journals.

b) The institution compiles the recommended study plans for individual study paths¹¹.

The recommended study plan consists of two parts: theoretical and practical, while in total, a student needs 180 credits to successfully complete his studies:

1. Study part: 177 credits (study, scientific and pedagogical part are mutual irreplaceable).

2. Internship: 3 credits

All conditions, including a description of the credit system, acceptance, study suspension or termination, conditions for successful completion of studies, state exams are regulated by the Rector's Directive about the study:

Other study conditions are set by the BISLA Study Regulations:

Proposed ideal study programme

1.	Introduction to Political Science	Abrahám
2.	Introduction to Philosophy	Novosád
3.	Introduction to Social Science Research Methods	Radičová
4.	Theories of Political Systems and Parties	Abrahám
5.	Introduction to International Relations	Kusá
6.	Comparative Politics	Kusá
7.	The European Union	Radičová
8.	History of Political Thought 1: Antiquity	Abrahám
9.	History of Political Thought 2: Early Modern	Novosád
10.	Bachelor Thesis Seminar	Kusá
11.	Modern Political Ideologies	Abrahám
12.	Academic Writing I.	Lindbloom
13.	Formation of International System	Tabosa
14.	Conflicts of Identity: Theories and processes of conciliation	Kusá

¹¹ *During the assessment, teachers responsible for the course will allow the working group access to the study materials of the course and the content of individual educational activities.*

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

15.	Social Policy	Radičová
16.	Race, Ethnicity, and Nation	Vašečka
17.	Plato's Republic	Bence-Balázs
18.	Sociálna filozofia/ Social Philosophy	Novosád
19.	Psychology, Social Psychology	Bakoš, Březnová, Ahern
20.	International Conflict and Cooperation: Narratives of Peace, Conflict, and Justice	Kusá
21.	Diplomacy	Tabosa
22.	Geopolitics	Bence Balázs
23.	Modern European History	Sprouse, Thomson
24.	Understanding World History: From the Renaissance to Modernity	Sprouse
25.	Human Rights	Tiryaki
26.	US History in International Context	Sprouse
27.	Economic Policy	Hudcovský
28.	News and Information in the Digital Age	Thomson
29.	Western Civilization	Stewart
30.	Politics of Central Europe	Henderson
31.	Modern China in World Politics	Thomson

c) The institution describes the rules for verification of learning outcomes, students' assessment and the possibilities of appealing against the assessment.

The course of study at BISLA is managed by the BISLA Study Regulations. Taking into account the credit system, it still allows students to choose their own pace of study, bringing them flexibility in the educational process. At the same time, the BISLA Study Regulations are subject to administrative verification and control of individual study stages. The conditions for passing individual subjects are defined in the Course Information Sheets. In addition to defining the separate conditions for passing the subject, this document also contains the goals of subjects, learning outcomes, teaching schedule, literature on the subject and the evaluation scale for passing the subject. It is the duty of the teachers of individual subjects to familiarize students with the subject evaluation conditions at the beginning of the semester. The requirements for completing the subject may not change during the course of the lesson. Information sheets and documents on the subject are published on the BISLA website. At the same time, at the beginning of teaching the subject, the teacher clearly defines the rules regarding the absence of students in the teaching process. The study regulations specify the possibility of a maximum of four absences during the semester without giving a reason.

In most cases, student evaluation is carried out by one teacher, but there may be cases of several teachers testing students in a class.

Evaluation of the student by several teachers is carried out at state exams when commissions for state exams are set up in accordance with the law. The state exam consists of the defense of the final thesis, which is evaluated by the supervisor and the opponent, who may also be from practice.

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

The student has the opportunity to request a commission examination with the participation of at least two examining teachers. Students have access to a formal appeal process, are guaranteed the opportunity to participate in the review of suggestions and solutions and are guaranteed feedback regarding the results of their review and the actions taken. The student has the opportunity to contact the Ethics Committee in the event of a suspected violation of the university's code of ethics.

Detailed information on the issue is available in the Study Regulations:
and in the internal regulations of the University:
Internal quality assurance system at BISLA:

a) Conditions for recognition of studies or parts of studies.

Bachelor's degree students can apply to the rector of BISLA for recognition of completion of study program subjects if they have completed a subject with the same content at the same level of study at another university. It is possible to apply for the recognition of subjects only at the beginning of the study (immediately after registration, but no later than 2 weeks after the start of classes), using the prescribed forms, which are published on the BISLA website. As a rule, the application includes documents issued and confirmed by the university where the student successfully completed the subjects, he/she is applying for recognition:

- a) the original "List of study results"
- b) syllabi of completed subjects or information sheet(s) of the subject(s)
- c) a list of subjects to be recognized

Subsequently, the assessment and processing of the student's application and his subsequent enrollment takes place (after approval, the student can be enrolled in a higher year of study). Each completed subject is assessed individually based on the content, scope and requirements set in the course for its completion. The Assessment is handled by the Study Coordinator in cooperation with the Study Department. The Recognition of subjects is approved by the Rector of BISLA.

The subjects must not have been completed more than 5 years before requesting their recognition at BISLA.

b) The institution states the topics of final theses of the study programme (or a link to the list).

Suggested topics:

The final theses at BISLA will be written and defended in English.

Political Science

- Issues of political representation
- Party politics and electoral systems
- Constitutional design
 - Case studies related to impact of constitutional design on stability, effectiveness of governance
 - Management of ethnically diverse societies

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

- Post-conflict state making
- Democratic theory and practice
- European Union and questions of democratic governance
- Comparative politics – political culture, institutional approaches to democracy
- Modernization and cultural change
 - The rise of participation and critical citizenship, post materialism
 - Rise of authoritarian populism – phenomenon / case studies
- Political Culture
 - Social capital, civic society,
- Quality of democracy
 - Human development, subjective well-being
 - Rule of law, governance, corruption
 - Case studies (impact of a particular problem on quality of democracy)
- Transition studies
 - Slovak and Czech Normalization period
 - November '89 and transition to democracy
 - Elite settlements, topics related to privatization and its consequences, transnational context of transition,
 - The breakup of Czechoslovakia
- American Politics
- American jurisprudence, the South, rural politics, Jefferson & Adams, Benjamin Franklin

Philosophy

- Topics from the field of the history of philosophy, especially ancient philosophy, the
- Enlightenment, 19th and 20th century Continental philosophy, including the traditions of German
- Idealism, Phenomenology, Existentialism. Also, topics from the areas of Philosophy of Religion,
- Philosophy of History, Philosophy and Literature, History of Ideas, Humanities.
- Ancient Philosophy: Pre-Socratic Thought, Plato, Stoicism, Skepticism
- The Enlightenment: Voltaire, Rousseau, Hume, Kant, Lessing, Reimarus, Jacobi
- 19th Century Philosophy: Herder, Hegel, Strauss, Feuerbach, Marx, Kierkegaard, Nietzsche
- 20th Century Philosophy: Ortega y Gasset, Heidegger, Sartre, Merleau-Ponty, Camus, de Beauvoir
- American Transcendentalism and Pragmatism: Emerson, Thoreau, Dewey, James
- Western Civilization and Humanities: Philosophy, Literature, Drama, Religion
- Philosophy of existence
- Philosophy of dialogue
- Philosophy of religion
- Love as a philosophical problem
- S. Kierkegaard
- M. Buber
- C. Schmitt
-

Political Philosophy and Ideologies

(Figures and movements like Plato, Xenophon, Aristotle, Stoicism, Epicureanism, medieval political philosophy, Machiavelli, Hobbes, Locke, Rousseau, Smith, Kant, German Romanticism, Hegel, Marx, Mill, Nietzsche, etc.)

- Authoritarianism – its nature and evolution of the concept
- Leo Strauss and neoconservatives
Leo Strauss is considered by many to be an inspiration for the neoconservatives – philosophers, journalists, political scientists, who greatly influenced the American foreign and domestic policies since the times of Ronald Reagan. Their connection to Strauss is through his pupil, Allan Bloom, who was, just as Strauss, a professor at the Chicago University. The bachelor thesis will concentrate on the analysis of the thoughts of the neoconservatives, as well as some of the relevant essays of Allan Bloom and Leo Strauss.
- Machiavelli and liberal democracy
Bachelor thesis will focus on interpretation and comparison of the two most important works of Machiavelli – *The Prince*, and *Discourses*. These two texts were written for two different regimes – *The Prince* for an unstable society, and *Discourses* for a society able to live by the rule of law, tolerate various political directions and opinions. It is the *Discourses* that offer a great analysis of a liberal democracy. However, *The Prince* offers great observations that still have place in modern liberal democracy.
- Fukuyama and Huntington
What is the explanation paradigm of our post 9/11 world? Is it Huntington's *The Clash of Civilizations* thesis or Fukuyama's *The End of History* account? These two interpretations of our current condition are both two conservative versions of our unstable and unpredictable development. Huntington is a traditional conservative realist – our interference in the traditional societies will only spark a fury of especially Islam and hence let us be aware of this and stay away from trouble. Fukuyama's thesis focuses on a rather long-term hope that strives to spread modernization to traditional societies. He believes that that eventually individualism and democracy will prevail in the developing world, the same as it had in the post-communist countries. Hence, he argues in favor of interventions and assistance. Formation of conservatism in the work of Edmund Burke Student should analyze E. Burke's approach to modern society and analyze his take on the French Revolution, showing his thought process which impacts the conservative thought to date.
- Postwar Political Theory (figures and movements like, communism, nationalism, liberalism, colonialism, Heidegger, Arendt, Leo Strauss, Rorty, Schmitt, Kojève, Agamben.)
- F.A. Hayek on two types of social order
Hayek understands order as a spontaneous product of social interactions and a result of conscious construction. The Bachelor thesis should focus on the analysis of Hayek's ideas on order and examine possible relationships between them. himself favors spontaneous orders. To what extent can we agree with him?

Conflict and Cooperation

- Case studies of international conflict, conflict settlement, process of reconciliation
- Narrative approaches to conflict resolution
- Resolution of identity-based conflicts
- Memory regimes: policies, institutions, structures for addressing the past; restorative justice

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

- Postcolonial political thought
- Fanon, Appiah, Césaire...

Religion

- Religion: (religious toleration, liberation theology, decline of Christianity)
- Strauss on the Theological-Political Question,
- Nietzsche on Christianity and the gods, Voegelin on the divine.)

Communication Studies

- Media
- Propaganda,
- Fake news, disinformation,
- Control of information
- Social media
- Re-tribalization of societies as a consequence of new media
- Social and cultural anthropology, ethnic identity studies

Ethnic identity and ethnic conflict

- Politics of memory: studying public discourses, public space and memorialization, use of history textbooks
- Cultural trauma narratives
- Evolution of Slovak national identity after 1993
- Romaphobia—discursive and intersectional analysis of anti-Roma sentiments
- Nationalism and its identity focus as a modern phenomenon: nationalism and national identity in the understanding of E. Gellner's theory
- Antisemitism as a social phenomenon
- Ruthenian nation? Structural determinants for constitution of a nation
- Sport and national identity
- Conceptualization of homeland (e.g., in consequence of migration)
- Race: the concept of race, power and otherness
- Post emotional society

Sociology

- Concept of legitimate power in the work of Max Weber
- Power, authority
- Generations, generational change
 - Phenomenon of second generation (e.g., in relation to trauma or migration)
- Leadership
- Moral anomie
- Racism
- Conspiracy theories and motivations behind
- Gentrification of cities (e.g., case study of Bratislava's Trnavka)
- Value orientations of Slovak population towards political development after 1990
- Reproduction of cultural capital
- Social inequalities in healthcare
- Brain drains
- Migration
- Integration of migrants

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

- Social inequalities and access to education
- Concept of social exclusion
- Social situation of the Roma in Slovakia
- Labor, labor market
- Work migration

Economy

- Digitalization and economy
- World Bank
- Federal Reserve
- What is the cost of a human life?

Interdisciplinary approaches

- Memory politics
- Transitional justice
- Power
- Decolonization
- State, race, governance, power,

Public Policy and Administration

- Territorial administration
- Municipal politics
- Urban politics
- Regional government
- Digitalization of public services

International Relations

- Organizational development and management International Relations
- Application and analysis of an IR theory to a specific case/conflict/country
- Diplomacy
- Securitization of Migration:
 - The student is expected to look at migration policies and discourse of one or more EU member states (or the EU as such) and analyze the processes of securitization (or de-securitization) of migration.
 - Public Opinion towards Migrants in the European Union
The thesis aims to examine different aspects of public opinion towards migrants in a particular EU member state. Students are encouraged to use qualitative methods to further examine one specific aspect he/she finds interesting in the EUROBAROMETER surveys

Area Studies

- Regional politics and relations (e.g., the Middle East, East Asia, Turkey in regional context, ...)

Human Rights

- Human rights, minority rights and relations and citizenship
- Theoretical aspects of human rights, link to democratic theories
- Study of a particular human rights issue, problem, or a policy

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

- Slovak national minorities from human rights perspective
- Citizenship theories and practice – dual citizenship, migration and asylum
 - International mechanisms of human rights
 - International human rights law
 - International Criminal Court

Arts

- Interlinkages between art and philosophy
- Art and protest

Psychology, Social and Political Psychology

- Crowd psychology
- Addiction and social media
- Self-image and impact of social media

The institution describes or refers to:

- **rules for the assignment, processing, opposition, defense and evaluation of final theses in the study programme,**
- **work in the study program**

The Directive of the Rector of the Bratislava International School of Liberal Arts Concerning the Prerequisites for Fulfilling the Conditions of Admission to the Bachelor Thesis Defense at the Bratislava International School of Liberal Arts

Objectives of the bachelor thesis

The bachelor's thesis is the most important output of work for all BISLA students. It is closely linked to the philosophy of teaching at BISLA which reflects the focus on skills, independence and multi perspective, which are key in the overall approach to education at BISLA. The main goals of the process of creating the final theses are:

- *Independent scientific research*
Each student must plan and carry out independent scientific research within the framework of their topic as part of the preparation of the final thesis. The topics are selected and formulated in order to support the original research. Most students are guided to conduct interviews, collect questionnaires, do archival research, relevant observation, that is, to acquire the skills of field research and processing of collected data;
- *Handling the process of writing a longer format academic paper*
At BISLA, students write academic essays in a shorter format from the beginning of their first semester of study. However, one of the goals of the final thesis is to master the process of long-term research, from the initial planning to its processing and reactions;
- *Style and format*
The writing process is an acquisition of an academic writing style, correct and consistent formatting and citing according to the APA citation style.
- *Work with literature*

During the research, students will become familiar with their professional topics, collect academic literature, as the goal is to automate search habits and public evaluation of academic resources, to work with available statistical databases, archival materials, etc.

- *Close cooperation with advisors*

Cooperation with advisors on a weekly basis provides a unique experience for the student to work closely with an expert in the researched field, to get feedback and to learn their approach in the process of long-term research directly from the first hand.

- *Publishable quality*

BISLA relies on the quality of final theses and supports students in publishing outputs of their final theses in student academic journals and presentations at scientific and professional conferences.

The process of writing bachelor theses

Bachelor's theses are the most important output of the work and efforts of the BISLA students and a lot of time and attention is devoted to them. Students start preparing for bachelor's theses from the third semester of their studies. At the beginning of the fourth semester, they choose a supervisor and thematic area and defend the proposal of the bachelor's thesis in front of the Scientific Council.

They agree on the progress of the work with the supervisors and during the fourth semester students do a substantial part of their research. In the fourth and fifth semesters, all students participate in the Bachelor's Seminar course during which they gradually write the individual parts of the bachelor's thesis. Students present their bachelor theses in progress to the BISLA community of students and teachers, which gives younger students an idea of the topics, scope and data processing. In January of the last year of study, students complete the process of writing bachelor's theses and submit the final version of the work to their supervisors. After editing, formatting and final adjustments, the work is submitted by February 15, i.e. at the beginning of the summer semester.

