THE SEMINAR FOR IMAMS AND ASSISTANT MUALLIMAS

Disclaimer: *This English translation was generated using artificial intelligence (AI). The original Bosnian-language version is the only legally authoritative text and shall prevail in the event of any discrepancies.*

May 2026

PROPOSAL FOR THE ESTABLISHMENT OF
THE SEMINAR FOR IMAMS AND ASSISTANT MUALLIMAS AT
THE UNIVERSITY OF SARAJEVO - FACULTY OF ISLAMIC STUDIES

Commission for drafting the Proposal:
1. Prof. Dr. Nedim Begović, Chair,
2. Prof. Dr. Mustafa Hasani,
3. Prof. Dr. Ahmet Alibašić,
4. Prof. Dr. Nedžad Grabus,
5. Prof. Dr. Almir Fatić,
6. Mujesira Zimić-Gljiva,
7. Ahmed Avdibašić, student representative.

1. INTRODUCTION

1.1. Information on the University of Sarajevo member institution proposing the programme

1.1.1. Name of the member institution

University of Sarajevo - Faculty of Islamic Studies (UNSA-FIN)

1.1.2. Mission and vision

The University of Sarajevo - Faculty of Islamic Studies is the central and oldest higher education institution of the Islamic Community in Bosnia and Herzegovina (IC BiH). It develops the Islamic sciences in correlation with other humanities and social sciences, with the aim of educating competent professionals in Islamic theology and in Islamic religious education and religious pedagogy. The Faculty strives to consolidate a leading position in the field of Islamic studies within the European Higher Education Area.

1.1.3. Strategy

The Faculty has not adopted a strategy of its own, given that the preparation and adoption of strategies for IC BiH institutions falls within the competence of the Riyasat of the IC BiH (Article 17 of the Rules on the Organisation and Operation of the Riyasat of the IC BiH, 2014). However, through the preparation, adoption and implementation of annual work plans, the Faculty has over the past years taken part in implementing two umbrella strategies directly relevant to its activity: the Development Strategy of the University of Sarajevo for the period 2019-2023 and the Strategy for the Development of Higher Education and Scientific Research of the IC BiH for the period 2014-2024.

1.1.4. Institutional framework

The University of Sarajevo - Faculty of Islamic Studies (hereinafter: the Faculty) is a higher education institution of the IC BiH with the status of a legal person entered in the Register of Churches and Religious Communities of the Ministry of Justice of Bosnia and Herzegovina (BiH), and a full member of the University of Sarajevo (hereinafter: the University or UNSA), whose position is regulated by the Agreement on the Position and Operation of the Faculty of Islamic Studies in Sarajevo within the University of Sarajevo (2016).

The normative framework for the Faculty's operation rests on the following:
- Framework Law on Higher Education in BiH (Official Gazette of BiH, 59/07, 59/09);
- Law on Higher Education of Sarajevo Canton (Official Gazette of Sarajevo Canton, 36/22)
- Statute of the University (no. 01-14-35-1/23 of 26 July 2023);
- Agreement on the Position and Operation of the Faculty of Islamic Studies in Sarajevo within the University of Sarajevo (no. 02-38-31300/16, i.e. 01-08-2-5246/16 of 27 October 2016);
- Rules of Study for the First and Second Cycle, Integrated, Professional and Specialist Study at UNSA (no. 01-15-24-1/23 of 27 September 2023);
- Rules of the Faculty (no. 03-03-8-electr. sess. - 1115 of 9 November 2021);
- Regulation on the Internal Organisation and Systematisation of Job Positions at UNSA-FIN (no. 01-40-12-1369/24 of 27 December 2025) and others.

1.2. Grounds/documents underlying the establishment of the Seminar for Imams and Assistant Muallimas and its significance for society

The establishment of the Seminar for Imams and Assistant Muallimas rests on the following grounds/adopted documents:

At the Consultation on the Reform of Higher Education in the IC BiH, held on 11 and 12 December 2024, a recommendation was adopted to establish a Seminar for Imams and Assistant Muallimas lasting several months, with the aim of educating candidates for the occupations of Imam and Assistant Muallima. In the course of the reform process, the Occupational Standard - Imam was drafted and adopted by the Riyasat of the IC BiH.

1.2.1. Occupational Standard - Imam and Occupational Standard - Assistant Muallima (2025)

With the adoption of the Occupational Standard - Imam and the Occupational Standard - Assistant Muallima by the Riyasat of the IC BiH (Conclusion no. 02-03-2-2-2249-2/25 of 15 May 2025), the job description and the required level of professional competence were defined for imams serving in the lowest categories of jamaats and for assistant muallimas.

Pursuant to the Conclusion referred to above, the occupation of Imam requires a completed madrasah recognised by the IC BiH and an acquired micro-qualification, that is, a certificate of completion of the one-semester Seminar for Imams and Assistant Muallimas as a non-degree form of education at UNSA-FIN, amounting to 46 ECTS credits.

Pursuant to the adopted occupational standard, an Imam who has completed the Seminar may independently perform:
- the basic duties of imam, khatib and muallim, exclusively in the lowest-ranked category of jamaats of the IC BiH,
- the duties of muezzin in all categories of jamaats of the IC BiH,
- lead prayers, with the exception of the Friday prayer and the Eid prayer, in all categories of jamaats.

Given the level of educational qualification, his work is subject to a high degree of professional supervision and quality assessment by the chief imam and/or by the imam of the jamaat in which he is engaged.

Pursuant to the adopted occupational standard, an Assistant Muallima who has completed the Seminar possesses the knowledge, skills and competences required to perform auxiliary duties in the areas of religious life, social activism and charitable care for the members of the jamaat.

1.2.2. Decision of the Riyasat of the IC BiH on the four-tier education of imams (2025)
By the Decision of the Riyasat of the IC BiH (no. 02-03-2-2-1332-2-25 of 18 March 2025) it was laid down that the first tier of the education of imams is a seminar for imams at the Faculty, which may be entered by candidates who have previously completed a madrasah recognised by the IC BiH.

It is apparent from the reasoning of this Decision that the IC BiH faces difficulties in securing staff to perform the duties of imam in certain categories of jamaats (e.g. small, rural and some returnee jamaats, and others). Proceeding from the current negative demographic trends and the pronounced difficulties in employing imams, and bearing in mind the specific needs of different categories of jamaats in BiH and in the diaspora, a decision was adopted to move towards a tiered system of education for imams, including the establishment of the Professional Study Programme in Imamate and the Seminar for Imams as non-degree forms of education.

1.2.3. Decision of the Riyasat of the IC BiH establishing the Draft Curriculum and the organisation of the Seminar for Imams and Assistant Muallimas at the University of Sarajevo - Faculty of Islamic Studies (2025)

This Decision (no. 02-03-2-2-4822-3/25 of 30 October 2025) regulates the mode of organisation, the costs of study, admission requirements, the professional title, the possibility of employment and of continuing education upon completion of the programme, the alignment of the Curriculum and Syllabus with the occupational standards, the list of courses, the professional imam-muallim practical training, the drafting of the proposal for the establishment of the programme, and the commencement of its implementation.

1.2.4. Significance of the study programme for the Islamic Community and for society

The Seminar for Imams and Assistant Muallimas is being established in response to long-standing staffing and organisational challenges in the field of imamate within the IC BiH. Demographic decline in certain regions, population migration, the reduced number of active jamaats in rural and returnee areas, unfavourable socio-economic and employment-status conditions of the imam's work in certain areas, and the consequent insufficient interest among a part of the graduates of academic programmes in working in such areas, have led to a situation in which there is an objective need for operationally trained personnel, particularly in small and medium-sized jamaats.

Practice to date has shown that the existing educational models do not fully correspond to the actual structure of needs in the field. On the one hand, academic study programmes provide a high level of theoretical and practical knowledge, but often do not guarantee the availability of personnel for jamaats with complex socio-economic working conditions. On the other hand, the staffing solutions of the IC BiH, based on temporary engagements and internal reassignments, secure neither the long-term stability of the imam's service nor the continuity of educational work in the community.