In this way, handing in final theses does not disrupt the course of the summer semester and all students can concentrate on their studies. The defense of the thesis takes place as part of the state final exam in the second week of June.

Cooperation with advisors

Choice of topics

The 170 bachelor's theses defended so far (from 2009 to 2022 inclusive) reflect the broad-spectrum study focus of BISLA - theses mainly deal with topics from the field of political science, international relations and political theories but the focus on liberal studies enable students to have a broader scope and the topics also range from philosophy, anthropology, art or economics.

The topic ranges are primarily offered by internal and external BISLA educators, from which students choose and specify them in cooperation with advisors. In case of specific interest, BISLA also addresses advisors outside the BISLA teaching staff, from the ranks of experts who also have an academic background and experience in supervising theses. The topics and the selection of the advisor are subject to approval by the Scientific Council of BISLA.

Consultations

Intensive cooperation of students with supervisors is a required part of the thesis writing process. During the fifth semester, students meet with supervisors on a weekly basis for at least three months (October - December).

The supervisor provides feedback to the student on a weekly basis. It is the most important part of the process that allows students to acquire good academic habits, orientate in the literature, master the revision and editing process and improve their academic writing.

Evaluation criteria

The evaluation criteria reflect the goals that BISLA pursues in the final thesis process, as well as the goals contained in the BISLA Mission and set for the study program. The work is evaluated from a theoretical and methodological point of view. The resources used and their processing, the originality of the research and its contribution to practice or the field are also evaluated. The point evaluation of individual aspects of the work is as follows:

Topicality of the final thesis in relation to the studied field (5 points)

Fulfillment of the goal and tasks of the work by the established methodology (10 points)

Use of sources of domestic and foreign literature (15 points)

The logical aspect of the final thesis and the adequacy of the established methods (15 points)

Evaluation of the achieved results, their contribution and possibilities of use in practice, respectively in theory (40 points)

Formal processing of the final thesis (15 points)

Defenses of final theses

The defense of the final thesis is an essential part of the state final exam and it is its most important part. During the defense, the student briefly presents the objectives, hypothesis, methodology, main findings and implications of the work. Subsequently, the supervisor evaluates the cooperation with students, as well as the content itself and handles the processing of the final work. The opponent of the final thesis briefly presents his/her evaluation of the thesis and asks the student questions about the content of the final thesis. The student has the opportunity to comment on both assessments and answer the opponent's questions.

- options and procedures for participating in student mobility

Within our school, the Erasmus coordinator is in charge of active and regular communication with all multinational partners. When signing new contracts with new partners, the coordinator discusses the institution's priorities with the school management and then reflects on them and includes them in the contract that is just being created. The Erasmus coordinator is in charge of the entire management agenda and the quality of cooperation with multinational partners. Communication with the contact person of the partner organizations takes place mainly near the dates when exchange mobilities are reported, then before the beginning, during and after the end of the student's mobility. Prior to mobility, contracts and other background materials are exchanged, such as the sharing of course catalogs,

information on accommodation options, etc. If there is a need to deal with, a change of enrolled subjects during the mobility, for example, the coordinator makes sure that everything goes successfully and that all changes are noted in the necessary documents. This ensures a smooth transfer of credits after the end of mobility. During the mobility of teachers for the purpose of teaching, the coordinator also monitors whether there is any situation that needs to be monitored or whether he/she might be helpful in solving it. After the end of the exchange, the student's academic results are exchanged and the aspects that can be improved in the future are determined.

Quality management and management related to participants is once again in charge of the Erasmus coordinator in cooperation with the study coordinator. The study coordinator is always a pedagogical worker within our university and knows best the academic direction of specific students. That is why he/she knows very well how to advise a suitable foreign partner for student mobility and also approves the choice of subjects at a foreign school. Students receive detailed information about the possibilities of completing an exchange stay during the Erasmus presentations that take place every semester. This information is presented by the Erasmus coordinator, while students who have already completed Erasmus mobility are also invited to the presentations and can provide the best answers to the questions of students considering mobility. Students also actively meet with the Erasmus coordinator during the semester and the coordinator informs them about all mobility opportunities at foreign partner universities.

Students who are interested in a mobility exchange apply to the Erasmus coordinator by email by the set deadline. In the email, they must state the information in which semester they are interested in mobility and they are also recommended to state at least two institutions where they want to join the exchange. The first institution is considered to be the priority institution and the second one is considered to be the substitute institution.

The Erasmus coordinator then provides a summary of the study results of all students who are interested in completing an exchange stay. The list of academic results serves as a basis for the exchange application for the selection committee. The selection committee always meets on the published date and consists of the rector of the university, the student tutor and the Erasmus coordinator. They sort the applicants according to the academic grade average and according to other activities, students perform at school. The results of the selection procedure are published the very next day on the school's website and the successful applicants are informed about the results via email from the Erasmus coordinator. They also receive an email with information about the next steps needed to successfully start the entire mobility and the Erasmus charter, which informs them about all student's rights and obligations. In the next phase, there is active cooperation between the student tutor and the student. The school supports the student to choose courses that are not offered by the home institution and thus expands the student's horizons and opportunities as much as possible. On the other hand, it is important that the school recognizes the completed courses after the student's return from mobility and assigns them credits. Such cooperation between the student, the student tutor and the Erasmus coordinator ensures a smooth process of recognition of the courses completed at the partner institution.

Completing the Learning Agreement and the Agreement on the provision of financial support for studies provides all the necessary data for all three parties involved - the student, the home university and the partner university. The financial support contract is signed by the student and subsequently by the rector of the home university. The Learning Agreement is signed by all three parties, namely the student, the Erasmus coordinator for the home institution and the authorized person for the accepting institution. The signatures of all involved in the

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

process take place even before the student starts mobility. During the duration of the mobility, the Erasmus coordinator is in regular contact with all students on mobility. He continuously checks whether there are any problems that need to be solved and also provides students with mental support or minor consultations.

After the end of the Erasmus mobility, the coordinator receives a statement of the student's results on behalf of the school, consults them with the study tutor and then the courses are recognized and registered in the study department. After the student fulfills all obligations, such as filling out the final evaluation report and passing the online language test, the school will send him the rest of the financial amount to which he is entitled as stipulated in the Agreement on the provision of financial support for studies.

As a part of this project, these activities were almost completely implemented, but the actual physical travel of students to their foreign universities never took place. The onset of another wave of the Covid-19 epidemic caused all students to decide not to travel and stay at their home university, as our university offered a combined form of study and not only an online form within the scope of epidemiological measures. Students preferred at least partial involvement in a personal form of teaching or alternately joined lectures and seminars from home.

From our experience, student mobilities significantly influence and improve the quality of teaching, because they improve the quality of communication and experience exchange within the international partnership. Fundamentally, they also bring new perspectives in the academic direction of students. In the case of partner universities, it is about expanding internationalization, acquisition of foreign contacts, mutual communication and small improvements and inspirations at home as a result from it.

Our objectives of the ERASMUS programme

- to improve and increase the volume of mobility of students and employees within Europe and thus contribute to the continuous increase of the number of mobilities
- to improve and increase the volume of multilateral cooperation between higher education institutions and businesses
- to increase the level of transparency and compatibility of higher education qualifications in Europe

Advantages of the ERASMUS program

- Participation in the ERASMUS program enables greater competitiveness in the field of education and job search. In today's increasingly connected world, employers often consider a study abroad as a valuable experience. It improves communication and cooperation skills and broadens horizons and knowledge about other cultures. The students get to know different content and forms of education.

- ***observing academic ethics and drawing consequences***

BISLA strives to adhere to the highest ethical standards in its academic activities, pedagogical practice, research and the overall functioning of the university. The Code of Ethics sets the criteria for the quality of behavior within its internal functioning. Together, we want to create a space without discrimination and conflicts which is helpful to students and the working team. The BISLA Code of Ethics is based on the principles of humanism, human rights, equal opportunities, gender equality, freedom, democracy and non-discrimination.

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

BISLA expects professionalism, moral integrity, dignity, responsibility, honesty and the creation of a friendly environment without prejudice and without any forms of discrimination based on race, gender, gender, sexual and romantic orientation, political and religious beliefs, social and cultural background and other differences.

The code of ethics applies to studies, teaching and work teams. Individual cases of violation of the BISLA Code of Ethics are assessed by the Ethics Committee.

- ***procedures applicable to students with special needs***

All applicants for studies at BISLA with special needs can submit the Application of an applicant with specific needs for modification of the form and method of conducting the entrance exam, which is evaluated by the Study Coordinator, and subsequently, based on this application, the admission procedure is adapted to the individual needs of the applicant for study.

BISLA students can apply for the status of a student with specific needs every year after enrolling in the year. They must do so at the beginning of the academic year. For this application, they must contact the study department and the Study Coordinator. Students must submit the Application for inclusion in the register of students with specific needs, together with accompanying documents (medical certificate and/or confirmation from the educational and psychological counseling center. Based on these documents, the study coordinator prepares a recommendation for granting the status of a student with specific needs to the dean. According to the decision of the dean, a student can obtain this status, on the basis of which support services and individual studies are developed for the given applicant. This status does not reduce the academic standard of the study program.

- ***procedures for submission of initiatives and appeals by the student***

The Directive dealing with complaints is available at: *we send in the attachment*

The Disciplinary and Ethics Commission deals with complaints, the subject of which is a violation of the BISLA Disciplinary Rules. It deliberates on the basis of the disciplinary offense of students enrolled in the study programs of the university and submits a proposal for a decision to the rector of BISLA.

The Disciplinary and Ethics Committee consists of three members of the teaching staff and two members of the student community, who are nominated and approved by the Academic Senate.

5. Course information sheets of the study programme

In the structure according to decree no. 614/2002 Coll.

Reference to the link: we send in the attachment

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

6. Current academic year plan and current schedule

All courses are taught at the BISLA headquarters, where 8 lecture and seminar rooms are currently available.

Schedule:

Bratislava International School of Liberal Arts, Slovakia		
Academic calendar 2022-2023		
Day/Date/Time	Event	Location/Person Responsible
Friday, 2-3 September 2022	2nd Round of Admission Interviews	BISLA, Grösslingova 53
Mon-Fri, 12-16 Sep 2022, Schedule TBA	ORIENTATION WEEK: incoming 1st-year students	BISLA, Grösslingova 53 <i>Dr. Kusá & Student Council</i>
Monday, 12 September 2022 10:00	REGISTRATION: incoming 1st-year students	Spitzer room, Rorty Room, Grösslingova 53, <i>Ms.Rihariová</i>
Monday, 12. September 2022 13:00	REGISTRATION: 2nd-year students	Spitzer Room, Grösslingova 53, <i>Ms.Rihariová</i>
Monday, 12. September 2022 14:00	REGISTRATION: 3rd-year students	Spitzer Room, Grösslingova 53, <i>Ms.Rihariová</i>
Monday, 19 September 2022 to Thursday, 22. December 2022	FALL SEMESTER	
Monday, 19 September 2022	Beginning of the Academic Year (Convocation for the 2021-2022)	Johnson Lecture Hall, Grösslingova 53, <i>Dr. Abrahám</i>
26.November 2022	Beania (1st year initiation)	<i>Student Council</i>
Monday, 31. October to Friday, 4. November 2022	READING WEEK	
Monday, 9. January 2023, to Friday 10. February 2023	J-TERM: 1st-year students: Introduction to Greek History and Culture: 2nd-year students: Plato's Republic	

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

	3rd-year students: Internships/BA Project	Thesis
Wednesday, 15. February 2023	BA Thesis DEADLINE (3rd-years)	<i>Dr. Kusá &, Ms. Rihariová</i>
Monday, 15. May 2023	Registration for State Exams deadline	Office of the Registrar, Grösslingova 53, <i>Ms. Rihariová</i>
Monday, 20. February 2023, to Friday, 2. June 2023	SPRING SEMESTER	
Monday, 10. April 2023, to Friday, 14. April 2023	READING WEEK	
Monday, 22. May 2023	Final grades for the 3 rd year students	
Friday, 16. June 2023	Final grades for the 1 st and 2 nd years students	
Friday, 2. June 2023	THESIS DEFENSE	Spitzer Reading Room, Grösslingova 53, <i>Dr. Abrahám</i>
Friday, 16. June 2023	COMMENCEMENT	Johnson Lecture Hall, Grösslingova 53, <i>Dr. Abrahám</i>
Slovak Public Holidays in the 2022-2023 Academic Year		
Thursday, 1. September 2022	Constitution Day of the Slovak Republic	
Thursday, 15 September 2022	Our Lady of Sorrows	
Tuesday, 1 November 2022	All Saints Day	
Thursday, 17 November 2022	Struggle for Freedom and Democracy Day	
Saturday, 24. December 2022	Christmas Eve	
Sunday 25. December 2022	Christmas	
Monday 26. December 2022	Christmas	
Sunday 1. January 2023	Day of establishment of the Slovak Republic	
Friday 6. January 2023	Revelation of the Lord (Three Kings)	

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

Friday 7. April 2023	Good Friday
Monday 10. April 2023	Easter Monday
Monday, 1 May 2023	Labor Day (May Day)
Monday, 8 May 2023	Victory over Fascism Day (Victory in Europe Day)
Wednesday 5. July 2023	Feast of Saints Cyril and Methodius
Tuesday 29. August 2023	The anniversary of the Slovak National Uprising

Schedule – Fall Semester 2022/2023

YEAR 1			
Monday		Instructor	Location
9:00-10:30	Academic Writing A	Lindbloom	Johnson Room
9:00-10:30	Introduction to Social Science Research Methods B	Kusá	Learning Lab
10:40-12:10	Academic Writing B	Lindbloom	Johnson Room
10:40-12:10	Introduction to Social Science Research Methods A	Kusá	Learning Lab
13:00-14:30	Introduction to Philosophy	Novosád	Tatarka Room
14:40-16:10	Vedomie a realita	Gál	Rorty Room
16:20-17:50	Global Transformation	Sprouse	Rorty Room
16:20-17:50	The Crisis of the Individual and Society in Fin-de-siècle Culture (1880-1920)	K.N.Stewart	Tatarka Room
Tuesday			
9:00-10:30	Introduction to Economics	Hudcovský	Rorty Room
9:00-10:30	Human Rights	Tiryaki	Learning Lab
12:00-13:00	<i>Academic Meeting</i>		

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

13:00-14:30	Introduction to Political Science A	Abrahám	Rorty Room
14:40-16:10	Introduction to Political Science B	Abrahám	Rorty Room
Wednesday			
9:00-10:30	Vedomie a realita	Gál	Rorty Room
10:40-12:10	Introduction to Social Science Research Methods	Kusá	Learning Lab
13:00 - 14:30	Introduction to Philosophy B	Novosád	Tatarka Room
13:00 -14:30	Academic Writing A	Lindbloom	Johnson Room
14:40 - 16:10	Introduction to Philosophy A	Novosád	Tatarka Room
14:40 - 16:10	Academic Writing B	Lindbloom	Johnson Room
16:20 - 17:50	Global Transformation	Sprouse	Rorty Room
16:20-17:50	The Crisis of the Individual and Society in Fin-de-siècle Culture (1880-1920)	K.N.Stewart	Tatarka Room
16:20-18:20	Vybrané problémy dejín výtvarného a vizuálneho umenia	Barczy	Learning Lab
Thursday			
9:00-10:30	Introduction to Economics	Hudcovský	Rorty Room
9:00-10:30	Human Rights	Tiryaki	Learning Lab
10:40-12:10	Introduction to Political Science	Abrahám	Johnson Room
13:00-17:00	<i>Student Council Meeting/ Academic Senate/Societies</i>		Spitzer Room
17:00- 18:30	<i>English Grammar</i>	Ingram	Learning Lab
Friday			