In this context, the Seminar for Imams represents an attempt at a systemic solution for securing imam personnel which is shorter in duration, more financially rational and more operationally focused than the existing academic programmes, while at the same time being normatively regulated and under institutional supervision.

The normative basis of the programme is found in the documents of the Riyasat of the IC BiH, in particular the Occupational Standard - Imam and the Occupational Standard - Assistant Muallima. These documents arose in response to the need to align the Faculty's educational models with the current needs of the IC BiH and with the situation in the field.

The Decision of the Riyasat of the IC BiH on the four-tier system of education for imams introduced a differentiated model that recognises the differences among jamaats, while at the same time raising the question of clear transition mechanisms between the individual levels of education, as well as of the long-term opportunities for the professional development of imams holding lower qualification levels. The Seminar for Imams and Assistant Muallimas, as the first tier, aims to fill the existing gap between secondary education and a full academic qualification, but its real value will depend on the extent to which it is linked to opportunities for further education and advancement in service.

The practical orientation of the programme is its key advantage, and also a potential challenge. Although the professional practical training, amounting to 10 ECTS, enables students to be directly involved in the work of a jamaat, the quality of that part of the programme depends to a large extent on the availability of qualified mentors, on the readiness of jamaats to assume an educational role, and on the capacity of the Faculty and of the majlises to ensure systematic monitoring and evaluation of the practical training. Without clear quality control mechanisms, there is a risk that the practical training will be uneven and that the learning outcomes will not be fully achieved. From the perspective of the Islamic Community, the programme may contribute to easing the staffing deficit, but in itself it does not resolve the structural reasons for the low level of interest in working in certain jamaats, such as economic conditions and the burden of work obligations. The Seminar for Imams and Assistant Muallimas should therefore be regarded as part of a broader staffing policy rather than as the sole solution to the problem of the availability of imams in all areas.

The social significance of the programme also depends on how well imams are in fact equipped to work in complex social circumstances. Although pedagogical and counselling content is envisaged within the programme, its limited duration imposes the need for a careful selection of teaching content and for realistic expectations regarding the competences that can be attained in a one-semester cycle. In that sense, continuous monitoring of the programme's effects in practice and its periodic adjustment are indispensable.

In institutional terms, the introduction of the Seminar for Imams and Assistant Muallimas represents a step towards greater flexibility in the education of imams at the Faculty of Islamic Studies, while at the same time requiring additional staffing, organisational and financial resources. The sustainability of the programme will depend on stable interest among candidates, on the capacity of the teaching staff and on long-term support from the IC BiH.

In conclusion, the Seminar for Imams and Assistant Muallimas may be considered a justified and necessary programme in the present circumstances, but its effects will be neither automatic nor equal in all areas. The programme has the potential to improve the availability of the imam's service and the standardisation of competences, but its results will depend on the quality of implementation, on institutional support, on its connection with the staffing policy of the IC BiH, and on the opportunities for the further professional development of its graduates. For that reason it is essential to plan for regular monitoring, evaluation and, where necessary, correction of the programme in line with changes in the field and in the education system.

1.3. Alignment of the study programme with the institution's development strategy

The initiative to establish the Seminar for Imams and Assistant Muallimas follows the strategic objectives previously adopted by the University and the IC BiH:

a) The Development Strategy of the University of Sarajevo for the period 2019-2023 set out, as one of its strategic objectives, "T.1. Promotion and support of excellence in the teaching process", which is operationalised, among other things, through the following objectives: "T.1.1.3. Align study programmes with the labour market through a clear definition of learning outcomes for all study programmes delivered at UNSA", "T.1.2.5. Introduce a system for monitoring the employability of students who have completed their studies; T.1.2.5 Introduce a system for monitoring the employability of students who have completed their studies". Among the strategic priorities in the area of teaching and student affairs, linkage with the labour market was included with the aim of enabling student practical training in all fields.

The Seminar for Imams and Assistant Muallimas is aligned with the strategic objectives of the University and of the Faculty in the following respects:
- developing flexible forms of study and non-degree programmes;
- increasing the employability of graduates and their social relevance;
- strengthening links with social partners (in this case the Riyasat, the muftiates, the majlises and the jamaats of the IC BiH).

2) The Strategy for the Development of Higher Education and Scientific Research of the Islamic Community in Bosnia and Herzegovina (2014-2024) set out, as one of its strategic tasks, "7.1.4. Application of the binary model of study and the development of professional study programmes", which is operationalised, among other things, through the following objectives: "7.1.4.4. Teaching on a professional study programme is more distinctly oriented towards the attainment of practical knowledge, professional skills and abilities; applied knowledge and practical training occupy a significant place in their curricula. The relevance of these programmes (the alignment of the number and type of study programmes with the needs of the labour market, the requirements of the profession and the interests of students) in the context of the needs of the Islamic Community and the Muslim population would be increased by linking them more directly and more visibly with the jamaats (...)., 7.1.4.7. New study programmes, that is, departments for professional studies, will be established at our faculties should the need arise, 7.1.4.8. Some of the existing departments will be transformed and new study programmes created in line with the needs of professional studies.

1.4. Comparability of the study programme with accredited related programmes

The Seminar for Imams and Assistant Muallimas is specific in that it is organised at level 5 of the Basis of the Qualifications Framework in Bosnia and Herzegovina, that is, of the European Qualifications Framework. No programme at this level is known to exist in neighbouring countries or in the European Higher Education Area. The proposal to establish this programme is conditioned, as already mentioned, by the specific circumstances and needs of the IC BiH.

In the European Higher Education Area there are specific programmes for the education of imams, but they are intended for candidates who have completed the first cycle of academic studies in Islamic theology. Such programmes include the Islamic College in Osnabrück, Germany, and master's programmes in Islamic practical theology at institutes/centres for Islamic theology, also in Germany.

In terms of curriculum and syllabus, the programme is to a certain extent comparable with the Faculty's existing first-cycle programmes (Islamic Theology, Islamic Religious Education and Religious Pedagogy), but with a pronounced practical dimension, a considerably shorter duration and scope, and a clear focus on the professional education of imams and assistant muallimas.

1.5. Partners and activities outside the higher education system

In addition to the Faculty, the following are involved in the design, organisation and/or delivery of the Seminar for Imams and Assistant Muallimas:
- the Riyasat of the IC BiH (Directorate for Religious Affairs, Directorate for Education and Science);
- the muftiates and majlises of the IC BiH;
- the Centre for Training and Human Resources of the IC BiH.

2. GENERAL PART

2.1. Name, type, level, aim and holder of the study programme

Name: Seminar for Imams and Assistant Muallimas;
Type: full-time study, with the possibility of delivering part of the teaching at a distance;
Level: professional, non-degree study pursuant to Article 91, paragraph (3) of the Law on Higher Education of Sarajevo Canton and Article 152 of the Statute of the University;
Holder of the programme: University of Sarajevo - Faculty of Islamic Studies (UNSA-FIN);
Aim of the programme: Education for the performance of the basic duties of imam, khatib and muallim in the lowest categories of jamaats - the basic organisational units of the Islamic Community in Bosnia and Herzegovina (IC BiH) - under the supervision of the chief imam, in accordance with the Occupational Standard - Imam; and for the performance of auxiliary duties in the areas of religious life, social activism and charitable care for the members of the jamaat, in accordance with the Occupational Standard - Assistant Muallima.

2.2. Scientific area/field/branch to which the study programme belongs

The Seminar for Imams and Assistant Muallimas belongs to:
- the scientific area of the humanities;
- the scientific field of the Islamic sciences;
- the scientific branch of Islamic Practical Theology (Imamate).

2.3. Organisation and duration of the study programme and the minimum number of ECTS credits required for its completion

Duration:
The Seminar for Imams and Assistant Muallimas is organised as a non-degree form of education lasting one (1) semester.

Organisation:
The programme lasts one (1) semester. The question of enrolment in a following semester is therefore not relevant in this case.