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

9:00-11:00	Introduction to Psychology	Bakoš	Tatarka Room
14:40-16:10	Language		Rorty Room, Tatarka Room, Learning Lab

Schedule – Fall Semester 2022/2023

YEAR 2			
Monday		Instructor	Location
10:40-12:10	Introduction to International Relations	Tabosa	Tatarka Room
13:00-14:30	Comparative Politics	Kusá	Learning Lab
14:40-16:10	Vedomie a realita	Gál	Rorty Room
16:20-17:50	Global Transformation	Sprouse	Rorty Room
16:20-17:50	The Crisis of the Individual and Society in Fin-de-siècle Culture (1880-1920)	K.N.Stewart	Tatarka Room
Tuesday			
9:00-10:30	Introduction to Economics	Hudcovský	Rorty Room
9:00-10:30	Human Rights	Tiryaki	Learning Lab
12:00-13:00	<i>Academic Meeting</i>		
13:00-14:30	Western Civilization, Part One: The Ancient World	K.N.Stewart	Tatarka Room
Wednesday			
9:00-10:30	Vedomie a realita	Gál	Rorty Room

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

10:40-12:10	Introduction to International Relations	Tabosa	Tatarka Room
13:00-14:30	Comparative Politics	Kusá	Learning Lab
14:40-16:10	Introduction to Political Philosophy: From Plato to Marx	Balazs	Rorty Room
16:20-17:50	Global Transformation	Sprouse	Rorty Room
16:20-17:50	The Crisis of the Individual and Society in Fin-de-siècle Culture (1880-1920)	K.N.Stewart	Tatarka Room
16:20-18:20	Vybrané problémy dejín výtvarného a vizuálneho umenia	Barczy	Learning Lab
Thursday			
9:00-10:30	Introduction to Economics	Hudcovský	Rorty Room
9:00-10:30	Human Rights	Tiryaki	Learning Lab
10:40-12:10	Western Civilization, Part One: The Ancient World	K.N.Stewart	Tatarka Room
13:00-17:00	<i>Student Council Meeting/ Academic Senate/Societies</i>		Spitzer Room
Friday			
9:00-11:00	Introduction to Psychology	Bakoš	Tatarka Room
9:00-10:30	Introduction to Political Philosophy: From Plato to Marx	Balazs	Rorty Room
14:40-16:10	Language		Rorty Room, Tatarka Room, Learning Lab

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

Schedule – Fall Semester 2022/2023

YEAR 3			
Monday		Instructor	Location
10:00-12:00	Introduction to Modern China	Thomson	Rorty Room
14:40-16:10	Vedomie a realita	Gál	Rorty Room
16:20-17:50	Global Transformation	Sprouse	Rorty Room
16:20-17:50	The Crisis of the Individual and Society in Fin-de-siècle Culture (1880-1920)	K.N.Stewart	Tatarka Room
Tuesday			
9:00-10:30	Introduction to Economics	Hudcovský	Rorty Room
9:00-10:30	Human Rights	Tiryaki	Learning Lab
12:00-13:00	<i>Academic Meeting</i>		
13:00-14:30	Social Policy	Radičová	Johnson Room
14:40-16:10	Social Policy	Radičová	Johnson Room
16:20-17:50	Contemporary Political Philosophy	Balazs	Rorty Room
Wednesday			
9:00-10:30	Vedomie a realita	Gál	Rorty Room
16:20-17:50	The Crisis of the Individual and Society in Fin-de-siècle Culture (1880-1920)	K.N.Stewart	Tatarka Room
16:20-17:50	Global Transformation	Sprouse	Rorty Room
16:20-18:20	Vybrané problémy dejín výtvarného a vizuálneho umenia	Barczy	Learning Lab
Thursday			

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

9:00-10:30	Human Rights	Tiryaki	Learning Lab
9:00-10:30	Introduction to Economics	Hudcovský	Rorty Room
10:40-12:10	Contemporary Political Philosophy	Balazs	Rorty Room
13:00-17:00	<i>Student Council Meeting/ Academic Senate/Societies</i>		Spitzer Room
Friday			
9:00-11:00	Introduction to Psychology	Bakoš	Tatarka Room
11:10-13:10	Bachelor Thesis Seminar	Kusá	Learning Lab
14:40-16:10	Language		Rorty Room, Tatarka Room, Learning Lab

7. Persons responsible for the study programme

a) A person responsible for the delivery, development, and quality of the study programme (indicating the position and contact details).

Doc. Samuel Abrahám, PhD. is responsible for the implementation, development and quality of the study program.

b) List of persons responsible for the profile courses of the study programme with the assignment to the course and provided with a link to the central Register of university staff and with contact details (they may also be listed in the study plan).

Doc. Samuel Abraham, PhD.
 Prof. PhDr. Iveta Radičová, PhD.
 Mgr. Dagmar Kusá, PhD.
 Doc. John Stewart
 Prof. PhDr. František Novosád, CSc.,
 Catherine Nun Stewart, PhD.
 Adam Bence Balázs, PhD.

c) Reference to the research/art/teacher profiles of persons responsible for the profile courses of the study programme.

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

<https://www.bisla.sk/faculty/> or <https://www.bisla.sk/accreditation/>

- d) List of teachers of the study programme with the assignment to the course and provided with a link to the central Register of university staff and with contact details (may be a part of the study plan).

<https://www.bisla.sk/faculty/> or <https://www.bisla.sk/accreditation/>

- e) List of the supervisors of final theses with the assignment to topics (indicating the contact details).

- f) Reference to the research/art/teacher profiles of the supervisors of final theses.

Bachelor theses 2016/2017

Name and surname	Topic BT - Slovak	Topic BT - English	Supervisor/s of the final thesis	Opponent of the final thesis
Tomáš Badin	Medzi Demokraciou a Totalitou je Tenký Ľad: Komparatívna analýza dvoch opozitných manifestov	There's a Thin Line Between Democracy and Totality: A Comparative Analysis of a Two Opposing Manifestos	James Griffith jecq99@gmail.com	František Novosád novosad@bisla.sk
Pavol Fukatsch	Je Eurozóna odsúdená na zánik?: Prechádzanie samodeštrukčným tendenciám	Is European Monetary Union doomed to fail? Avoiding self-destructive tendencies	František Novosád novosad@bisla.sk	Iveta Radičová iveta.radicova@gmail.com
Simon Horecký SK	Rozdelenie Československa, dôvody a príčiny rozdelenia spoločného štátu	Dissolution of Czechoslovakia, reason and causes of dissolution of common state	Karen Henderson khenderson@netax.sk	Samuel Abrahám abraham.xyz@gmail.com
Samuel Hyravý	Keď Ľady Tajú: Komplexný Princíp Rozhodovania v Saudskej Arábii	When the Ice Melts: Comprehensive Principle of decision making in Saudi Arabia	Aliaksei Kazharski	Iveta Radičová iveta.radicova@gmail.com
Barbara Kelemen	Pozícia Číny vo vzťahu k identite Hong-Kongu	The Role of China in the Identity of Hong Kong:	Aliaksei Kazharski	Martin Slobodník

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

		Re-defining Hong Kong Identity and the Influence of Identity Politics in Hong Kong		
David Madaj SK	Peňažná Reforma: spôsob ako vzkriesiť demokraciu	The Monetary Reform: a way to restore democracy	Brigita Schmögenerová	František Novosád novosad@bisla.sk
Daniel Marcell	Dve štáty, Tri Narratívy: Kultúrna Trauma vo Slovensko-Maďarských Vzťahoch a Politické Diskurzia	Two States, Three Narratives: Cultural Trauma in Slovak-Hungarian Relations and Political Discourse	Dagmar Kusá kusa@bisla.sk	Samuel Abrahám abraham.xyz@gmail.com
Matej Pavlovič SK	Problémy stredných škôl na Slovensku v závislosti od krajov	Problems of secondary schools in Slovakia according to the regions	Iveta Radičová iveta.radicova@gmail.com	Linda Steyne
Terézia Švandová		Vertical Horizons in Retribalized Societies: Case Study of Egypt and Tunisia and the Arab Spring	Dagmar Kusá kusa@bisla.sk	James Griffith jecq99@gmail.com
Andrea Vlčková	Keď mocenské záujmy rozhodujú: India ako rušič v kašmírskom zamrznutom konflikte	When Power Interests Matter: India as the Spoiler in the Kashmiri Intractable Dispute	Dagmar Kusá kusa@bisla.sk	Aliaksei Kazharski

Bachelor theses 2017/2018

Name and surname	Topic BT - Slovak	Topic BT - English	Supervisor/s of the final thesis	Opponent of the final thesis
Jennifer Bergerová	Kantova analýza Univerzálnej deklarácie ľudských práv	A Kantian Analysis of the Universal Declaration of Human Rights	James Griffith jecq99@gmail.com	Dagmar Kusá kusa@bisla.sk
Simona Fröhlichová	Koncepty vo vzťahu na komisiu pre pravdu a zmierenie: prípadová štúdia Južnej Afriky.	Concepts of Forgiveness in Relation to the Truth and Reconciliation Commission: The Case Study of South Africa	Dagmar Kusá kusa@bisla.sk	James Griffith jecq99@gmail.com

Anna Fumačová	Od kvázi-štátov k plnohodnotným demokraciám: prínos mierových operácií Organizácie spojených národov k stabilite suverénnych štátov	From Quasi-States to Full-Fledged Democracies: The Contribution of the United Nations Peace Operations to Stability of Sovereign States	<i>Dagmar Kusá</i> <u>kusa@bisla.sk</u>	<i>Matej Navrátil</i>
Ivan Iliev	Bezpečná Európa v Lepšom Svete: Je Európska Únia Efektívna v Boji Proti jej Hlavným Hrozbám?	A Secure Europe in A Better World: Is the European Union Effectively Tackling its Key Threats?	<i>Iveta Radičová</i> <u>iveta.radicova@gmail.com</u>	<i>Karen Henderson</i> <u>khenderson@netax.sk</u>
Tomáš Iliev	Izraelské protiteroristické stratégie v riešení Palestínskeho terorizmu od roku 1993 do roku 2010: Reaktívne alebo Preventívne?	Israeli Counterterrorism in Dealing with Palestinian Terrorism after 1993: Reactive or Pre-emptive?	<i>Aliaksei Kazharski</i>	<i>Dagmar Kusá</i> <u>kusa@bisla.sk</u>
Patrícia Kučárová	Národná identita, alebo ako vnímame „našich“ – kto je pravý Slovák a kto sem patrí	Who Belongs? Narrating Identities of the Foreign-Born Slovaks	<i>Dagmar Kusá</i> <u>kusa@bisla.sk</u>	<i>Michal Vašečka</i> <u>mike.vasecka@gmail.com</u>
Juraj Lichvár	Populárna kultúra: Disciplinárna sila v súčasných populárnych hudobných videách na Slovensku	Popular Culture: Disciplinary power within contemporary popular music videos in Slovakia	<i>Linda Steyne</i>	<i>Dana Ahern</i> <u>dsstudy@gmail.com</u>
Veronika Novotná	Demokracia a korupcia: zlyhanie demokratického inštitucionálneho rámca vo vzťahu ku korupcii v Slovenskej Republike	Democracy and Corruption: The failure of democratic form of government in relation to corruption in the Slovak Republic	<i>Dagmar Kusá</i> <u>kusa@bisla.sk</u>	<i>James Griffith</i> <u>jecq99@gmail.com</u>
Ľudmila Peruňská	Paradox slobody v diele Leviathan Thomasa Hobbesa	The Paradox of Freedom in Hobbes's Leviathan	<i>James Griffith</i> <u>jecq99@gmail.com</u>	<i>František Novosád</i> <u>novosad@bisla.sk</u>
Barbora Sedláčková	Reparácie za otroctvo v Spojených Štátoch: Dluje vláda Spojených Štátov reparácie potomkom otrokov?: Štúdium na základe Johna Locka	The U.S. slavery reparations: Does the government of the United States owe reparations to the descendants of slaves? A Lockean account	<i>James Griffith</i> <u>jecq99@gmail.com</u>	<i>Peter Šajda</i> <u>sajdus@yahoo.com</u>
Haniah Zavodská	Etický dizajn elektrických kompostérov na základe dvoch kategórii Alberta Borgmanna	The design ethics of electric composters according to Borgmann's device paradigm and focal things and practices.	<i>James Griffith</i> <u>jecq99@gmail.com</u>	<i>Tomáš Beniák</i> <u>tomas.beniak@gmail.com</u>

Bachelor theses 2018/2019

Name and surname	Topic BT - Slovak	Topic BT - English	Supervisor/s of the final thesis	Opponent of the final thesis
Veronika Budaiová	Ako zaviesť verejnosť: mediálny diskurz v komunistickom Československu	How to Win the Public: Media Discourse in Communist Czechoslovakia	Dagmar Kusá kusa@bisla.sk	Iveta Radičová iveta.radicova@gmail.com
Laura Palenčíková	Netransparentné prešľapy Transparentného mesta: Prípadová štúdia mesta Martin	Non-transparent missteps of the Transparent City	Iveta Radičová iveta.radicova@gmail.com	Dagmar Kusá kusa@bisla.sk
Jonathán Pavelka	Energetická bezpečnosť v EU: Efektivita Európskej Komisie v sekuritizácii Energie	Energy Security in the EU: The effectiveness of the European Commission in the securitization of energy	Karen Henderson khenderson@netax.sk	Clarissa Tabosa clarissa-tabosa@hotmail.com
Arnold Remenár	Čo s Internetom? Prípadová štúdia dôsledkov neregulácie virtuálnych verejných priestorov	What About the Internet? A Case Study of the Implications of the Non-Regulation of Virtual Public Spaces	Iveta Radičová iveta.radicova@gmail.com	James Griffith jecq99@gmail.com
Bc. Katarína Rožárová	O tempora, o mores! Nerozpoznané napätie medzi jednotlivcom a komunitou ako faktor prispievajúci ku kolapsu Rímskej republiky	O Tempora O Mores! The Unrecognised Tension Between the Individual and the Community as a Contributing Factor in the Collapse of the Roman Republic	James Griffith jecq99@gmail.com	Jon Stewart js@jonstewart.dk
Paulína Svatoňová	Nekompetentnosť Slovenskej demokracie: Hľadanie kultúry ľudských práv v Slovenskej obci Šurany	Incompetence of Slovak Democracy: Searching for Human Rights Culture in the Slovak Municipality of Šurany	Dagmar Kusá kusa@bisla.sk	Michal Vašečka mike.vasecka@gmail.com
Šimon Vacval	Vplyv športovej diplomacie vo vzťahu medzi Južnou a Severnou Kóreou	The Impact of Sports Diplomacy on the Relations between South and North Korea	Nicolas Palencsár nicolas.palencsar@gmail.com	Clarissa Tabosa clarissa-tabosa@hotmail.com
Mário Lapoš	Interaktívna a Vzťahová Komunikácia v Politickom Marketingu: Vedenie dialógu s verejnosťou na sociálnych sieťach	Interactive and Relational Political Marketing Communication: Pursuing Dialogue with the Publics through social media	Matej Gyarfáš matej.gyarfas@gmail.com	Dagmar Kusá kusa@bisla.sk