The Faculty organises the Seminar in the winter semester, with the beginning and end of teaching aligned with the beginning and end of teaching on the first cycle of study.

Teaching is delivered over fifteen (15) weeks and the professional imam-muallim practical training over four (4) weeks, while the final and resit examination periods are organised in accordance with the number of courses and the scope of the study programme, so as to make it easier for students to sit their examinations. Given that this is a non-degree programme, the Faculty may, in addition to the final and resit periods in the January-February session, also organise resit examination periods for the Seminar in the June-July and September sessions, on which the Faculty Council takes a decision.

Number of ECTS credits:
The total scope of the programme is 46 ECTS credits (theoretical teaching - 36 ECTS and professional imam-muallim practical training - 10 ECTS). The distribution of ECTS credits by course, that is, by form of teaching, is defined in the Curriculum and Syllabus and in the course syllabi.

2.4. Language in which the study programme is delivered

The Seminar for Imams and Assistant Muallimas is delivered in the Bosnian language.

2.5. Selection procedures for admission to the study programme

Admission to the Seminar for Imams and Assistant Muallimas is carried out on the basis of:
a) a call for applications published by the University/Faculty;
b) the ranking of candidates on the basis of:
- overall achievement in secondary education, that is, in the madrasah;
- the grade average in religious subjects;
- a possible interview/motivational discussion (which may be provided for by a separate internal act of the Faculty).

The precise structure of the scoring criteria in the call for applications will be established by a separate act of the Faculty, in accordance with the University's Rules of Study.

2.6. Admission requirements for the study programme

The admission requirements for the Seminar for Imams and Assistant Muallimas are:
- fulfilment of the general requirements for admission to first-cycle study defined in Article 3 and Article 8, paragraph (2) of the University's Rules of Study;
- completion of one of the madrasahs of the Islamic Community in Bosnia and Herzegovina, or of a madrasah whose diploma is recognised by the IC BiH, with a grade average of not less than 2.5;
- completed recognition (nostrification) of the certificate of a madrasah completed outside Bosnia and Herzegovina, in accordance with the regulations in force.

Admission to the Seminar for Imams and Assistant Muallimas will also be available to candidates who hold student status on the existing three-year Study Programme for Imams, Khatibs and Muallims, with recognition of the courses they have already passed, which will be regulated by a separate decision of the Faculty Council.

2.7. Qualification obtained upon completion of the study programme

Upon completion of the Seminar for Imams and Assistant Muallimas, a micro-qualification is acquired - a Certificate of Completion of the Seminar for Imams and Assistant Muallimas - in accordance with Article 8, paragraph (3) of the University's Rules of Study.

This micro-qualification is aligned with the Basis of the Qualifications Framework in Bosnia and Herzegovina - level 5 (worker specialised in a particular occupation).

2.8. Professional status and progression of graduates of the study programme

Male graduates of the Seminar for Imams and Assistant Muallimas may be employed in the occupation of Imam (occupation code in the Classification of Occupations of Bosnia and Herzegovina: 2636 CO BiH-08; occupation code in the International Standard Classification of Occupations: 3413 ISCO-08) in the lowest categories of jamaats of the Islamic Community in BiH, or as muezzins and assistants to the imam-khatib-muallim in higher categories of jamaats, in accordance with the Occupational Standard - Imam and other relevant acts of the IC BiH.

Female graduates of the Seminar for Imams and Assistant Muallimas may be employed in the occupation of Assistant Muallima (occupation code in the Classification of Occupations of Bosnia and Herzegovina: 3413 CO BiH-08; occupation code in the International Standard Classification of Occupations: 3413 ISCO-08), in accordance with the Occupational Standard - Assistant Muallima and other relevant acts of the IC BiH.

Possibilities for continuing education:
a) admission to the Professional Study Programme in Imamate, with recognition of the courses passed/ECTS credits earned, as regulated by a separate decision of the Faculty Council, in accordance with Article 8, paragraph (4) of the University's Rules of Study;
b) admission to the Study Programme in Islamic Theology (1st cycle), with recognition of all or part of the 40 ECTS credits earned, as regulated by a separate decision of the Faculty Council, in accordance with Article 8, paragraph (4) of the University's Rules of Study;
c) admission to the Study Programme in Islamic Religious Education and Religious Pedagogy (1st cycle), with recognition of all or part of the 40 ECTS credits earned, as regulated by a separate decision of the Faculty Council, in accordance with Article 8, paragraph (4) of the University's Rules of Study.

2.9. Scoring and grading scale on the study programme

The Seminar for Imams and Assistant Muallimas applies the scoring and grading scale defined by:
a) the Law on Higher Education of Sarajevo Canton;
b) the Statute of the University;
c) the University's Rules of Study;
d) the Rules of the Faculty.

Pursuant to Article 97 of the Law on Higher Education of Sarajevo Canton, "the student's final achievement, following all the envisaged forms of knowledge assessment, shall be evaluated and graded according to the following grading system: a) 10 (A) - outstanding achievement in attaining the learning outcomes, with no errors or with negligible errors; b) 9 (B) - above average in attaining the learning outcomes, with occasional errors; c) 8 (C) - average in attaining the learning outcomes, with noticeable errors; d) 7 (D) - generally good in attaining the learning outcomes, but with more significant shortcomings; e) 6 (E) - meets the minimum requirements in attaining the learning outcomes; f) 5 (F) - does not meet the minimum requirements (...) The pass threshold in an examination is 55%."

2.10. Quality assurance of the study programme

The quality assurance mechanisms to be applied on the Seminar for Imams and Assistant Muallimas are:
a) regular end-of-semester evaluation of teaching;
b) periodic self-evaluation of the study programme;
c) management of information on the study programme;
d) involvement of external stakeholders (the Riyasat of the IC BiH, the muftiates) and others.

3 DESCRIPTION OF THE STUDY PROGRAMME

3.1. Learning outcomes at the level of the study programme

The learning outcomes at the level of the Seminar for Imams and Assistant Muallimas are defined on the basis of the Occupational Standard - Imam, the Occupational Standard - Assistant Muallima and the curriculum and syllabus. By attending the Seminar for Imams and Assistant Muallimas, students will attain the following learning outcomes:

3.1.1. Qur'an recitation (qira'ah)

- Teach the Arabic script (sufara) and Qur'an recitation according to generally accepted teaching methods;
- Recite the Qur'an correctly, observing the rules of tajwid according to the riwayah of Hafs from the qira'ah of Asim;
- Recite the Qur'an fluently and melodiously, from memory or reading from the Mushaf;
- Observe the established etiquette in reciting the Qur'an (adab tilawat al-Qur'an);

- Develop an attitude towards qira'ah as a skill that calls for lifelong learning, practice and improvement;
- Develop an awareness of the educational role of the Qur'an in the lives of Muslims through the recitation, memorisation and understanding of its text;
- Channel the emotional and spiritual experience of reciting the Qur'an as a motivating factor for engagement in other areas of Islamic activity.

3.1.2. Qur'anic exegesis (tafsir)

- Present the main information on the form and content of the Qur'an and explain specialist tafsir terminology and the rules of tafsir;
- Plan, programme and deliver educational content on the Qur'an for various target groups (children, young people and adults; men and women);
- Attend to the revitalisation of Qur'anic values in the lives of individuals and of the community (the jamaat).

3.1.3. Prophetic tradition (hadith)

- Understand and use the fundamental hadith terminology, view the distinctive personality of the Messenger of God, peace be upon him, objectively, and understand and apply his exemplary life;
- Plan, programme and deliver educational content on hadith for various target groups (children, young people and adults; men and women);
- Attend to the revitalisation of the content of the exemplary Prophetic tradition (sunnah) in the lives of individuals and of the community (the jamaat).

3.1.4. Islamic theology of belief (aqa'id) and comparative religion

- Explain the articles of faith and the pillars of Islam to the members of the jamaat;
- Plan, programme and deliver educational content on Islamic belief for various target groups (children, young people and adults; men and women);
- Develop the human being's responsibility towards the world as God's creation;
- Understand the fundamental teachings of the great religious traditions of the world and develop dialogue with representatives of other religious communities/churches at the local level.

3.1.5. Islamic law (fiqh)

- Know the Hanafi norms of worship and apply them in performing the duties of an imam, including the norms relating to states of illness and infirmity;
- Interpret the Hanafi norms of worship and the principles of halal and haram;
- Plan, programme and deliver educational content on the fundamental Islamic duties for various target groups (children, young people and adults; men and women);
- Adhere to the official positions of the Islamic Community in Bosnia and Herzegovina in interpreting questions of waqf and the organisation of worship;
- Present to the members of the jamaat board the Islamic norms and the regulations of the Islamic Community governing administrative work at the level of the jamaat;
- Instruct persons intending to enter into marriage in the basic Islamic norms on rights and duties in marriage and in the family.

3.1.6. Islamic practical theology (imamate)

- Organise the valid performance of acts of worship, particularly when large numbers of congregants are present and in specific circumstances;
- Deliver the khutbah and the wa'z independently, responsibly, cogently and in rhetorically correct form;
- Devote attention to promoting the Islamic periodicals and literature published or recommended by the Islamic Community;

- Recognise and articulate the main organisational challenges facing the jamaat and devise proposals for overcoming them;
- Record the most important activities of the imam and of the jamaat in registers and reports responsibly and systematically;
- Conduct and complete the procedure of a Shari'ah marriage in the capacity of imam-registrar, taking account of the Islamic norms governing the conditions for marriage and the conclusion of marriage;
- Develop teamwork and a positive working climate within the jamaat board;
- Assume responsibility in providing spiritual and moral support to the members of the jamaat and engage them in providing assistance to socially vulnerable, sick and infirm members of the jamaat;
- Show compassion for and assist sick, elderly and infirm members of the jamaat.

3.1.7. Islamic civilisation

- Explain the historical context of the emergence of the Islamic Community in Bosnia and Herzegovina and ground the legitimacy of the institutions of the imamate and the riyasat in the history of Islamic institutions;
- Defend, with sound arguments, the institutional living of Islam;
- Describe the organisational structure of the Islamic Community in Bosnia and Herzegovina and the competences and interactions of its bodies and organisational units.

3.1.8. Islamic philosophy (falsafah, hikmah and irfan)

- Affirm moral virtues and positive patterns of behaviour in society in the spirit of the fundamental principles of Islamic ethics;
- Promote exemplary moral conduct by personal example.

3.1.9. Religious pedagogy (tarbiyah)

- Plan, programme and deliver educational content on Islam for various target groups (children, young people and adults; men and women);
- Apply basic pedagogical and methodological knowledge in delivering maktab instruction;
- Write a report on the implementation of the curriculum and syllabus of maktab instruction;
- Recognise social phenomena that affect the spiritual well-being and health of people today;
- Recognise negative phenomena and tendencies in the environment that have a harmful effect on the morals, attitudes, behaviour and spiritual and psychological well-being and health of people today.

3.2. Logical matrix of learning outcomes

The Seminar for Imams and Assistant Muallimas is aligned with the generic descriptors of level 5 of the Basis of the Qualifications Framework in Bosnia and Herzegovina (QF BiH):

a) Knowledge (D1): theoretical and factual knowledge of the Qur'anic and hadith sciences, aqa'id, fiqh, Islamic civilisation, Islamic philosophy and religious pedagogy, and specialised practical knowledge in the field of Islamic practical theology (imamate);
b) Skills (D2): the practical, social and communication skills required for organising and performing acts of worship in the jamaat, for teaching, counselling and organising the jamaat;
c) Professional competences (D3): practical experience in learning and work, independent performance of the duties of an imam in the defined categories of jamaats, teamwork and responsibility towards the community, and a positive attitude towards lifelong learning and education.

The logical matrix of learning outcomes presented below links the relevant generic descriptor of the QF BiH with the learning outcomes of the Seminar for Imams and Assistant Muallimas, with the courses that contribute most to attaining those outcomes, with the methods of teaching or of delivering instruction, and with the methods of evaluating and grading student achievement.

The learning outcomes are given in abbreviated form. For the learning outcomes that develop skills (D2) and professional competences (D3), the courses listed are those providing the theoretical knowledge necessary for applying those skills and competences, together with the methodology courses with which they correlate in attaining the given outcomes. The teaching and assessment methods within the logical matrix therefore relate both to the theoretical and to the methodology courses.

Qur'an recitation (qira'ah)

QF level	D	Programme outcome	Course outcome	Courses	Teaching methods	Assessment methods
5	D1, D2	Teaches the Arabic script and the basics of qira'ah	Teaches the Arabic script and the basics of qira'ah	Qur'an Recitation (Qira'ah); Practicum in the Methodology of Maktab Instruction	Presentation, text-based method, demonstration, phonetic exercises, work in pairs (Qur'an Recitation (Qira'ah)); micro-teaching (Practicum)	Written examination, oral examination, practical assessment, quiz (Qur'an Recitation (Qira'ah); methodological assignment (Practicum)
5	D2	Applies the rules of tajwid in reciting the Qur'an	Applies the rules of tajwid in reciting the Qur'an	Qur'an Recitation (Qira'ah)	Presentation, text-based method, audio-demonstration methods, tutorial groups, work in pairs (Qur'an Recitation (Qira'ah));	Oral examination, practical assessment (Qur'an Recitation (Qira'ah));
5	D2, D3	Recites the Qur'an fluently and melodiously	Recites the Qur'an fluently and melodiously	Qur'an Recitation (Qira'ah); Practicum in Imamate	Audio-demonstration methods, tutorial groups, work in pairs (Qur'an Recitation (Qira'ah) I);	Oral examination, practical assessment (Qur'an Recitation (Qira'ah));
5	D2, D3	Observes the etiquette of reciting the Qur'an	Applies the prescribed etiquette of recitation	Qur'an Recitation (Qira'ah); Practicum in Imamate	Presentation, text-based method, dialogue and discussion methods, tutorial groups, work in pairs (Qur'an Recitation (Qira'ah));	Oral examination, practical assessment (Qur'an Recitation (Qira'ah));

5	D3	Develops a lifelong relationship with qira'ah	Draws up a personal development plan	Qur'an Recitation (Qira'ah)	Presentation, text-based method, dialogue and discussion methods, tutorial groups, work in pairs (Qur'an Recitation (Qira'ah));	Oral examination, practical assessment (Qur'an Recitation (Qira'ah));
5	D3	Develops an awareness of the educational role of the Qur'an	Links qira'ah with educational aims	Practicum in Methodology		
5	D3	Motivates Islamic engagement through the Qur'an	Uses qira'ah as a motivational tool	Qur'an Recitation (Qira'ah); Practicum in Imamate		

Qur'anic exegesis (tafsir)

QF level	D	Programme outcome	Course outcome	Courses	Teaching methods	Assessment methods
5	D1	Explains the form and content of the Qur'an and clarifies the terminology and rules of tafsir	Explains the basic concepts of tafsir	Introduction to Tafsir	Text-based method: analysis of Qur'anic verses and commentaries, consultations, discussion and dialogue methods, visual-demonstration methods (Introduction to Tafsir)	Written and oral examination (Introduction to Tafsir)

5	D2	Plans, programmes and delivers education on the Qur'an	Draws up a curriculum and syllabus and delivers education on the Qur'an	Introduction to Tafsir; Practicum in Imamate	Text-based method: analysis of Qur'anic verses and commentaries, consultations, discussion and dialogue methods, visual-demonstration methods (Introduction to Tafsir); Workshops, project work (Practicum in Imamate)	Written and oral examination (Introduction to Tafsir); Project assignment (Practicum in Imamate)
5	D3	Revitalises Qur'anic values in the jamaat	Applies tafsir in work with the jamaat	Practicum in Imamate	Text-based method: analysis of Qur'anic verses and commentaries, consultations, discussion and dialogue methods, visual-demonstration methods (Introduction to Tafsir); Field practical training, mentoring	Written and oral examination (Introduction to Tafsir); Mentor's report (Practicum in Imamate)