Bachelor theses 2019/2020

Name and surname	Topic BT - Slovak	Topic BT - English	Supervisor/s of the final thesis	Opponent of the final thesis
Oliver Bakoš	Záujmové skupiny v pozadí skepticizmu v otázke klimatických zmien v Spojených štátoch amerických	Interest Groups Behind Climate Change Skepticism in United States	<i>Dagmar Kusá</i> kusa@bisla.sk	<i>Camila Schiffli</i> camila.schiffli@gmail.com
Matej Bílik	Rola rímskokatolíckej farnosti v občianskom živote slovenského vidieka	The Role of the Roman Catholic Parish in the Civic Life of Slovak Rural Communities	<i>Dagmar Kusá</i> kusa@bisla.sk	<i>Sameul Abrahám</i> abraham.xyz@gmail.com
Dániel Cséfalvay	Snahy Iránu a Saudskej Arábie o regionálnu hegemoniu, prípad Jemenskej vojny	The Saudi-Iranian Quest for Regional Hegemony, The Case of the Yemeni War	<i>Clarissa do Nascimento Tabosa</i> clarissa-tabosa@hotmail.com	<i>Camila Schiffli</i> camila.schiffli@gmail.com
Mária Dudžáková	Maskulínna Demokracia?	Masculine Democracy? Through the Lens of Slovak Values	<i>Dagmar Kusá</i> kusa@bisla.sk	<i>Michal Vašečka</i> mike.vasecka@gmail.com
Adam Duffek	Tolerancia neznášanlivosti? Pravicový populizmus a extrémizmus ako hrozba liberálnym demokraciám	Tolerance of Intolerant? Right-Wing Populism and Extremism as a Threat to Liberal Democracies	<i>Michal Vašečka</i> mike.vasecka@gmail.com	<i>Dagmar Kusá</i> kusa@bisla.sk
Jonáš Jánsky	Hranice predpokladov: Derridova a Schlegelova kritika Heideggerovho hermeneutického kruhu	Limits of presuppositions: Derrida's and Schlegel's critique of Heidegger's hermeneutical circle	<i>Peter Šajda</i> sajdus@yahoo.com	<i>František Novosád</i> novosad@bisla.sk
Pavlina Jones	Óh <i>Heller</i> . Bolo rozhodnutie sudcu Scaliu správne? Argument pre morálne zdôvodňovanie ústavy na základe preambuly.	Oh <i>Heller</i> . Did Justice Scalia Make the Right Decision? An Argument for Constitutional Moral Reasoning Based on the Preamble	<i>Peter Šajda</i> sajdus@yahoo.com	<i>Jon Stewart</i> js@jonstewart.dk
Ivona Mičeková	Vplyv Instagramu na aktuálnu náladu a nespokojnosť s vlastným telom u mladých Sloveniek	The Impact of Instagram on Actual Mood and Body Dissatisfaction of Young Slovak Adult Females	<i>Jana Bašnáková, František Gyárfáš</i> frantisek.gyarfas@gmail.com	<i>Dagmar Kusá</i> kusa@bisla.sk

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

Dominik Novosád	Vojna, násilie a mier v katolíckej teológii a budhistickej mahájáne	Doctrinal Notions About War, Violence and Peace: Buddhist Mahayana and Catholic Christianity	<i>Peter Šajda</i> sajdus@yahoo.com	<i>James Griffith</i> jecq99@qmail.com
Michal Sagula	Anatómia Rozhodnutia: <i>Bytie a Udalosť vs. Bytie a Ničota</i>	The Anatomy of Decision: <i>Being and Event vs. Being and Nothingness</i>	<i>Peter Šajda</i> sajdus@yahoo.com	<i>Jon Stewart</i> js@jonstewart.dk
Alexandra Telepčáková	Postavenie žien v diplomatickom zbore	The Position of Women in the Diplomatic Corps	<i>Clarissa do Nascimento Tabosa</i> clarissa-tabosa@hotmail.com	<i>Iveta Radičová</i> iveta.radicova@gmail.com
Lucia Trubenová	Etika a moc	Ethics and power. The ethical analysis of political leadership	<i>František Novosád</i> novosad@bisl.a.sk	<i>Peter Šajda</i> sajdus@yahoo.com
Rosina Danilova-Cross	Prípadová štúdia o Rusko-Ukrajinskom konflikte	Justify at any expense: How effective is Russian securitization of identity discourse? Case study of Russo-Ukrainian conflict	<i>Clarissa do Nascimento Tabosa</i> clarissa-tabosa@hotmail.com	<i>Dagmar Kusá</i> kusa@bisla.sk

Bachelor theses 2020/2021

Name and surname	Topic BT - Slovak	Topic BT - English	Supervisor/s of the final thesis	Opponent of the final thesis
Balko Martin	Rozpracovanie migračných a integračných politík Slovenskej republiky	Migration and Integration Policies in the Slovak Republic revised	<i>Michal Vašečka</i> mike.vasecka@gmail.com	<i>Iveta Radičová</i> iveta.radicova@gmail.com
Dubovský Marek		Jean-Paul Sartre: Fear of Freedom and Inclination to Marxism	<i>Jon Stewart</i> js@jonstewart.dk	<i>František Novosád</i> novosad@bisl.a.sk
Slíž Vivien		The Importance of the Feminist Movement and Its Continued Relevance to Modern Society	<i>Jon Stewart</i> js@jonstewart.dk	<i>Dagmar Kusá</i> kusa@bisla.sk
Sterančák Peter	My Verzus Oni: Interdisciplinárny Pohľad na Pôvod Moderného Kmeňového Myslenia	Us Versus Them: An Interdisciplinary Perspective on the Origins of Modern Tribalism	<i>Michal Vašečka</i> mike.vasecka@gmail.com	<i>Dagmar Kusá</i> kusa@bisla.sk

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

Sucha Krištof	Násilie výnosnejšie než mier: Obchod so zbraňami v Izraelsko-palestínskom konflikte	Violence More Profitable Than Peace, Arms Trade in Israel-Palestine Conflict	<i>Camila Schiff</i> camila.schiff@gmail.com	<i>Clarissa Tabosa</i> clarissa-tabosa@hotmail.com
Šídová Kristína	Náhly vzostup populistických aktérov v Európe	The Rise of Populist Actors in Slovakia	<i>Dagmar Kusá</i> kusa@bisla.sk	<i>Samuel Abrahám</i> abraham.xyz@gmail.com
Zmeček Artur		Change of The Institutional Design of Slovakia	<i>Dagmar Kusá</i> kusa@bisla.sk	<i>Iveta Radičová</i> iveta.radicova@gmail.com

Bachelor theses 2021/2022

Name and surname	Topic BT - English	Supervisor/s of the final thesis	Opponent of the final thesis
Martin Klein	Social Media and its Influence on Identity	<i>František Novosád</i> novosad@bisla.sk	<i>Jon Stewart</i> js@jonstewart.dk
Viktória Križanová	Puppet Theatre or How Securitization of Non-existing Migrants Shaped Perception on Young Slovaks	<i>Clarissa Tabosa</i> clarissa-tabosa@hotmail.com	<i>Michal Vašečka</i> mike.vasecka@gmail.com
Terézia Dominika Lukáčová	The impact of non-formal education on formal education	<i>Iveta Radičová</i> iveta.radicova@gmail.com	<i>Dagmar Kusá</i> kusa@bisla.sk
Filip Juraj Lupsina	The Aesthetics of Humanity; The Development of Self-Awareness through the Perspective of Art, in the Transition from Ancient Egypt to Ancient Greece	<i>Jon Stewart</i> js@jonstewart.dk	<i>František Novosád</i> novosad@bisla.sk
Alex Nemec	Investigations into the Nature of Transcendence: The Death of Hegelian Spirit	<i>Jon Stewart</i> js@jonstewart.dk	<i>František Novosád</i> novosad@bisla.sk
Lucia Ozaniaková	Social Capital Through Virtual Lenses	<i>Dana Červeňáková-Ahern</i> dsstudy@gmail.com	<i>Dagmar Kusá</i> kusa@bisla.sk

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

Nikolaj Podhájecký	Environmental diplomacy: Three-part strategy in plastic waste policies	<i>Clarissa Tabosa</i> clarissa-tabosa@hotmail.com	<i>Samuel Abrahám</i> abraham.xyz@gmail.com
Annamária Pšenková	The Burden of Armenian Genocide in the European Political Discourse	<i>Dagmar Kusá</i> kusa@bisla.sk	<i>Sylvia Tiryaki</i> sylvia.tiryaki@gmail.com
Max Radó	How Strategic Narratives Created a Strategic Mess: Securitization of Disinformation Operations in Slovakia	<i>James Thomson</i> jamesthomson001@gmail.com	<i>Clarissa Tabosa</i> clarissa-tabosa@hotmail.com
Diana Samolejová	The problem of leadership in modern society	<i>František Novosád</i> novosad@bisla.sk	<i>Samuel Abrahám</i> abraham.xyz@gmail.com
Tomáš Štrba	They Forgot to Plan for Trams...; Constituting Effective Municipal Governance in Bratislava	<i>Dagmar Kusá</i> kusa@bisla.sk	<i>Iveta Radičová</i> iveta.radicova@gmail.com
Alexander Trščanský	Madame Ambassador - Participation of Women in Slovak Diplomacy	<i>Clarissa Tabosa</i> clarissa-tabosa@hotmail.com	<i>Iveta Radičová</i> iveta.radicova@gmail.com
Hanna Vasilenka	How Can Space Manage Power in the City	<i>Dagmar Kusá/Michal Vašečka</i> kusa@bisla.sk /mike.vasecka@gmail.com	<i>Samuel Abrahám</i> abraham.xyz@gmail.com
Max Weber	What Has Digitalization Done for the Economy? Examining the effect of eGovernment and Public Digitalization on Economic Growth	<i>Iveta Radičová</i> iveta.radicova@gmail.com	<i>Dagmar Kusá</i> kusa@bisla.sk

Teacher profiles of the supervisors of final theses:

Samuel Abrahám studied international relations in Canada at the University of Toronto (BA 1988) and at Carleton University of Ottawa, where he received a master's degree (1990) in Soviet and East European studies, and subsequently at Carleton University PhD in comparative politics and political philosophy. He returned in 1990 and helped establish the first political science department in Slovakia at Comenius University in Bratislava, where he taught courses in political theory, comparative politics and post-communist transformation for 14 years. In 1996, he founded the Society for Higher Learning (SHL)/Výberový vzdelávací spolok (VVS), an institution that provided grants and supplementary education for gifted university students in Slovakia. In ten years of its existence, SHL had more than 250 graduates. From 1996 until

today, he is the publisher and editor-in-chief of the magazine Kritika & Kontext (www.kritika.sk), which is published in English and Slovak. In 1999, he became a member of the executive board and is currently a member of the supervisory board and the supervisory board of EUROZINE – the Internet magazine of European cultural magazines (www.eurozine.com). In the years 1996-2001, he was a representative in Slovakia of the Foundation Project for Ethnic Relations based in Princeton, USA, which specialized in inter-ethnic conflicts. In 2009, he co-founded and served as Executive Director of ECOLAS – the European Consortium of Liberal Arts and Sciences, a network of liberal arts schools and programs across Europe (www.ecolas.eu). In 2006, he founded and was president/rector and professor of the Bratislava International School of Liberal Education (BISLA).

Jana Bašňáková studied psychology in Bratislava and cognitive neuroscience in the Netherlands. She worked at the Max Planck Institute for Psycholinguistics in the Netherlands Nijmegen, currently at the Institute of Experimental Psychology CSPV SAV. Additionally, she teaches externally in the Central European program at Mei:CogSci at FMFI UK, at BISLA and FSEV UK. Lastly, she is the author of the book Psychology for loving parents, in which she wants to provide parents with an intelligible introduction to psychological research on the first year of babies' lives.

Dana Červeňáková-Ahern is a certified life coach, certified PSYCH-K® facilitator and Byron Katie work facilitator. Dana received her PhD in Sociology from Boston College and her MA in Gender Studies from Central European University and a master's degree in English and American literature and culture at Masaryk University in Brno. Before BISLA, she was a sociology instructor at Boston College for 10 years.

James Griffith received his doctorate in philosophy from DePaul University of Chicago, IL and an M.A. in Philosophy from the New School for Social Research in New York, NY. He specializes in early modern philosophy and continental philosophy. His areas of expertise are political philosophy, ancient Greek philosophy and critical thinking. Before BISLA, he was a teacher at DePaul University and also taught at Catholic Theological Union in Chicago, IL and at LaGuardia Community College in Long Island City, NY.

Ing. František Gyárfáš , PhD. is a computer scientist, works at the Faculty of Mathematics, Physics and Informatics of the Charles University and BISLA in Bratislava. Since 1990, he has been contributing to cultural magazines and internet media, mainly writing film reviews, but also feuilletons.

Matej Gyárfáš completed his master's degree in psychology at the Department of Philosophy of the Comenius University in Bratislava. He received his doctorate in the Studio of Sound Composition at the Film and Television Faculty of VŠMU. His doctoral thesis was on the psychological aspects of film music.

Karen Henderson works at the Institute of European Studies and International Relations FSEV of the Comenius University. She previously worked at the University of Leicester in Great Britain from 1990. Her research interests include domestic politics of the Slovak Republic and EU enlargement, with an emphasis on Eurosceptic political forces and the influence of domestic politics on EU decision-making processes. She often debates about British politics on

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

Slovak television, radio and newspapers. Among other activities, she was the president of the scientific board of the European project Science Foundation 'Forward Look: Central and Eastern Europe after the transition: convergence and divergence in Europe'.

Aliaksei Kazharski received his PhD from the Comenius University. He worked as a visiting researcher ARENA-Centre of European Studies, University of Oslo. In 2013, he was a visiting doctoral candidate for the Center for EU-Russia Studies, University of Tartu. He also works as a visiting researcher at the University of Vienna - Institute for the Humanities (IWM), Vienna.

Dagmar Kusá received a master's degree in political science at the Comenius University, then a PhD degree in political science from Boston University. Before joining BISLA, Dagmar worked at the Slovak Helsinki Committee for Human Rights and served on its board of directors. In 2008/2009, she worked as a project coordinator at EUROCLIO, the European Association of History Educators in The Hague. Since 2004, Dagmar has been the program director at the Bostonian International Center for Conciliation, where she remains affiliated as a Senior Fellow and trainer in the field of identity conflict transformation. Her primary academic interests include the political use of collective memory, ethnic identity, citizenship and minorities, currently focusing on manifestations of cultural trauma in public discourse. She works as a citizenship expert for the country at the European Democratic Observatory (in EUI) and co-organizes the annual global Muslim-Jewish conference. She is the vice-president of the Helsinki Committee for Human Rights in Slovakia.

František Novosád is a Slovak, originally Marxist-Leninist, philosopher, historian of philosophy, translator, chief editor of the magazine *Filozofia* until 2006. Professor Novosád specializes in the history of philosophy of the 19th century and 20th century and social philosophy research, furthermore, he is a specialist in the philosophy of Martin Heidegger, Ernst Cassirer and Max Weber. Until 2020, he was the head of the Department of Social Philosophy and Philosophical Anthropology at the Philosophical Institute of the Slovak Academy of Sciences. He is currently the vice-rector of the Bratislava International School of Liberal Studies - BISLA.

Nicolas Palencsár is a graduate of BISLA. He received his MA from King's College London.

Iveta Radičová is a sociologist and politician. She is a member of the Slovak Academy of Sciences, Comenius University, SPACE Foundation St. Anthony College at the University of Oxford, the Robert Bosch Academy in Berlin, IWM Vienna and the New School for Social Research in New York. She was a member of Public against Violence, Minister of Labour, Social Affairs and Family, Member of Parliament and Prime Minister of the Slovak Republic. She started teaching at BISLA in 2015.

Camila Schiffli studied at Federal University of Paraná, in Brazil, where she received a bachelor's degree in history and a teaching license. In Slovakia, she completed her master's degree in European studies at the Faculty of Social and Economic Sciences, where she devoted her thesis to the role of narrative fiction as a tool for improving intergroup relations. She is currently enrolled as an internal doctoral student at the Institute of European Studies and International Relations. Her research interests include culture and identity studies, social movements, new media, and political socialization.