Prophetic tradition (hadith)

QF level	D	Programme outcome	Course outcome	Courses	Teaching methods	Assessment methods
5	D1	Understands and uses hadith terminology and the sirah - the biography of the Prophet (peace be upon him)	Understands and uses hadith terminology and the sirah - the biography of the Prophet (peace be upon him)	Prophetic Tradition: Hadith and Sirah	Presentations, text-based method (analysis of hadiths and of works on the sirah)	Written and oral examination (Prophetic Tradition: Hadith and Sirah)

5	D2	Educates the jamaat about the sunnah	Prepares educational content on hadith	Prophetic Tradition: Hadith and Sirah; Practicum in Imamate	Presentations, text-based method (analysis of hadiths and of works on the sirah) (Prophetic Tradition: Hadith and Sirah); workshops (Practicum in Imamate)	Written and oral examination (Prophetic Tradition: Hadith and Sirah); Public presentation (Practicum in Imamate)
5	D3	Attends to the revitalisation of the content of the sunnah in the lives of individuals and of the community	Uses hadiths in practical work with the jamaat	Prophetic Tradition: Hadith and Sirah; Practicum in Imamate.	Presentations, text-based method (analysis of hadiths and of works on the sirah) (Prophetic Tradition: Hadith and Sirah); Analysis of performance, mentoring (Practicum in Imamate)	Written and oral examination (Prophetic Tradition: Hadith and Sirah); Mentor's assessment (Practicum in Imamate)

Islamic theology of belief (aqa'id) and comparative religion

QF level	D	Programme outcome	Course outcome	Courses	Teaching methods	Assessment methods
5	D1	Explains the articles of faith and the pillars of Islam	Explains the articles of faith and the pillars of Islam	Introduction to Aqa'id and Comparative Religion	Lectures and exercises.	Written and oral examination
5	D2	Plans, programmes and delivers education on Islamic belief	Plans, programmes and delivers education on Islamic belief	Introduction to Aqa'id and Comparative Religion	Individual presentations and workshops.	Written and oral examination

5	D3	Develops responsibility towards the world as God's creation	Develops responsibility towards the world as God's creation	Aqa'id and Comparative Religion	Presentations, group work and individual presentations.	Written and oral examination
5	D1, D3	Understands the teachings of other religions and develops interreligious dialogue at the local level	Understands the teachings of other religions and develops interreligious dialogue at the local level	Aqa'id and Comparative Religion	Visits to Catholic and Orthodox churches and to the synagogue.	Written and oral examination

Islamic law (fiqh)

QF level	D	Programme outcome	Course outcome	Courses	Teaching methods	Assessment methods
5	D2	Applies the Hanafi norms of worship	Applies the Hanafi norms of worship	Islamic Rites of Worship (Ibadat); Practicum in Imamate	Presentations, discussion and dialogue methods, workshops, work in pairs, text-based method, reflective notes on the teaching topic, independent assignments and others. (Islamic Rites of Worship (Ibadat))	Written/oral examination (Islamic Rites of Worship (Ibadat)); Mentor's report (Practicum in Imamate)
5	D3	Observes the regulations of the IC BiH on waqf and the organisation of worship	Applies the regulations of the IC BiH on waqf and the organisation of worship Applies the regulations of the IC BiH on waqf and the organisation of worship Analyses the functioning of traditional and contemporary waqf administration; Discusses questions of the (un)justifiability of disposing of waqf property	Islamic Rites of Worship (Ibadat); Waqf: Law and Organisation; Practicum in Imamate	Work on documents Presentations; case analyses; guided discussion; group work; independent research work; visits to the Waqf Directorate of the IC BiH, to waqf institutions and to the majlises of the IC BiH, and guest lectures by practitioners	Written/oral examination; Case study Participation in lectures Seminar paper/project/other individual assignment with a presentation

Islamic practical theology (imamate)

QF level	D	Programme outcome	Course outcome	Courses	Teaching methods	Assessment methods
5	D2, D3	Organises the proper performance of acts of worship	Organises the proper performance of acts of worship, particularly of congregational prayer	Imamate; Practicum in Imamate	Field practical training	Mentor's report
5	D2, D3	Delivers the khutbah and the wa'z	Delivers the khutbah and the wa'z	Imamate; Practicum in Imamate	Public presentations	Mentor's report
5	D3	Manages the administration of the jamaat	Completes forms and reports within the administration of the jamaat	Imamate; Practicum in Imamate	Work on forms	Portfolio
5	D3	Conducts a Shari'ah marriage	Conducts a Shari'ah marriage	Imamate; Practicum in Imamate	Simulation of the procedure of a Shari'ah marriage	Mentor's assessment

5	D3	Instructs persons entering into marriage in the basic Islamic norms on marital rights and duties	Instructs persons entering into marriage in the basic Islamic norms on marital rights and duties	Imamate; Practicum in Imamate	Simulation of a counselling conversation	Presentation
5	D3	Develops teamwork within the jamaat board	Takes part in a project team	Imamate	Group work	Mentor's report
5	D3	Provides spiritual and social support to the members of the jamaat	Provides spiritual and social support to the members of the jamaat	Islamic Pastoral Care; Practicum in Imamate	Field work	Mentor's report

Islamic civilisation

QF level	D	Programme outcome	Course outcome	Courses	Teaching methods	Assessment methods
5	D1	Explains the history of the IC BiH;	Explains the development of the institutions of the IC BiH;	The IC BiH: History and Organisation;	Lectures; visits to the bodies and institutions of the Islamic Community; Guest appearances by practitioners	Assignments in exercise classes Written examination
5	D2	Advocates the institutional living of Islam with sound arguments; grounds the legitimacy of the institutions of the imamate and the riyasat in the	Argues for the institutional living of Islam	The IC BiH: History and Organisation	Debate	Assignments in exercise classes Essay

		history of Islamic institutions;				
5	D1	Knows the organisation and competences of the IC BiH	Explains the organisation and competences of the IC BiH	The IC BiH: History and Organisation	Lectures; visits to the bodies and institutions of the Islamic Community	Test

Islamic philosophy (falsafah, hikmah and irfan)

QF level	D	Programme outcome	Course outcome	Courses	Teaching methods	Assessment methods
5	D2	Affirms moral virtues in society	Analyses ethical dilemmas and affirms moral virtues in society	Islamic Ethics	Lectures Discussion Exercises Presentations Individual assignments Presentations by students Group work	Analysis of texts from the supplementary literature (oral) Written knowledge assessment (semi-essay questions) Oral knowledge assessment Memorising and abstracting the moral messages of Qur'anic passages - al-Isra 22-39; al-Furqan 63-77; Luqman 12-19)
5	D3	Demonstrates moral integrity	Manifests exemplary moral conduct	Islamic Ethics; Practicum in Imamate	Mentored work Discussion Practical work Individual assignments Lectures	Mentor's report Oral examination

Religious pedagogy (tarbiyah)

QF level	D	Programme outcome	Course outcome	Courses	Teaching methods	Assessment methods
5	D2	Plans, programmes and delivers education on Islam	Prepares and delivers educational programmes on Islam	Methodology of Maktab Instruction; Practicum in the Methodology of Maktab Instruction	Lectures Seminars and workshops Exercises Group work Teamwork Independent assignments Internet Consultations Mentored work Research Presentations Practical work	Written examination (essay questions and objective-type questions) Oral examination Individual/group assignments Analysis of lesson observation reports Analysis of the lesson plan Analysis of the delivery of a lesson in the maktab
5	D2	Delivers maktab instruction	Delivers a lesson in the maktab	Practicum in the Methodology of Maktab Instruction	Lectures Seminars and workshops Exercises Group work Teamwork Independent assignments Internet Consultations Mentored work	Lesson plan Delivery of a lesson in the maktab