Brigita Schmögnerová studied at the University of Economics (VŠE) in Bratislava. Later, she was an assistant professor at the Department of Economic and Mathematical Methods of the Faculty of Management of the University of Economics in Bratislava. As part of her postgraduate studies at the Faculty of Natural Sciences of the Comenius University in Bratislava, she graduated from the field of mathematical statistics. In the years 1976-1979, she did an external post-graduate course at the University of Economics in Bratislava and obtained the rank of candidate of economic sciences. She completed her further education during a study stay at the Center for Economic Planning in Athens and a short study stay at Georgetown University in Washington. Schmögnerová also worked as a researcher, later in the position of head of the department for macroeconomics of the Economic Institute of the Slovak Academy of Sciences in Bratislava. She was an advisor to the Deputy Prime Minister, later an expert advisor in the commissions of the Ministry of Industry of the Slovak Republic.

Cole Simmons graduated from St. John's College in Annapolis in 2009. He received his doctorate in political theory from the University of Dallas in 2018. He is a former Ernest Fortin and Rumsfeld Fellow. He taught at Baylor University and also at Ashland University.

Lukáš Siegel studied philosophy at the University of St. Cyril and Methodius in Trnava and political science at BISLA. He received his doctorate in systematic philosophy. In his academic career, he mainly focuses on discrimination against people with disabilities, focusing on different models of disability. In addition to this topic, it also discusses ethical theories, the concept of human rights, socially excluded groups, the issue of discrimination, stigma and prejudice. He cooperates with FEPS - YAN (Foundation for European Progressive Studies - Young Academics Network) on the topic of universal basic income and its applicability within the European Union.

Linda Steyn has a master's degree in Teaching English as a Foreign Language (EFL) at Columbia International University (USA) and a doctorate in linguistics at the Comenius University in Bratislava (Slovakia). She worked as a deputy principal of a secondary school, author of the Slovak-English bilingual program curriculum and coordinator and trainer/ mentor of incoming English teachers. Before joining BISLA in August 2016, she taught in the English Language Teaching (ELT) program at the Faculty of Education of the University of Trnava and both the ELT and Translation/Interpreting programs at the Faculty of Philosophy of the Comenius University. She also teaches English composition in the International Baccalaureate program at Jura Hronca High School Diploma. Mrs. Steyne has co-authored several ELT textbooks for teachers and ELT textbooks and has worked on a number of national education projects such as the EFL Secondary School Leaving Examinations (Matriculation) and ELT training for primary teachers. She is the current and founding president of the Slovak Chamber of English Teachers (SKA) and a long-term member of IATEFL and TESOL.

John Stewart received his doctorate in philosophy from the University of California, San Diego in 1992. He did postdoctoral work at Westfälische Wilhelms University in Münster, at Free University in Brussels and at Humboldt University in Berlin. From 1996 to 2016, he was affiliated with the Søren Kierkegaard Research Center at the University of Copenhagen. There he received the title of Dr. habil in philosophy (2007) and theology (2003) and was elected a foreign member of the Royal Danish Academy of Sciences and Letters. In 2013, he created a popular online course on Kierkegaard, which you can view on the Coursera platform. Between 2016 and 2018, he worked at Harvard University. Currently, he works as a researcher at the

Philosophical Institute of the Slovak Academy of Sciences. He has published extensively on continental philosophy of the 19th and 20th centuries, with a special focus on Hegel and Kierkegaard. His interests consist of literature, history and drama.

Peter Šajda is a senior researcher at the Institute of Philosophy of the Slovak Academy of Sciences, as well as a lecturer at BISLA. His research concerns the philosophy of S. Kierkegaard and its reception, as well as anthropological, ethical, philosophical-religious and socio-political themes in German idealism, existentialism, neo-Marxism and modern Catholicism. He is an associate of the Kierkegaard Research Center in Copenhagen, where he is the editor of the Kierkegaard Studies Yearbook. He is also the author of the monograph *Buber's dispute with Kierkegaard, On the Relation of Religion to Ethics and Politics* (2013) and the *Kierkegaardian Renaissance, Philosophy, Religion, Politics* (2016).

Clarissa do Nascimento Tabosa is a researcher at the Institute of European Studies and International Relations FSEV of the Comenius University. In 2018, she spent a semester as a visiting researcher at the Center for Comparative Immigration Studies at the University of California, San Diego. In her research, she examines migration policy in the European Union - with a focus on the countries of the Vyšehrad Four. At FSEV, she teaches the courses *Introduction to Diplomacy and Migration in Context*. She is also an extraordinary lecturer at the Bratislava International School of Liberal Studies (BISLA), where she teaches the courses "Diplomacy", "Introduction to International Relations" and "Global Order".

James Thomson studied modern history at Oxford University. He worked as a journalist in Britain, New Zealand, Slovakia and Austria, for a specialized agency. At BISLA, he teaches courses on news and information and modern China. James is the author of a travel guide to Slovakia and writes a column for the *Slovak Spectator* newspaper.

Michal Vašečka, sociologist. Michal has been working at BISLA since 2015 and at the Pan-European University since 2018. Before that, he worked at the Faculty of Social Studies of Masaryk University in Brno, and at the Faculty of Social and Economic Sciences of Comenius University. He worked as a visiting scientist at the New School University in New York, at the University of London, at Georgetown University in Washington DC, at the University of Michigan in Ann Arbor. Michal Vašečka is the founder and former director of the Center for Ethnicity and Culture Research (CVEK). He worked at the Slovak think-tank Institute for Public Issues (IVO) as a program director for an expert analysis of Slovakia's transformation process with a focus on national minorities and the state of civil society in Slovakia. In the years 2000-2008 and 2011-2012, he was a consultant to the World Bank. Since 2012, Michal Vašečka has been working as a representative of the Slovak Republic in the European Commission against Racism and Intolerance (ECRI), a human rights body of the Council of Europe. He also serves as the vice-chairman of the VRAX government committee for the fight against extremism and racism in Slovakia. In the years 2010-2017, Michal Vašečka served as the chairman of the board of directors of the Fulbright Commission in Slovakia. Since 2010, he has been a member of the Advisory Board of the European Center for Minority Issues in Flensburg and, since 2017, the Chairman of the Executive Board of the Platform for Improving the Health of Disadvantaged Groups in Bratislava. In 2018, Michal became the laureate of the Slovak Minister of Justice Award for his special contribution in the field of human rights.

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

g) Student representatives representing the interests of students of the study programme (name and contact details).

Student Council

2022/2023

Presidency:

Tomáš Čorej , tomascorej13@gmail.com

Adela Sadloňová, adasadlonova@gmail.com

Economic Secretary

Michal Žiga (Class of 2023), m.ziga1004@gmail.com

Members

Class of 2023

Natália Fáberová, faberova.natalia@gmail.com

Markus Formel, markusformelbusiness@gmail.com

Lucia Katusčáková, lucia.katuscakova@gmail.com

Lucia Kobzová, lucia.kobzova2@gmail.com

Sofia Kohútová, sofia.kohutova1@gmail.com

Nikola Orlovská, nikola.orlovska@gmail.com

Class of 2024

Nikola Krajčíková, krajcikovaa.n@gmail.com

Petar Tumbov, perotumbav@gmail.com

2021/2022

Presidency:

Lucia Kobzová + Markus Formel (1st semester)

Anna Vasilenka

Annamaria Wheat

Lucia Katuščáková

Michaela Marcinová

Alex Nemec

Michal Žiga

Natália Fáberová

Sofia Kohútová

Viktória Križanová

Peter Tumbov

Silvia Hrubá

Tomáš Čorej

Adela Sadloňová

Nikola Krajčíková

2020/2021

Presidency:

Lucia Ozaniaková + Tomáš Štrba (1st semester)

Lucia Kobzová + Markus Formel (2nd semester)

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

Anna Vasilenko
Annamaria Pšenková
Lucia Katuščáková
Michaela Marcinová
Alex Nemec
Michal Žiga
Natália Fáberová
Sofia Kohútová
Viktória Križanová

2019/2020

Presidency:

Mária Dužáková + Matej Bílik (1st semester)
Lucia Ozaniaková + Tomáš Štrba (2nd semester)

Marina Avram
Pavlina Jones
Simona Krasničanová
Viktória Križanová
Terézia Dominika Lukáčová
Michaela Marcinová
Georgios Merkouris
Ivona Mičeková
Annamaria Pšenková
Michal Sagula
Alexandra Telepčáková
Lucia Trubenova
Anna Vasilenka

2018/2019

Presidency:

Laura Palenčíková + Matej Bílik (1st semester)
Mária Dužáková + Simona Krasničanová (2nd semester)

Martin Balko
Pavlina Jones
Georgios Merkouris
Ivona Mičeková
Michal Sagula
Alexandra Telepčáková

2017/2018

Matej Bílik (president)
Mária Dužáková (president)
Ivona Mičeková
Veronika Novotná
Laura Palenčíková

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

Barbora Sedláčková
Alexandra Telepčáková

Student part of the Academic Senate 2022/2023

Lucia Kobzová
Laura Blažeková
Michal Žiga
Adela Sadloňová
Sylvia Hrubá
Tomáš Čorej
Paulína Miklová (President of the student section)
Samuel Mikuláško
Adam Dávid Soki

Student part of the Academic Senate 2021/2022

Hannah Vasilenka
Michaela Marcinová (President of the student section)
Tomas Štrba
Lucia Kobzová
Laura Blažeková
Michal Žiga
Adela Sadloňová
Sylvia Hrubá
Tomáš Čorej

The student part of the Academic Senate 2020/2021:

President of the student section
Peter Sterančák
Vice-president of the student section
Vivien Slíž
Other members
Anna Vasilenko
Michaela Marcinová
Lucia Kobzová
Laura Blazseková
Michal Žiga

Student part of the Academic Senate 2019/2020

President of the student section
Georgios Merkouris
Vice-president of the student section
Ivona Mičková
Other members
Michal Sagula
Matej Bilík
Laura Pálenčíková
Alexandra Telepčáková

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

Student part of the Academic Senate 2018/2019

Jonatán Pavelka (President of the student section)
Barbora Sedláčková (Vice President of the student section)
Other members
Tomáš Iliev
Veronika Novotná
Laura Pálenčíková
Ivona Mičková
Alexandra Telepčáková
Georgios Merkouris

Student part of the Academic Senate 2017/2018

Jonathán Pavelka (President of the student section)
Veronika Novotná (Representative of AS in ŠR VŠ)
Tomáš Iliev
Barbora Sedláčková
Laura Palenčíková
Ivona Mičková
Alexandra Telepčáková
Georgios Merkouris

Representation of BISLA in the Student Council of Universities

Veronika Novotná - delegate for AS 2016-2018
Daniel Cséfalvay - delegate for the student community, vice-president of the ŠR VŠ for abroad 2017-2019
Matej Bílik - delegate for AS 2018-2020, vice-president of the ŠR VŠ for abroad 2019-2021
Michaela Marcinová - delegate for the student community 2020-2021, Vice-President for Foreign Affairs 2021
Tomáš Čorej - delegate for AS 2021-2024

h) Study advisor of the study programme (indicating contact details and information on the access to counseling and on the schedule of consultations).

The study advisor is Mgr. Dagmar Kusá, PhD.

Office: 31

Phone: +421 59234 303

Consultation hours: Tue: 9:00–12:00
Thu: 10:00–12:00
Fri: 14:00–17:00

Access to counseling:

The Study Advisor is already introduced to the students during the entrance orientation. He/she works with students of all three grades. He/she also coordinates the activities of the Academic Advisors who are assigned to individual students throughout their studies and ensures that the advisors solve relevant issues with their clients at the given stage of the student's studies. The Study Advisor meets regularly with academic advisors and provides them with supervision. Furthermore, the Study Advisor acts as a career counselor and

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coordinator of the Teaching and Learning center, so he/she can direct students to the right support mechanisms available at BISLA if necessary.

At the same time, he/she is the contact person for teachers who want to draw the school's attention to problems in the studies of individual students.

The Study advisor is an internal employee of BISLA, so he/she is easily accessible to students on a daily basis. Lastly, the Study Advisor provides an average of 6 consultations per month.

i) Other supporting staff of the study programme – assigned study officer, career counselor, administration, accommodation department, etc. (with contact details).

- Study coordinator: Mgr Dagmar Kusá, PhD.
- Study department: Bc Barbora Rihárová
- Study officer: Bc Barbora Rihárová
- Career advisor: Mgr. Dagmar Kusá, PhD.
- Coordinator for students with special needs: Mgr. Dagmar Kusá, PhD.
- International coordinator exchange: Mgr. Lucia Sulíková
- Coordinator of the Teaching and Learning Center: Mgr. Dagmar Kusá, PhD.
- Assistant to the Teaching and Learning Center Coordinator: Mária Dužáková , MSc
- Recruitment and outreach: Mgr. Lukáš Siegel, PhD.
- Academic advisers: Doc. Samuel Abrahám, PhD., Mgr. Dagmar Kusá, PhD., Mgr. Lukáš Siegel, PhD., MA Katalin Stewart, PhD.

BISLA Teaching and Learning Center

Project No. 37924133, European Union Recovery Fund, through the Ministry of Education Starting in February 2022, BISLA is launching a project generously supported by the European Union Structural Funds (162,246 EUR). The aim of the project is to fully meet our potential to give high quality, multidimensional, skills-based education to our students to prepare them well for life after graduation, whether in further academic pursuits, or in professional life. With the aid of this project, BISLA aims to establish itself as the center of excellence in teaching and learning in Central Europe. The Teaching and Learning Center, which will service both faculty and students of BISLA, will offer support services that contribute to the development of soft skills, and also life skills, far beyond the possibilities of education that takes place in the classrooms. Several of the support services that will be integrated into BISLA TLC do exist already, but they will be interconnected, developed, and professionally supported to ensure their quality and sustainability. Some facets of the TLC will also be available to other university and high school teachers, as well as students from other universities, and staff from teaching and learning centers that are slowly starting to be established in universities in Slovakia. The project will also assist in equipping the Teaching and Learning Center with technology enabling interactive, intercultural education utilizing the rich networks of partner institutions. The project is inspired by the Big Six College Experiences survey findings (Gallup, 2015), that show a very strong link between students' access to support systems during their education, and their success in professional life later on.

The project focuses first and foremost on the professional training of staff in charge of the individual support services at BISLA, who will in turn structure the internal system of teaching and learning, and coach and supervise teachers, translate the insights from the scholarship on teaching and learning, which is still rather foreign to Slovak academia.

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The Teaching Center will service the internal and adjunct faculty at BISLA. Four teaching coaches will be trained and they, in turn, will prepare training for incoming faculty, supervising program, and develop a bank of materials of best practices, approaches, modules, to foster pedagogical development. These will also be available on the TLC portal on the BISLA website. Teaching coaches and supervisors will partner with similar centers in partner colleges, mostly from within the Global Alliance for Liberal Education network.

The Learning Center will house several supporting services to foster student learning to its fullest potential.

The Writing Center, which exists since 2012, will benefit from professional development both of faculty coordinator, as well as student writing tutors. The processes and training of future writing mentors will be streamlined to ensure effective continuation after each generation of writing tutors graduates and passes the torch on to the next one.

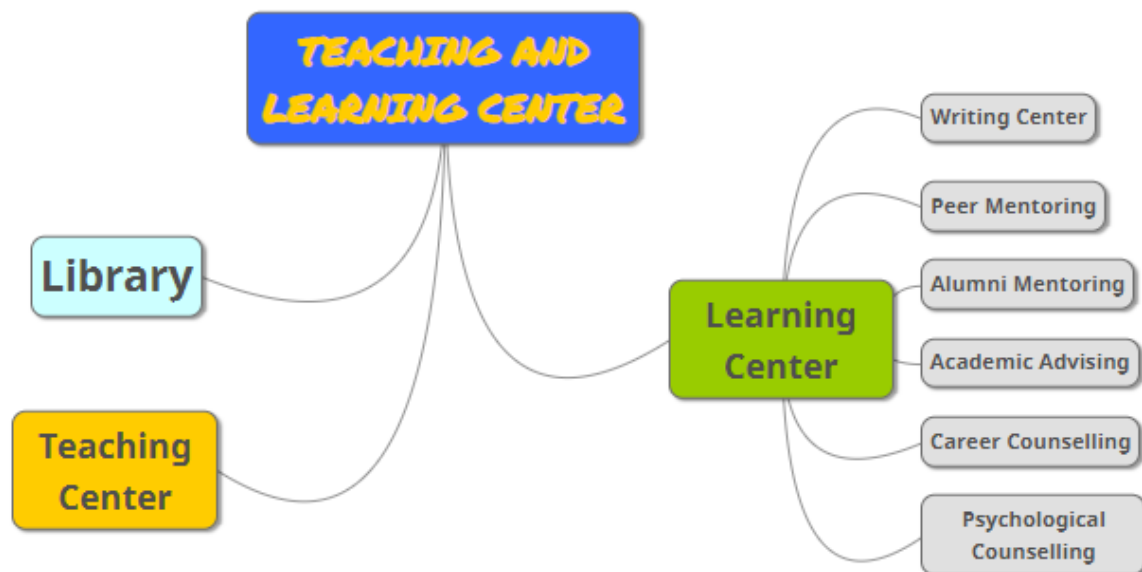
In 2018, BISLA added a component of peer mentoring. This initiative was started and organized by students themselves, and currently involves 7 second and third-year students, and all thirteen first-year students. Peer mentoring has already proven extremely effective in student retention in the first year of studies, and offers the incoming student the best possible orientation in university education and life. The project will assist this initiative in professional training of peer mentoring coordinators, linking them with alike programs in partner colleges, and designing a training system of incoming mentors for the future.

In 2021, BISLA also launched a program of alumni mentoring that has been tested in a pilot phase and will now further develop in a similar manner. Alumni mentoring will provide a structure and support to mentoring and collaboration between pairs of alumni and current students. Alumni mentors offer either career guidance that can amount to internship opportunities, co-authoring academic articles, counseling on graduate education, and much more. Currently, 8 alumni are in an active mentoring relationship with 10 current BISLA students. The involved alumni are Samuel Hyravý, Barbara Kelemen, Alžbeta Hájková, Šimon Jeseňák, Tomáš Iliev, Vivien Slíž, Majka Dudžáková, Pavol Fukatsch, Paula Svatoňová

The Learning Center will also integrate the already existing services of academic advising by internal faculty, career counseling, and psychological counseling. Integration of these support systems and their coordination will provide students with much better access to support, and faculty and staff will be able to monitor the student needs and provide needed support more effectively. The project also equips BISLA TLC technologically, providing student Writing Center with computer technology and software needed for the advancement of academic writing skills. It will also assist in improving BISLA Library organization, technology, and services, where Library will be more directly involved in the support services. Library will also provide tutoring and services in digital research to students and faculty alike.

The project is designed in a way to ensure sustainability of TLC into the future, so that all next generations of students and teachers alike can benefit from its services.

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8. Spatial, material and technical provision of the study program and support

a) List and characteristics of the study programme classrooms and their technical equipment with the assignment to learning outcomes and courses (laboratories, design and art studios, studios, workshops, interpreting booths, clinics, priest seminaries, science and technology parks, technology incubators, school enterprises, practice centers, training schools, classroom-training facilities, sports halls, swimming pools, sports grounds).

- **Faculty premises:** Characteristics of the information security of the study program (access to study literature according to subject information sheets, access to information databases and other information sources, information technologies, etc.).

Center of information resources

- Department of library services - all library units are processed in the library information system Clavius, currently the library has 5094 registered book volumes for home borrowing, etc. 8,000 unregistered volumes for full-time study.
- Students, teachers and the public can use library services both in person and borrowing. An online catalog is available that allows searching all registered volumes.
- The library also provides research services provided by a librarian.
- Mandatory literature from compulsory and compulsory optional courses is available in the Arendt library for face-to-face study and is regularly updated every semester.
- BISLA provides training to students for online scientific research – using paid and open databases of scientific literature. Students also receive a manual for the training.

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- Students also undergo training in the use of library services in the premises of the library of the Slovak Academy of Sciences.
- Students have access to a computer room with a printer, where they have desktop computers and laptops (two desktops and three laptops).

b) Characteristics of the study programme information management (access to study literature according to Course information sheets, access to information databases and other information sources, information technologies, etc.).

BISLA switched to full distance learning during the first wave of the pandemic. It is necessary to state that the transition to distance education was smooth and, despite being unprepared for such a situation, relatively fast:

- the entire teaching was switched to the online system within 2 days of the outbreak of the pandemic (i.e., March 2020),
- the faculty mostly used the ZOOM platform for online teaching
- before the actual transition to online teaching, training sessions called "How to teach online via ZOOM" took place, and teachers could clarify things they did not understand at the training sessions. After the webinars, they were ready to create an event for an online class and fully teach it. At regular online meetings of teachers, the knowledge and skills of educators in online teaching were gradually expanded and various interactive platforms such as Mentimeter, Kahoot, Perusall, etc. were presented.
- The website <https://www.bisla.sk/onlineteaching> was used to provide information, advice, and training for BISLA teachers.
- Currently, BISLA offers full-time study, which is the alpha and omega of the approach to studentship and "student-centered" teaching. The distance form is used only as a supplement in the case of an online guest, connecting with students at other universities within our partner networks, which some courses like to include in their content.

c) Institution partners in providing educational activities for the study programme and the characteristics of their participation.

Global Liberal Arts Alliance: The Global Alliance for Liberal Studies (GLAA) is an umbrella organization for liberal studies schools in the US (within the Great Lakes Colleges Association) as well as around the world. It currently unites 30 schools with a very similar focus to BISLA, which are also located in South America, Africa, or Asia. BISLA also has bilateral agreements on exchanges and cooperation with several of them (Antioch, IUGB, ICU, Lingnan, FLAME). BISLA became a member organization in 2011. Membership is based on a membership fee and thanks to it, schools can participate in various projects, educational workshops, exchange programs, conferences, research, etc.

GLAA brings an immense enrichment of activities that otherwise BISLA would not be able to provide to students. GLAA has twice sent instructors to BISLA to train BISLA educators, the BISLA research team (Dagmar Kusá and students Arnold Kiss and Veronika Trizuliaková) participated in a three-week workshop to improve digital academic research skills and conduct its own research at the Library of Congress in Washington DC

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The Rector of BISLA and the Study Coordinator participate in joint meetings every year, which also include workshops on the latest approaches in pedagogy, deal with networking of partner schools and new projects and activities.

Every year, one BISLA student participates for free in the prestigious Athens Democracy A forum where students have the opportunity to meet world-class leaders and students from many countries around the world.

GLAA enabled BISLA students to participate twice in a study stay and oral history research in the Republic of South Africa (more below)

European Consortium of Liberal Arts and Sciences (ECOLAS) is a consortium that unites schools of liberal studies in Europe. It is founded and initiated by BISLA. The consortium networks schools, for example, within the framework of joint projects to improve the quality of learning supported by EU projects (i.e., the BLASTER project), monitors the fulfillment of the Bologna Convention and the quality of bachelor's studies in Europe, and provides grants to support innovative teaching, which some teachers from BISLA also received. For example, to carry out the Heritage of the Past and the Quality of Democracy survey.

CONNECTED COURSES

BISLA, as a member of the **Global Liberal Arts Alliance**, had the opportunity to join in the program of connected courses since 2012. Connected course is a semester-long collaboration between two or more faculty and their classes in different colleges, often on a different continent altogether.

The first connected course was the International Conflict and Cooperation in Spring 2013. The partner institution was Dennison University with a similar course that semester. Faculty engaged in the connection were Dagmar Kusá for BISLA, and Veerendra Lele for Dennison University. Students collaborated on individual assignments, as well as final projects that were presented to both classrooms.

Narratives of Peace, Conflict, and Justice was an advanced level of a connected course. It took place twice, in 2016 and in 2018, each time connecting three colleges: BISLA, Hope College (Michigan), and American University in Beirut, Lebanon (Dagmar Kusá, Deirdre Johnston, and Rima Rantisi), and BISLA, Hope College, and Foreman Christian College in Lahore, Pakistan (Dagmar Kusá, Deirdre Johnston, Raheem ul Haq). The course revolved around the process of transition from a violent regime and tools for reconciliation, choosing South African Republic as the main case study, while utilizing input from students' home countries and social contexts. Methodology was founded on mutual perspective-taking, which led to sharing of knowledge, but also, importantly, to breaking of stereotypes related to entrenched identities. Both times, the course included a two-weeks long travel component in South Africa, where students conducted field research and collected over a hundred of in-depth oral history interviews on generational narrations of conflict and transformation that were later used in the program Oral History in the Liberal Arts.

In 2022, the cooperation extended to a new partner institution—the Emmanuel College in Boston, MA. The connection involved the courses on the Introduction to Social Science

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Research Methods on both campuses (faculty Dagmar Kusá, BISLA, and Adam Silver, Emmanuel College).

Collaboration entails sharing of research topic ideas across two classrooms, detailed feedback and discussion in small groups via ZOOM on literature review and on methodology, and final presentation of research projects to group-mates from own and partner schools.

BISLA faculty also utilized experts—faculty from within the GLAA network to offer individual lectures and lead discussions with BISLA students in classrooms and outside. The GLAA Speakers Bureau is a database of available speakers and topics that are available to enrich the class discussion or extracurricular events, providing expertise on a multitude of topics in social sciences and humanities.

d) Characteristics of the possibilities for social, sports, cultural, spiritual and social activities.

BISLA regularly supports students financially, materially and logistically in their sport, cultural and social activities. Since its inception, it has strived to develop the communication and organizational skills of its students. The monthly magazine **Il Ponte** has been published since 2012.

As mentioned earlier, extracurricular activities are considered as important as teaching itself, and research confirms, they are the most important experiences for successful entry into the work life after graduation.

Extracurricular activities are largely created and coordinated by the self-governing student body, the Student Council, which receives budget from BISLA to support these activities.

The Student Council recruits students for school clubs which meet every Thursday afternoon (e.g., philosophical, art, culinary, etc. – offer in clubs varies according to the demand and initiative of students). In addition, the Student Council organizes the Orientation Week and Beania for first year students, discussions with public figures and school trips.

Along with student initiatives, students also participate in discussions organized by BISLA, or help publish journal *Kritika a Kontext*, which has been publishing alongside BISLA (and previously alongside the Selected Educational Society, BISLA's predecessor) since 2006.

Since 2012, a team of BISLA faculty and students has also organized The Liberal Herald, which is an annual international conference that brings together both experts and students from around the world. An edited collection of the best papers is published from the conference; thus, many students gain their first experience of presenting in an international forum as well as publishing.

Opportunities for social, cultural, sport, spiritual and community activities over the last two years can be found here:

e) Possibilities and conditions for participation of the study programme students in mobilities and internships (indicating contact details), application instructions, rules for recognition of this education.

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Partner universities:

Within our school, the Erasmus coordinator is in charge of active and regular communication with all transnational partners. When signing contracts with new partner schools, coordinator discusses the institution's priorities with the school management and then incorporates and embeds them in the developing agreement. The Erasmus Coordinator is responsible for the entire agenda of management and quality of cooperation with transnational partners. Communication with the contact person of the partner organisations takes place mainly close to the dates when exchange is announced, then before, during and after the student's mobility. Prior to the mobility, contracts and other supporting materials are shared, such as course catalogue, information about accommodation possibilities, etc. If there is a need to solve, for example, a change of enrolled subjects during the exchange, the coordinator will make sure that everything has been done successfully and that all changes are noted in the necessary documents. This will ensure a smooth transfer of credits at the end of the mobility. The coordinator also monitors whether during the mobility of teachers, a problem has occurred that requires supervision or assistance with its solution. After the end of the exchange, partner university shares student's study results, followed by identification of aspects that can be improved in the future.

Asociations for Higher University Education:

The Global Liberal Arts Alliance

ECOLAS – the European Colleges of Liberal Arts and Sciences

The Great Lakes Colleges Association, USA

Partner Univeristies:

Universidad de Navarra, Spain

Faculty of Humanities, Charles University, Czech Republic

Tilburg University, Netherlands

University College Maastricht, Netherlands

International Christian University (ICU), Tokyo, Japan

FLAME University, India

Al Akhwayan University, Côte d'Ivoire

Lignan University, Hong-Kong

Other types of partnerships:

Eurozine, Vienna, Austria

Institut für die Wissenschaften von Menschen, Vienna, Austria

Instructions for applying for ERASMUS+ study exchange:

Quality and organizational management of participants is the responsibility of the Erasmus Coordinator in collaboration with the Study Coordinator. The Study Coordinator is always a BISLA faculty member, who knows most about the academic direction of individual students. The Study Coordinator is always a teaching staff member within our college and knows most about the academic affiliation of individual students. They are well equipped to advise students a suitable international exchange, and approve of student choices of courses at the partner school. Students receive detailed information about exchange possibilities during Erasmus presentations taking place every semester. Presentation is given by the Erasmus Coordinator whilst students who have already absolved Erasmus exchange, are invited to participate and answer questions from their first-hand experience. Students are also actively

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involved with the Erasmus Coordinator throughout the semester, who informs them about all mobility possibilities with the partner universities abroad. Those who are interested in the exchange inform the Erasmus Coordinator via email by the set deadline. In the email, students must state information on which semester they want to study abroad and which partner university they want to attend. It is advised to list two institutions while the first one is considered as a priority choice and the second as an alternative. Erasmus coordinator subsequently arranges a transcript with academic results of all students interested in the exchange. The transcript serves as a foundation next to the exchange application for the Selection Board. The Selection Board always meets at the appointed time and consist of university Rector, Student Tutor and Erasmus Coordinator. They evaluate students in accordance with their study average and engagement in the school activities. The results of the selection procedure are published on the school website the next day and the selected applicants are informed via email from the Erasmus coordinator. Students further receive information regarding the next steps needed to successful start of the exchange. Finally, students also obtain Erasmus Charter which informs them of their rights and obligations.

In the next step, student coordinator actively cooperates with the student as they go through the partner institution courses list and deliberate over the options together. The school encourages students to choose courses that are not offered by the home institution so they can broaden their horizons and possibilities. At the same time, it is important for the home institution to be able to acknowledge the completed courses and assign students credits after their end of the exchange. The preceding cooperation among student, Student Tutor and Erasmus Coordinator will ensure smooth recognition of courses taken at the partner institution.

The Learning Agreement and the Study Financial Aid Contract provides all necessary information for all three parties involved: student, home university and the partner university. The Study Financial Aid Contract is signed by student and the Rector of the home university. Learning Agreement is signed by all three parties, being the student, home institution Erasmus Coordinator and entitled person from the partner institution. The signing takes place before the student's exchange.

Erasmus coordinator is in regular contact with all students currently on the exchange to provide mental support, possible consolations, and periodically checks whether students have any problems that need to be addressed.

At the end of the exchange, Erasmus Coordinator and the Study Tutor deliberate over the received student's transcript from the partner university. After consultation, they recognize and register the courses at the study department. Once student completes all obligations such as completing the final evaluation report and passing the online language test, the school will send the remaining amount of financial aid they are entitled to by the virtue of the Study Financial Aid Contract.

On behalf of our university, Erasmus coordinator is responsible for active and regular communication with all transnational partners and monitors the validity of inter-institutional contracts with partner universities. The Erasmus Coordinator is in the charge of management and quality of cooperation agenda with all transnational partners. Practical communication with the contact person from partners organisations is appropriately regular and flexible. This

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communication covers exchange mobility, deadlines for specific steps, sharing of supporting materials such as overview of courses, and etc. Throughout the mobility, the coordinator ensures whether there arose a situation that needs to be addressed and if needed, joins conversation about the solution until the matter is successfully concluded. After the exchange, universities share student's study results and discuss what aspects can be improved in the future.