					Research Presentations Practical work	
5	D3	Documents and evaluates teaching	Writes a report on and an evaluation of the maktab instruction delivered	Practicum in the Methodology of Maktab Instruction	Lectures Seminars and workshops Exercises Group work Teamwork Independent assignments Internet Consultations Mentored work Research Presentations Practical work	Lesson observation report
5	D2, D3	Recognises social deviations	Recognises social deviations	Methodology of Maktab Instruction	Lectures Seminars and workshops Exercises Group work Teamwork Independent assignments Internet Consultations Mentored work	Written examination (essay questions and objective-type questions) Oral examination

					Research Presentations Practical work	

3.3. Curriculum of the study programme

The curriculum of the Seminar for Imams and Assistant Muallimas is established by Article 7 of the Decision of the Riyasat (no. 02-03-2-2-4822-3/25 of 30 October 2025) and comprises the following courses:

No.	Course	Code	Lectures per week	Seminar per week	Exercises per week	ECTS
1.	Qur'an Recitation (Qira'ah)	INKI 3008	0	1	1	3
2.	Introduction to Aqa'id and Comparative Religion	INAK 3020	2	0	1	5
3.	Islamic Rites of Worship (Ibadat)	INFI 3008	3	0	1	4
4.	Introduction to Tafsir	INTE 3006	2	0	1	4
5.	Prophetic Tradition: Hadith and Sirah	INHA 3019	2	0	1	4
6.	Islamic Ethics	INIF 3016	2	0	1	4
7.	Islamic Community in Bosnia and Herzegovina	INIC 3016	1	1	1	4
8.	Imamate	INIM 3001	2	0	1	5
9.	Methodology of Maktab Instruction	INRP 3037	2	0	1	3
Professional imam-muallim practical training						
					Total contact hours	
10.	Practicum in Imamate	INIM 3013	0	0	30	7
11.	Practicum in the Methodology of Maktab Instruction	INRP 3040	0	0	10	3
	Total ECTS:					**46**

In accordance with Article 8 of the Decision of the Riyasat (no. 02-03-2-2-4821-3/25 of 30 October 2025), the professional imam-muallim practical training is carried out on the Faculty's premises (preparation for the practical training and reflection on it) and in the jamaats of the Islamic Community and other institutions (centres for healthy ageing and similar) (observation and the performance of practical work).

The practical training is carried out in jamaats within the territory of the muftiate/mashihat in which a full-time student has their place of residence, or in which a part-time student is employed.

The persons responsible for planning, programming, organising and carrying out the practical training are the teachers of the courses Imamate and Pedagogy with the Methodology of Maktab Instruction, in cooperation with the course assistants, the professional associates - methodologists, and the mentor imams.

On the basis of criteria established by the Faculty Council, and on the proposal of the mashihats/muftiates, the Riyasat establishes a database of mentor imams across the territory of all mashihats/muftiates.

The assessment of the success of the practical training is given by the teachers of the courses Imamate and Pedagogy with the Methodology of Maktab Instruction, on the basis of feedback on the evaluation of the practical training provided by the course assistants, the professional associates - methodologists, and the mentor imams.

Imams who have been engaged in the profession for five years or more are exempt from the obligation to undertake the practical training.

3.4. Structure of the study programme

The programme lasts one (1) semester. The question of enrolment in a following semester is therefore not relevant in this case.

The Faculty organises the Seminar in the winter semester, with the beginning and end of teaching aligned with the beginning and end of teaching on the first cycle of study.

Teaching is delivered over fifteen (15) weeks and the professional imam-muallim practical training over four (4) weeks, while the final and resit examination periods are organised in accordance with the number of courses and the scope of the study programme, so as to make it easier for students to sit their examinations. Given that this is a non-degree programme, the Faculty may, in addition to the final and resit periods in the January-February session, also organise resit examination periods for the Seminar in the June-July and September sessions, on which the Faculty Council takes a decision.

3.5. Conditions for selecting courses from other study programmes/within international exchange

The curriculum does not provide for an elective course on the programme.
Students will be enabled to have part of the ECTS credits earned within an international student exchange programme recognised.

3.6. Documenting the ECTS credits of the professional practical training

The professional imam-muallim practical training (Practicum in Imamate and Practicum in the Methodology of Maktab Instruction), amounting to 10 ECTS, is documented through:

a) a digital/electronic practical training logbook, to which the following have access:
- the teachers and assistants of the courses Imamate, Pedagogy with the Methodology of Maktab Instruction, Practicum in Imamate and Practicum in the Methodology of Maktab Instruction;
- the professional associates - methodologists (the professional associate for imam-muallim practical training and the practicum in imamate; the professional associate for methodology practical training and the practicum in religious pedagogy and religious psychology;
- the mentor imam in the jamaat;

b) regular mentor-student reflections and reports;
c) a final report on the practical training with the grade given by the mentor imam and the teacher.

3.7. Manner of completing the study programme

Completion of the Seminar for Imams and Assistant Muallimas entails:

a) passing all examinations in the theoretical and methodology courses (34 ECTS in total);
b) successfully completing and receiving a positive assessment for the professional imam-muallim practical training (10 ECTS in total).

4. COURSE DESCRIPTIONS (Form SP2)

The descriptions (syllabi) of the courses of the Seminar for Imams and Assistant Muallimas, set out in Form SP2 of the Regulation on the Procedure for Adopting and Amending Study Programmes at the University of Sarajevo, are included in the annex.

The syllabi comprise:
a) course data (course title without the use of abbreviations, cycle of study, ECTS, number of hours, course status, year of study, semester, prerequisite courses where applicable);
b) course objectives;
c) expected learning outcomes;
d) the thematic units to be studied;
e) teaching methods;
f) methods of knowledge assessment;
g) literature (required and supplementary).

5. ENGLISH TRANSLATION OF THE CURRICULUM AND SYLLABUS

The English translation of the curriculum and syllabus (Curriculum of the Seminar for Imams) is contained in the annex to this proposal.

6. DOCUMENTATION ON THE FULFILMENT OF STAFFING AND SPACE REQUIREMENTS

6.1. Academic staff and practitioners for the delivery of the study programme

Teaching on the Seminar for Imams and Assistant Muallimas will be delivered by UNSA-FIN teaching staff appointed to the appropriate academic ranks (assistant, senior assistant, assistant professor, associate professor, full professor) and by professional associates in teaching, in accordance with the licensing criteria of the competent education authority. The Faculty currently has 29 members of academic staff across nine chairs, and 3 professional associates in teaching, namely for imam-muallim practical training and the practicum in imamate, for methodology practical training and the practicum in religious pedagogy and religious psychology, and a répétiteur in qira'ah instruction.

Teachers and associates of other higher education institutions of the IC BiH may be engaged in teaching as external associates, as may imams with at least ten years of service, in the capacity of practitioners.

In the practical training component, mentor imams in the jamaats will be engaged, in accordance with the Regulation on Student Practical Training of the Faculty (2018).

6.2. Material resources for the delivery of the study programme

The Faculty of Islamic Studies has at its disposal:
a) a lecture theatre, seven classrooms in the main and auxiliary buildings, and one classroom in the Centre for the Qur'an and Sunnah. In order for teaching to proceed without disruption, particularly with larger groups of students, it will be necessary to secure the use of the conference hall of the Student Centre of the IC BiH and of the medium-sized hall of the Gazi Husrev-bey Library in Sarajevo, which holds the status of a teaching base of the Faculty;
b) a library with a reading room and a specialised collection in the Islamic sciences. Students may also use the rich library collections of the Gazi Husrev-bey Library;
c) IT resources (computers, projectors, smart boards, wi-fi coverage) and access to electronic databases (EBSCO, Scopus);
d) an e-platform for distance learning.

The professional practical training will be carried out on the premises of the organisational units and institutions of the IC BiH, namely:
a) the jamaats and maktab centres of the IC BiH;
b) the institutions of the IC BiH in which the practical work will take place.

6.3. Estimate of the optimal number of students on the study programme

The optimal number of students per cohort will be specified by a decision of the Faculty Council, taking into account:
a) the needs of the IC BiH for imam personnel, in line with the analyses and projections of the Centre for Human Resources of the IC BiH;
b) the human, space and material resources of the Faculty;
c) the number of mentor imams available in the jamaats.

7. ASSESSMENT OF THE FULFILMENT OF THE REQUIREMENTS SET OUT IN THE DECISION ON ACCREDITATION CRITERIA

7.1. Methodological basis of the assessment

The assessment of the fulfilment of the requirements in this chapter was carried out in accordance with the Decision on Amendments to the Decision on the Norms Determining Minimum Standards in the Field of Higher Education in Bosnia and Herzegovina (Agency for the Development of Higher Education and Quality Assurance of Bosnia and Herzegovina, no. 05-02-2-117-1/19, 8 March 2019). Although this is a professional, non-degree programme (46 ECTS), the criteria referred to represent a relevant and recognised framework for assessing the programme's alignment with national and European quality assurance standards in higher education. A systematic presentation of the programme's alignment with criteria 1-10 is given below. It should be noted that the Faculty has recently undergone a process of comprehensive self-evaluation of its study programmes in preparation for accreditation. The outcome of that process was the adoption of the Self-Evaluation Report for the first- and second-cycle study programmes by the Senate of the University (no. 01-3-40/25 of 26 March 2025). The report explains and documents in detail the functioning of the Faculty's internal quality assurance system and the alignment of the existing study programmes with the accreditation criteria. The report is available in Bosnian and English on the Faculty's website (see SEI-UNSA-FIN-za-stampu-9.-5.-2025.pdf; Samoevaluacijski-izvjestaj-za-studijske-programe-prvog-i-drugog-ciklusa-studija-na-Univerzitetu-u-Sarajevu-–-Fakultetu-islamskih-nauka-engleski.pdf).SEI-UNSA-FIN-za-stampu-9.-5.-2025.pdfSamoevaluacijski-izvjestaj-za-studijske-programe-prvog-i-drugog-ciklusa-studija-na-Univerzitetu-u-Sarajevu-–-Fakultetu-islamskih-nauka-engleski.pdf

7.2. Assessment by accreditation criterion

Criterion	Summary of the requirement	Assessment of fulfilment	Evidence/explanations
1. Quality assurance policy	The existence of a formal, documented and publicly available quality policy; a focus on improving the processes of learning and teaching, research work, mobility and internationalisation; the involvement of internal and external actors in the quality assurance of study programmes.	Fulfilled	The Faculty has an established and functioning internal quality assurance system and refers to the University's quality assurance policy, which was updated in December 2023 with the adoption of the documents Quality Policy and Quality Policy for Study Programmes. Quality assurance forms an integral part of the strategic management of the Faculty, as documented in the Report on the Implementation of the Umbrella Strategies/Action Plan in the Field of Quality Assurance for the period 2020-2024. Improvement of the teaching process, of research work and of mobility is pursued through the application of a series of mechanisms including the evaluation of teaching, the self-evaluation of study programmes, the rewarding of results in teaching work, and others. Periodic reviews of the programme involve internal actors (the management, the staff and the students of the Faculty) and external actors (the IC BiH, alumni, the media and others). The Proposal for the Establishment of the Seminar contains a description of the planned quality assurance procedures for this study programme (see Chapter 8 of the Proposal).
2. Design and approval of the programme	The programme documentation must be the result of a clearly defined procedure involving students and relevant social partners, aligned with the institution's strategy, with the	Fulfilled	The Seminar is clearly linked to the umbrella strategies, to the Occupational Standard - Imam, to the Occupational Standard - Assistant Muallima, to the relevant decisions of the Riyasat of the IC BiH and to the real

	qualification standards, with the Basis of the Qualifications Framework in BiH and the European Qualifications Framework, and with the needs of the labour market. The interaction of the programme with professional practice is ensured.		needs of the IC BiH. The learning outcomes, the curriculum and syllabus, the logical matrix of outcomes and the partners from practice (the Riyasat, the muftiates/mashihats, the majlises) are defined in detail (see sections 1.2., 1.3. and 1.5.). The programme is adopted in accordance with the regulations of the University and of the Faculty which lay down the competences of the Faculty Council, of the bodies of the founder, that is, of the IC BiH (the Riyasat and the Council of Muftis), and of the Senate of the University in this procedure. The professional practical training constitutes a component of the programme.
3. Student-centred learning, teaching and assessment	The preparedness and motivation of academic staff for teaching, taking into account the results of the student evaluation of teaching; an active role for students in the teaching and research process; transparent procedures for grading student achievement and a procedure for appeals against grading; the involvement of students in the work of the bodies of the higher education institution.	Fulfilled	Since becoming a full member of the University in 2013, the Faculty has sought to align its work with the University's legal framework, particularly in the area of learning, teaching and assessment, which is elaborated in detail in the Rules of Study. On the Seminar, end-of-semester evaluations of teaching will be applied, by analogy with the established practice on the Faculty's existing first- and second-cycle programmes. The Self-Evaluation Report documents the improvement in the quality of teaching as a result of the continuous practice of evaluating teaching. The grading of students and the appeals procedure will be carried out in accordance with the University's Rules of Study (see also section 2.9. of the Proposal, on grading). Student representatives are already involved in the work of the Quality Assurance Committee and of the Faculty Council and take part in adopting decisions concerning the Faculty's study programmes.

4. Admission, progression, recognition and certification	Transparent admission requirements; mechanisms for the recognition of higher education qualifications and of prior learning; the Diploma Supplement.	Fulfilled	The Faculty admits students on the basis of legal provisions and clear and transparent criteria, in accordance with the resources available for delivering the programme and with the admission plan approved by the IC BiH and adopted by the Senate of the University (see section 6.3. of the Proposal). The recognition of foreign qualifications is carried out in accordance with the Regulation on the Recognition of Foreign Higher Education Qualifications at the University and with the Regulation on Specific Criteria in the Procedure for Recognising Foreign Higher Education Qualifications in the Educational Institutions of the IC BiH. Upon completion of their studies, students are awarded a diploma and a diploma supplement. The Proposal for the Establishment of the Seminar sets out the defined admission requirements (see sections 2.5. and 2.6. of the Proposal). The call for applications will be published on the websites of the Faculty and of the University. Upon completion of their studies, students will receive a certificate and a certificate supplement containing data on the title and level of the qualification and on the learning outcomes.
5. Human resources	The quality and number of academic and non-academic staff; HR policy; the professional development of candidates for teaching and non-teaching posts.	Fulfilled	The Faculty has a sufficient number of academic staff (29 teachers and associates, and 3 professional associates in teaching), which enables it to deliver the Seminar without disruption (see section 6.1. of the Proposal). A sufficient number of non-teaching staff is also employed, in accordance with the adopted systematisation of job positions. The Faculty organises professional training for its staff in a planned manner and

			encourages them to attend training organised by the services of the University Rectorate. Since 2022, the appraisal of the work of non-teaching staff and of the quality of the processes of professional, administrative and technical support has been introduced.
6. Resources and funding	Adequate space, material and financial resources for delivering the programme; a plan for investment in resources; agreements for teaching bases.	Fulfilled	The Proposal contains a description of the space and material resources for delivering the Seminar, including classrooms, the library, the reading room, the IT infrastructure and access to databases (see section 6.2. of the Proposal). The professional practical training will be carried out in the jamaats, in cooperation with the founder. The use of the premises of the Student Centre of the IC BiH and of the Gazi Husrev-bey Library as teaching bases of the Faculty is anticipated. The Proposal contains a financial analysis in accordance with Form SP5.
7. Management of information on study programmes	A system for collecting, processing and using information on the programmes.	Fulfilled	The Faculty has established systems for collecting and analysing data on progression, success and dropout rates, which enables continuous monitoring of students' academic progress and the identification of challenges in the course of study. The mechanism referred to above will be applied on the Seminar (see Chapter 8 of the Proposal).
8. Informing the public about study programmes	Timely and objective information about the programme; the aims and outcomes of the programme; academic biographies; a minimum of 50% of the content in English.	Fulfilled	The Faculty informs the public objectively about various aspects of its study programmes, including the regulations relevant to the activity of the Faculty and to higher education, updated bio-bibliographies of teaching staff in Bosnian and English, the research profiles of academic staff (COBISS, Google Scholar