Internships: Erasmus+

The student looks for a suitable company and internship position independently

Eligible participant organisations

In the case of student's internships mobility, the host organisation may be:

- any public or private organisation from a programme or partner country active in the labor market or in the fields of education, training, youth, research and innovation. Such an organisation may be:
 - public or private enterprise, small, medium or large enterprise (including social enterprises)
 - public entity at local, regional or national level,
 - embassies or consular offices of the sending programme country,
 - social partner or other representative of the labor sector, including chambers of commerce, craft/professional associations and trade unions,
 - research institute,
 - foundation,
 - school/institute/education center (at any level from pre-school to secondary education, including vocational education, and training and adult education),
 - non-profit organization, association, non-governmental organization,
 - institution providing career counselling, professional guidance and information services,
 - a higher education institution in the programme country with an ECHE charter or a higher education institution of the partner country recognized by the relevant authorities, which have signed interinstitutional agreements with partners from the programme country prior to the mobility.

The following types of organisations are not eligible as host organisations for the student mobility internships:

EU institutions and other EU bodies, including specialized agencies (for a full list, see <http://europa.eu/european-union/about-eu/institutions-bodies sk>); organisations running EU programmes, including Erasmus+ National Agencies (with the purpose to avoid potential conflicts of interest and/or double funding).

Activity duration: from 2 to 12 months. Each student may participate in mobility periods with a maximum total duration of 12 months for each level of study. Attending courses at a higher education institution is not considered as an internship. After student is accepted by the company, they fill the Acceptance Letter in cooperation with the host institution.

- The acceptance letter must be on the host organization's letterhead, stamped and signed by the supervisor (the person responsible for supervising the student).
- Acceptance letter in Slovak language can be used in the Czech Republic,
- Acceptance letter in English for other EU countries.

The student sends the acceptance letter by email to the BISLA Erasmus Coordinator.

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In cooperation with the company, student prepares the Learning Agreement for Traineeships, LA-T.

This contract specifies the exact dates of the internship:

- On the first day of mobility, intern must be present at the host institution/company. This could be the first day of the job, welcome event organized by the organisation/company, or an information session for interns with special needs.

- The end of mobility is the last day that intern is present at the host organisation/company.

LA-T lists the name of the internship, number of working hours, detailed schedule of the internship including required tasks for student to carry out and their connected timetable.

In addition, LA-T must anticipate knowledge, skills (intellectual and practical) and competences (learning outcomes) which intern will acquire by the end of the internship. These include skills such as academic, communication, innovative and creative, strategically organizational, team-oriented, initiative, decision-making skills, ICT skills, foreign language, adaptability, etc.

If the internship belongs to the digital skills area, option "Yes" is selected in the adjacent box. The monitoring plan describes how and when over the period of the internship will be the intern observed by home institution, host institution/company and if relevant, by the third party. The evaluation plan describes used assessment criteria for evaluation of the internship and its learning outcomes.

Language competences

The recommended level of language competences in the main working language should be set by the host organisation/company to ensure trainee's appropriate integration into the organisation/company.

The LA-T is signed by the intern, the host institution supervisor and, on behalf of the home institution, the Vice Dean for International Relations at the corresponding faculty.

The student then sends the signed copy of the LA-T via email to the BISLA Erasmus Coordinator.

The student must upload details of their personal bank account (student must be the owner of the bank account) to which the financial grant will be transferred.

The student must arrange complex commercial travel insurance for medical expenses, liability and accident insurance for the entire duration of the study stay - continually, without the condition of returning after e.g., 30 days, 45 days... Travel insurance must include:

1. medical expenses insurance
2. accident insurance for the entire duration of the internship (at least for damage caused to the intern in the workplace)
3. liability insurance (at least for damage caused to the intern in the workplace).

The students send a copy of the insurance contract via email to the BISLA Erasmus Coordinator (attached to insurance must be the extent of coverage, included in the contract, table, etc.) and payment confirmation.

Students can for example choose a commercial insurance ERAPO: the "ERAPO standard" or "ERAPO premium" package (ERAPO is a specialized Erasmus+ mobility insurance intended to meet the student needs when going on Erasmus+ study programmes and internships).

ERAPO includes necessary insurance for all types of mobilities and guarantees its validity. (More info at www.erapo.sk).

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Next, the student needs to upload a copy of European Health Insurance Card. Valid EHIC provides basic access to state-provided healthcare during a temporary stay in another EEA country. EHIC covers medically needed treatment until the planned return home. More information is available on the website of health insurance provider.

In the case of eco-friendly travel (train, bus, car-pooling with the minimum of two students, not family members) the student can apply for a green travel allowance. On top of the individual financial support, students may receive a one-time (top-up) allowance of 50 EUR. With eco-friendly travel, student has a right to claim reimbursement for extra travel time (max. 2 days BEFORE the mobility and max. 2 days AFTER the mobility). These days will count in to individual financial support and the allowance is granted on the basis of solemn declaration and travel tickets sent by the student to the BISLA Erasmus Coordinator email.

Erasmus+ Online Language Support (OLS) is designed to help Erasmus+ trainees improve in their main work-related language before and during their stay abroad, thus ensuring a higher quality of educational mobility. Passing the OLS assessment before mobility is a fundamental mobility requirement. Those participants who in the main communication language assessment scored B2 level or above, have the opportunity to participate in the OLS language course of that language or, if available in the OLS, language of the destination country. The student informs the OMM Coordinator about the finalization of the pre-contract documentation, on basis of which, the OMM Coordinator prepares the Financial Grant Contract. The Financial Grant Contract is signed between BISLA and the student: any changes and additions to the contract are possible only in writing, in the form of an appendix approved by both signing parties.

No student is allowed to undergo internship without a valid signed contract.

Each student receives 80% of the total financial amount before starting the mobility and the remaining 20% is granted after their return, and completion of all mandatory requirements.

The Financial Grant Contract must be signed at least 10 working days before the departure (according to the internal guidelines).

After the return from the internship, student provides the following documents to the OMM no later than 15 days after the end of their internship (unless agreed otherwise with the OMM Coordinator):

- two original filled copies of the Europass Mobility document, certified and stamped by the company where the internship took place. The student must also send a scan of this document via email to the BISLA Erasmus Coordinator,
- two original filled copies of the student's Internship Certificate, certified and stamped by the company where the student completed the internship. The student must also send a scan of this document via email to the BISLA Erasmus Coordinator,
- post-stay questionnaire,
- two photos from the internship (send via email to the BISLA Coordinator),
- travel tickets/accommodation confirmation i.e., travel to the host country and travel back to Slovakia after the mobility ends and lease contract for accommodation (send via email to the BISLA Erasmus Coordinator). Students who had internship in the Czech Republic, Poland, Austria and Hungary must submit the travel tickets i.e., travel to the host country at the beginning and travel to Slovakia after the mobility + lease contract for accommodation.
- Travel ticket/accommodation confirmation (send via email to the BISLA Coordinator),
- Confirmation of Internship Report submission - EU SURVEY. Internship report is filled online. Student is registered in the report portal by OMM Coordinator in advance.

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- Confirmation of the submission of the Internship Report - EU SURVEY. The student completes the internship report electronically online. The OMM coordinator will register the student in advance on the reporting portal. Immediately after the internship ends, students obtain an automatically generated report call via email, along with access details,
- If student used the green travel, they provide Erasmus Coordinator with e.g., travel tickets, petrol bill and the receipt in order to evidence the study stay
- Final OLS language assessment test (Online Linguistic Support).

After student finalizes necessary documentation, they inform the OMM coordinator. If all conditions are completed, the student will be paid the remaining 20% of the total grant.

Compulsory internships: www.bisla.sk/internships

BISLA students during their studies are expected to undergo a compulsory internship for at least 60 hours. Internship positions are chosen based on the declared specialization and interests.

Placement of students for internship is done on the basis of their declared specialization and interests. BISLA cooperates with the Office of the Slovak Republic President, ministries, European Commission Representation in Slovakia, as well as several NGOs (GLOBSEC, PDCS, Milan Šimečka Foundation, SFPA, etc.). Students synchronize their internships with the Study Coordinator, who is in the contact with the partner organization's coordinators. The internship starts after an initial agreement to fulfill BISLA's internship requirements. Namely that students learn about the organization operations, take part in project and event management, participate in planned meetings, learn skills relevant to the job and finally, apply skills acquired at BISLA that make BISLA interns a desirable assortment. In particular a high-level academic writing skills in the English language, independent research skills, presenting results, preparing project proposals, and more.

Although 60 hours is the minimum duration of an internship, the vast majority of students, upon the school' advice, extend their individual internships (at least for one semester) and/or complete several internships during their studies. This experience has also contributed to high-ranking placement of students in the Master programmes.

Contacts: Erasmus Coordinator and Coordinator of International Exchanges: Mgr. Lucia Sulíková, sulikova@bisla.sk, +421 2 59234 312

Koordinátorka štúdia: Mgr. Dagmar Kusá, PhD, kusa@bisla.sk, +421 2 59234 303

9. Required abilities and admission requirements for the study programme applicants

a) Required abilities and necessary admission requirements

Applicants must have successfully completed secondary education with a high school diploma at the time of admission. Studying at BISLA is a full-time and small-group based, therefore the students accepted to this program must meet certain requirements, in particular a serious interest in intensive study, an interest in personal development, an interest in the social sciences and humanities topics, an open mind and a tolerant attitude. These qualities and characteristics are best identified via the admissions interview.

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Applicants must also demonstrate a certain level of English language proficiency; however, a high level of English is not a condition. BISLA puts a lot of effort into equalizing knowledge and skills in the English level of its students during the first year of study.

In certain circumstances (especially due to the war in Ukraine and the admission of several Ukrainian students without the necessary English language proficiency threshold) BISLA provides a "zero year", in which students take some classes without being graded and intensively work on improving their English language skills and engage in the BISLA community life.

b) Admission procedures.

The admission procedures of BISLA applicants to are guided by the following requirements:

- The admission procedure is guided by the general conditions approved by the BISLA Academic Senate for the respective academic year.
- Applications for the undergraduate study
- Applications for undergraduate study are admitted in accordance with the deadline published on the BISLA website. These requirements are connected to the specific characteristics and personal qualities of the applicant to ensure successful study, efficient use of study resources, as well as BISLA's capabilities.
- Acceptance or non-acceptance is decided by the ranking of the applicants according to the number of points obtained in the entrance examination.
- An unsuccessful applicant may submit a request for a review of the Rector's decision to the Dean of the Faculty within 8 days of its delivery. The Admission Procedures are regulated in the Directive - Admission Procedures Regulations:

c) Results of the admission process over the last period.

Year	Number of Applications	Number of accepted	Number of enrolments	Number of not accepted and/or not present for interview
2017	53	35	21	18
2018	41	27	12	14
2019	74	44	26	30
2020	53	42	21	11
2021	42	35	17	7

10. Feedback on the quality of provided education

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

a) Procedures for monitoring and evaluating students' opinions on the study programme quality.

a) Procedures for monitoring and evaluating students' opinions on the study programme quality:

The goal of regular monitoring, evaluation and revision of the curriculum is to ensure continuous improvement of the educational process quality in accordance with BISLA's mission, its long-term strategic development plan and the standards of the educational process as defined by the Slovak Accreditation Agency.

Regular monitoring and evaluation of curricula focuses in particularly on:

- a) the curriculum content in the light of the latest research in the discipline, thus ensuring the relevance of the curriculum;
- b) the changing needs of society
- c) student workload, study progression and completion;
- d) the efficacy of student evaluation procedures;
- e) students' expectations, needs and satisfaction in relation to the study programme;
- f) the quality of the educational environment, support services and their relevance and efficiency for the study programme.

Study programmes are regularly reviewed and evaluated by involving students and other concerned groups. The collected information is analyzed and the curricula are adjusted to guarantee they are up-to-date. Revised curricula are published.

BISLA performs regular monitoring and re-evaluation of its study programmes in accordance with BISLA's Internal Quality Assurance System for the Educational Process and in accordance with the criteria of the Accreditation Agency.

Inputs for the re-evaluation process include the ideas, expectations and concerns of all interested parties from the internal and external school setting (requirements of experience, the labor market, employers, the region, etc.).

The purpose of the evaluation is also to verify and evaluate the consistency of the study programme title with its contents, the consistency of the curriculum content (courses and their continuity) with the graduate profile, the adequacy of the extent of taught courses, the consistency of the study programme with the requirements for experience, as well as the meeting the further study programme goals.

If there are inconsistencies or outdates in the study programme content, the responsible professor will propose their correction in the preparation process for the next accreditation of the study curriculum.

The study programme assessment is realized at least once per academic year and takes into account the following:

- a) the interest of prospective students in pursuing the study programme,
- b) whether the study programme takes into account the international perspective of education,

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

- c) whether there is duplication of course's content

For the most possible elimination of the risk that a student does not acquire the necessary knowledge, skills and abilities during their studies, representatives of teachers and students meet at the end of each semester. The purpose of the meetings is to evaluate the experience from the perspective of all all the parties and present suggestions for improvement.

Student feedback on courses is also systematically obtained through the student's relationship with their academic advisor or counselor. First year students have additionally a peer mentors from upper year students. Thus, the feedback comes also from the peer mentors, or is communicated by the Student Council.

BISLA also has a regular community session; monthly meetings of students, to which faculty is invited as well.

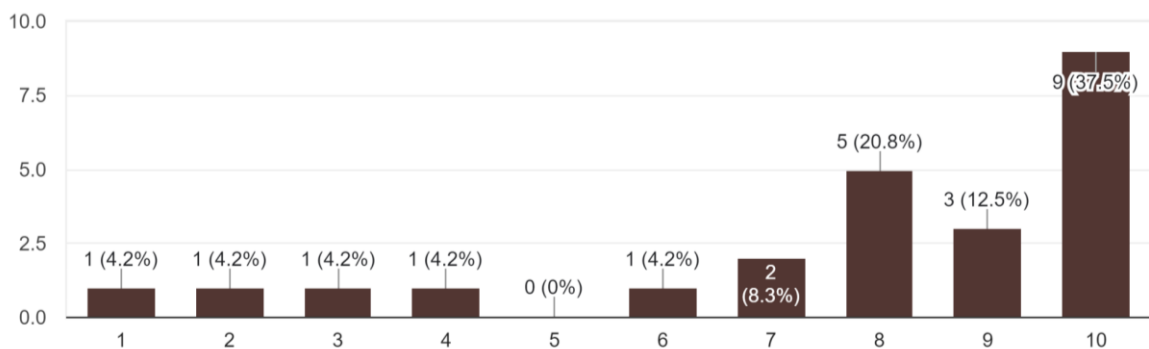
b) Results of student feedback and related measures to improve the study programme quality.

Below are some examples of questions and outcomes over the last five years. The full texts of the evaluations are available here

1. Academic year 2017/2018 (summer semester)

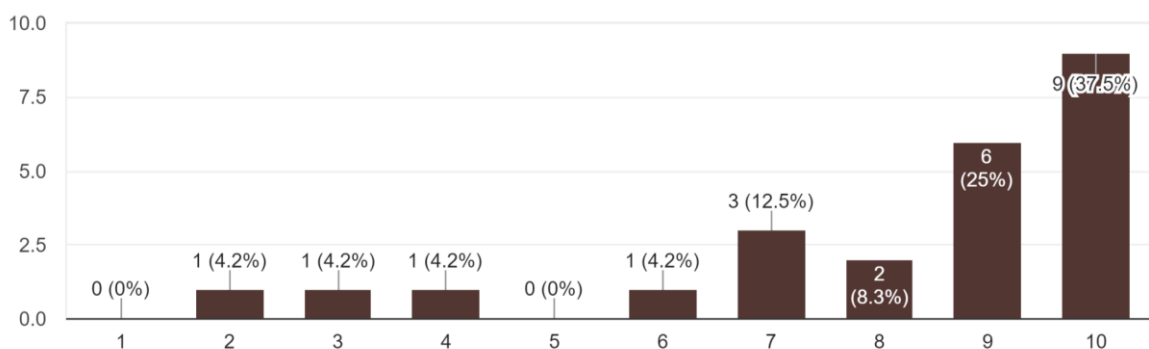
Did the course meet your expectations?

24 responses



Would you recommend this course?

24 responses

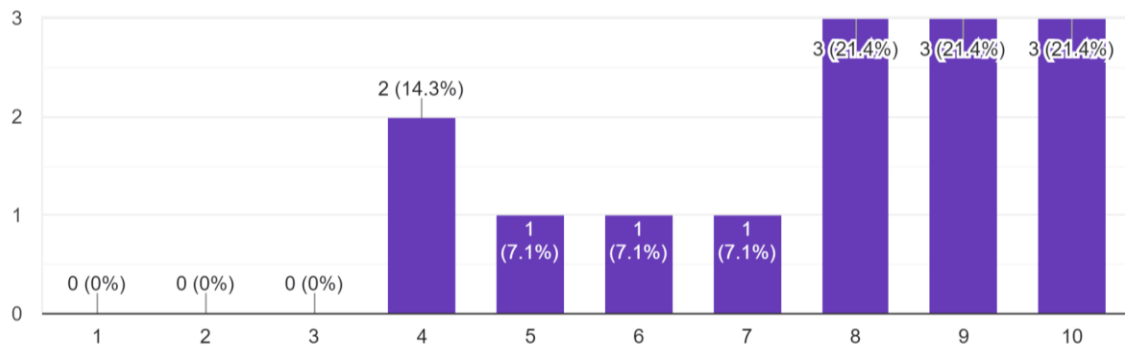


The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

2. Academic year 2018/2019 (winter semester)

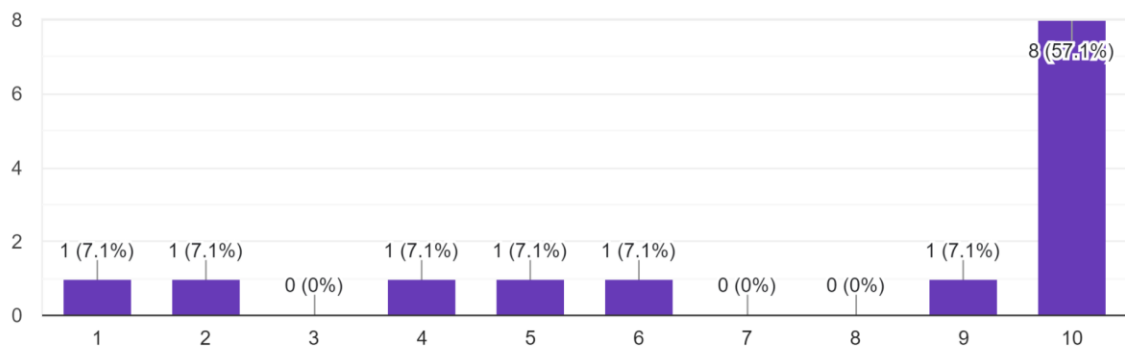
Is the course presented/taught in an interesting way?

14 responses



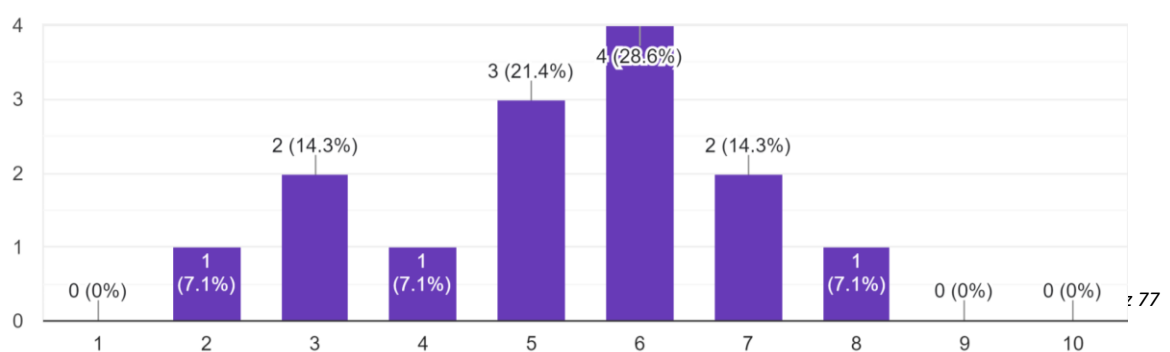
Would you take another course with this instructor?

14 responses



Is the course material difficult (too much)?

14 responses

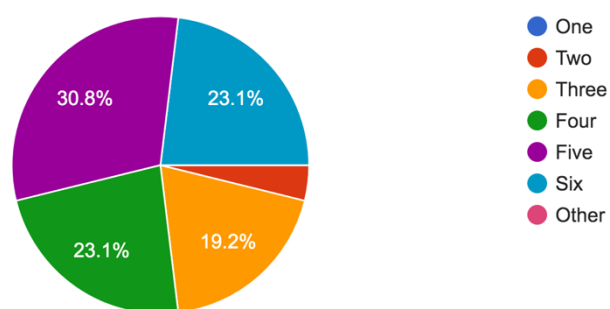


The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

3. Academic year 2019/2020 (summer semester)

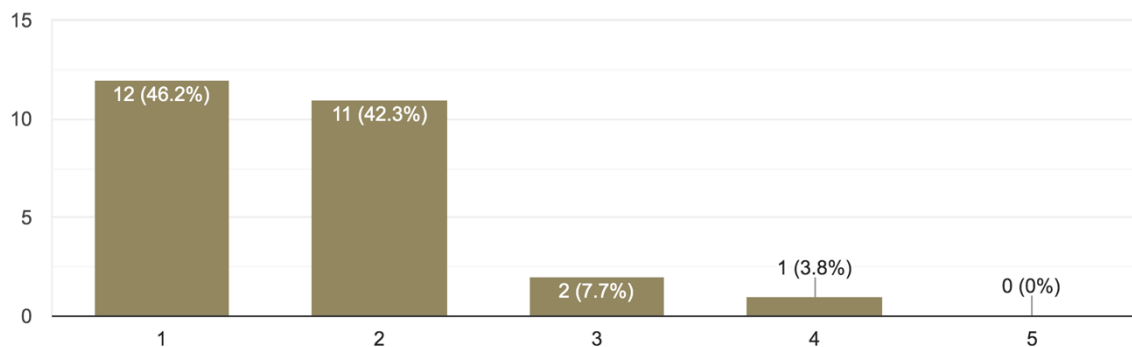
How many of these courses take place online currently (not merely through distance learning)?

26 responses



The instructors provide prompt and detailed feedback

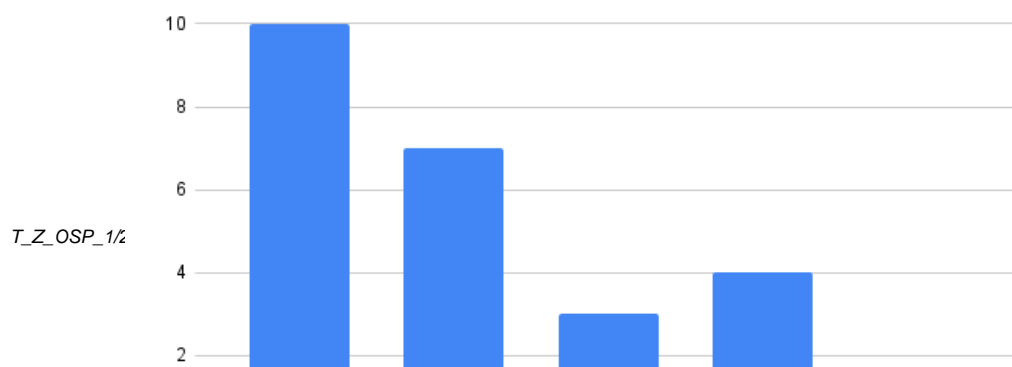
26 responses



Note: 1 - strongly agree; 5 - strongly disagree

4. Academic year 2020/2021 (winter semester)

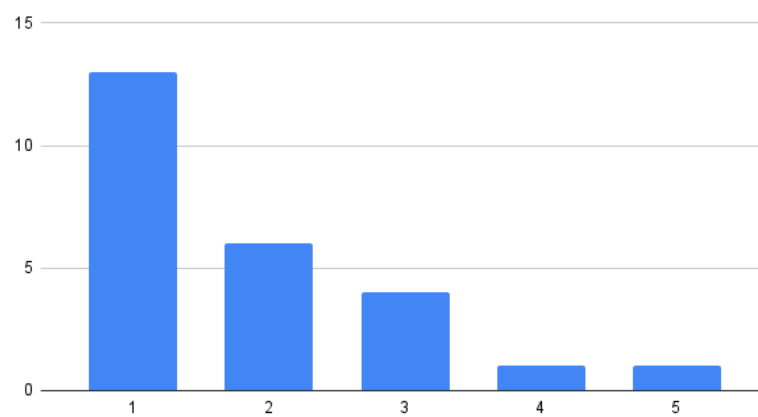
The courses were seamlessly translated into an online format



The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

Note: 1 - strongly agree; 5 - strongly disagree

The workload is comparable to the ordinary semester

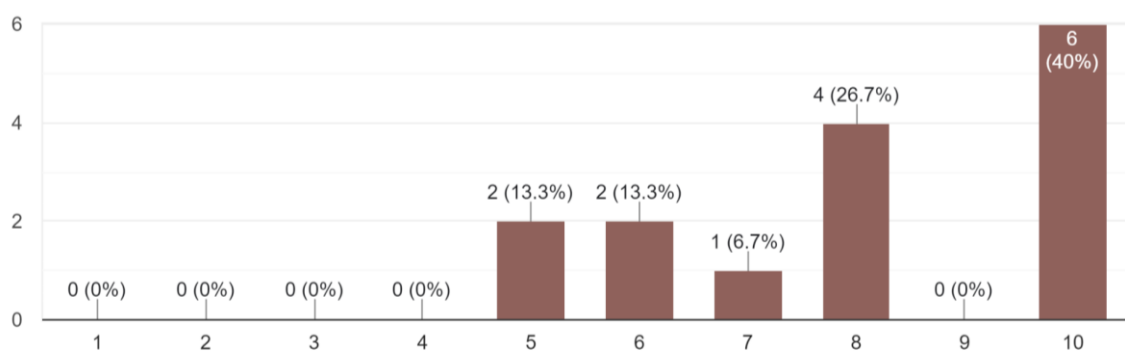


Note: 1 - strongly agree; 5 - strongly disagree

5. Academic year 2021/2022 (summer semester)

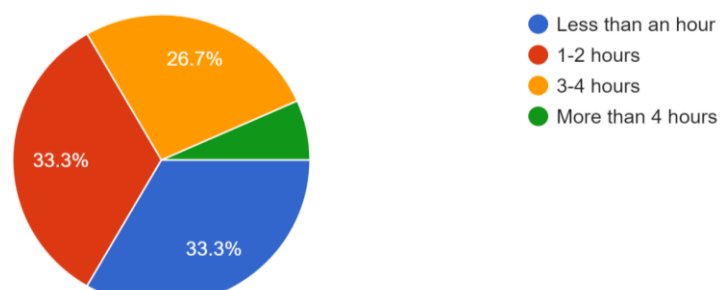
What is your overall rating of this course?

15 responses



On average, how many hours a week did you spend on readings for this course?

15 responses



The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

A questionnaire focused on the evaluation of courses and teachers - electronic questionnaire / written questionnaire

This type of questionnaire is focused to determine quality of a particular subject led by a specific pedagogue. The questionnaire is used throughout the academic year to identify strengths and weaknesses in relationship to a particular course and teacher. In the future, BISLA plans to use only electronic form of questionnaires, however, electronic questionnaires suffer from decreased feedback. Nonetheless, the method of data collection will be changing soon, so the feedback score is the same as for the paper questionnaires, i.e., collected in the last class of each semester of each course.

The questionnaires are evaluated on an individual basis and so are addressed the corrective measures.

Within the questionnaire (in both forms), we measure the following characteristics:

- clarity of course objectives,
- level of syllabus development,
- content of the course,
- the teacher's ability to clearly explain the curriculum,
- teacher's preparation for the class
- the difficulty, usefulness and novelty of the subject
- educator demonstrates sufficient knowledge in the given field,
- student awareness of exams or final evaluation,
- teacher's willingness and communication,
- strengths and weaknesses of the course,
- suggestions for improvement.

Questionnaires results can be found in:

The results of the teaching process evaluation are not public, but available on the BISLA repository (can be available for inspection if interested).

BISLA processes and evaluates student feedback. It is an important tool for determining the quality of the teaching process or ascertaining student satisfaction in various areas of student life. BISLA verifies the results and draws conclusions, takes corrective measures. In the teaching process, the tools for correction are mainly: interviews with teachers or providing assistance to eliminate the given deficiency.

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

BISLA administration handles and evaluates student feedback. It serves as an important tool for assessing the quality of educational process and student satisfaction in various areas of their student life. BISLA verifies the results and draws consequences or takes corrective measures. Corrective measures in the educational process are mainly in a form of conversations with professors and/or providing assistance with addressing the issue.

BISLA regularly gathers feedback on individual courses and tutors from the students. In the past few years, this feedback has been collected online, as opposed to the previous method of paper-based collection. The fact that the change happened before the establishment of the online learning, eased the feedback collection during the pandemic-induced change in teaching.

c) Results of graduate feedback and related measures to improve the study programme quality.

BISLA teachers regularly meet with alumni in order to obtain feedback and improve the quality of the educational process. Feedback from alumni is extremely important and provides the information necessary for strategical planning of the BISLA study contents. The results of the alumni questionnaires are a reflection of the study programme quality, its structure, content, and further help to specify and define the graduate profile more accurately. The questionnaires also help with the process of drafting the thesis topics (addressing current issues). Regular contact with alumni also serves as an incentive for implementing changes in the curriculum, since addressing the current issues and challenges in such a dynamic field as political science is essential.

10. References to other relevant internal regulations and information concerning the study or the study programme student (e.g. study guide, accommodation regulations, fee directive, guidelines for student loans, etc.).

References to further relevant internal regulations and information related to studies or the student's study programme (e.g., study handbook, accommodation regulations, fee guidelines, student loan guidelines, etc.).

Scholarship Regulations: <https://www.bisla.sk/dokumenty-a-vnutorne-predpisy/>

Disciplinary Regulations: <https://www.bisla.sk/dokumenty-a-vnutorne-predpisy/>

Directive on the provision of a generally accessible academic environment for students with specific needs: <https://www.bisla.sk/dokumenty-a-vnutorne-predpisy/>

Directive on plagiarism: <https://www.bisla.sk/dokumenty-a-vnutorne-predpisy/>

BISLA Student Code of Conduct: <https://www.bisla.sk/dokumenty-a-vnutorne-predpisy/>

The outline description of the study programme is used to process Annex 2 of the application for granting the accreditation of the study programme.

The application and approval procedure for student sports and cultural activities:
<https://www.bisla.sk/dokumenty-a-vnutorne-predpisy/>

Tuition and study-related fees: <https://www.bisla.sk/dokumenty-a-vnutorne-predpisy/>

Directive on tuition and study-related fees: <https://www.bisla.sk/dokumenty-a-vnutorne-predpisy/>