			and others), curricula and syllabi, the minutes of the sessions of the Faculty Council, and others. The Proposal for the Establishment of the Seminar, together with the curriculum and syllabus, will be published on the Faculty's website following its adoption.
9. Continuous monitoring, periodic evaluation and review of the programme	The existence of procedures for the periodic evaluation, review and improvement of the programme; the involvement of students and external stakeholders; monitoring of the attainment of the learning outcomes and of their relevance to the labour market.	Fulfilled	Within the quality assurance procedures, the Proposal for the Establishment of the Seminar provides for the end-of-semester evaluation of teaching, student surveys on the quality of mentoring, and the periodic self-evaluation and external evaluation/accreditation of the programme (see Chapter 9 of the Proposal). In addition, the Proposal contains a SWOT analysis of the programme, a description of the risks and mitigation measures, and indicators of the programme's performance from the perspective of both the Faculty and the IC BiH (9.3., 9.4. and 9.5.).
10. Mobility of academic staff and students	Support for mobility through joint projects and the recognition of ECTS credits; an international cooperation office; annual records of mobility.	Fulfilled	The Faculty promotes the international mobility of students and teaching staff in cooperation with the International Cooperation Service of the University Rectorate and keeps records of the mobility undertaken. The Proposal for the Establishment of the Seminar provides for the possibility of recognising ECTS credits earned through international exchange (see section 3.5. of the Proposal).

7.3. Conclusion of the assessment

On the basis of the analysis carried out, it may be stated that the Proposal for the Establishment of the Seminar for Imams and Assistant Muallimas corresponds to a large extent to the accreditation criteria. The programme is clearly linked to the normative foundations and the needs of the IC BiH, and is structured through clearly defined learning outcomes and a relevant teaching and methodology matrix, with the active involvement of social partners and of practical training in the jamaats.

8. FINANCIAL ANALYSIS

The financial analysis is contained in the annex to this proposal, in Form SP5 of the Regulation on Proposing and Adopting Study Programmes at UNSA.

9. DESCRIPTION OF THE QUALITY ASSURANCE PROCEDURES FOR THE STUDY PROGRAMME

9.1. Quality assurance system

The internal quality assurance (QA) system at the Faculty was established in 2019 and is made up of the Faculty's students and employees (teaching and non-teaching staff) headed by the Dean; its formal structure/organisation consists of the Vice-Dean for Quality, the Quality Assurance Committee and the Quality Assurance Office. This structure operates as an integral part of the integrated university quality system, which entails close cooperation with the Vice-Rector for Quality, the Quality Management Committee and the Quality Assurance Service of the University Rectorate.

The context for establishing the quality assurance system at the Faculty is the reform of the teaching process, of the methodology and of the organisation of study, carried out gradually in accordance with the principles of the Bologna Process between 2003 and 2015, at the very centre of which stands the concept of quality assurance in the European Higher Education Area (EHEA).

The Faculty's quality assurance system is founded on (a) laws and secondary legislation in the field of higher education, and (b) the internal regulations of the University and of the Faculty. The Framework Law on Higher Education in BiH provides for the obligation to establish quality assurance mechanisms in the field of higher education and the accreditation of higher education institutions, which is a precondition for the international recognition of diplomas. The Agency for the Development of Higher Education and Quality Assurance has adopted decisions defining the minimum quality standards for higher education institutions and study programmes. These rest on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), whereby the principles of continuous improvement and external evaluation have become part of the normative framework. The Law on Higher Education of Sarajevo Canton (2022) likewise prescribes the obligation of a higher education institution to establish a quality assurance and quality management system, and the obligation to carry out an external evaluation of that system through accreditation processes.

The Governing Board of the University of Sarajevo adopted the Decision on Establishing a Quality Assurance and Quality Management System in 2017, an integral part of which is the Quality Policy, but the system was regulated in more detail by the Regulation on the Quality Assurance and Quality Management System in 2019. The Faculty of Islamic Studies, as a member of the University, elaborates this system through its own rules and regulations aligned with those of the University. The Rules of the Faculty (2021) and the Regulation on the Internal Organisation and Systematisation of Job Positions (2024) specify how internal quality assurance is organised at the Faculty.

It is important to note that, in addition to state and university regulations, the Faculty is obliged to align its work with the regulations and strategic documents of the Islamic Community. One such document is the Strategy for the Development of Higher Education and Scientific Research of the Islamic Community for the period 2014 to 2024, which included among its strategic tasks "7.1.2. quality assurance and quality control", in accordance with the European Standards and Guidelines (ESG).
9.2. The quality assurance procedures to be applied to the Seminar for Imams and Assistant Muallimas comprise:

a) Analysis of the alignment of the proposal for the adoption of a study programme/amendments to a programme with the standards and norms in the field of higher education and with the accreditation criteria;

b) Regular monitoring of the quality of teaching and of the professional practical training by means of the student survey and the reports of practical training mentors. The evaluation of teaching is carried out in accordance with the Regulation on Student Evaluation of the Work of Academic Staff and of the Success of the Implementation of Curricula and Syllabi at the University (2018).;
c) Management of information on the study programme: monitoring of examination attendance and pass rates, student progression and study success, the employability of programme graduates, and dropout rates;
d) Involvement of all internal participants (the management, the teaching and non-teaching staff and the students of the Faculty) and external participants (alumni, the founder, the media and others) in periodic reviews of the programme;
e) Periodic review of the learning outcomes (at least once within the period of validity of the Qualification Standard - 10 years);
g) Informing the public about all aspects of the programme (via the Faculty's website, social media profiles, promotional materials, the organisation of open days, and others);
h) Awarding recognitions to teaching staff for results in teaching, scientific research and professional-scholarly work, international activity and social contribution;
i) Periodic self-evaluation and external evaluation of the programme for the purposes of its accreditation.

9.3. SWOT analysis of the establishment of the Seminar for Imams and Assistant Muallimas

Strengths

- A clear connection between the programme and the real needs of the IC BiH, particularly in smaller, rural, returnee and diaspora jamaats where the shortage of imam personnel is pronounced;
- The grounding of the programme in the applicable documents of the Riyasat of the IC BiH (the Occupational Standard - Imam and the Occupational Standard - Assistant Muallima), which ensures the alignment of the education provided with the job description and the competences required for the post;
- The practical orientation of the programme, with a significant share of professional practical training in the jamaat environment, which contributes to the faster professional integration of graduates;
- The relatively short duration of the programme, which allows personnel to enter the imam's service more quickly;
- The institutional support of the IC BiH, which facilitates the organisation of practical training, mentoring and the employment of graduates;
- The standardisation of the minimum competences of imams in the lower categories of jamaats, which contributes to levelling the quality of the imam's service across different jamaats, majlises and muftiates/mashihats.

Weaknesses

- The limited duration of the programme entails reduced treatment of certain teaching content;
- The quality of the professional practical training depends to a large extent on the availability and expertise of mentors in the jamaats, which may lead to uneven learning outcomes;
- A potentially lower professional status compared with imams who complete the Study Programme in Islamic Theology, which may affect candidates' motivation;
- Limited opportunities for advancement unless the recognition of ECTS credits earned is facilitated when continuing education at the first cycle of study;
- An additional burden on the Faculty's teaching and organisational capacity, particularly in the coordination of practical training and mentoring.

Opportunities

- The possibility of systemically resolving the problem of the shortage of imam personnel in certain regions;

- Strengthening cooperation between the Faculty, the muftiates/mashihats and the jamaats through the joint delivery of practical training and mentoring;
- The development of additional professional development and lifelong learning programmes for imams who complete the professional study programme;
- The possibility of adapting the programme to the needs of the diaspora and of specific local communities, in the practical training component in the jamaats;
- The potential for the subsequent academic recognition of part of the programme through vertical progression towards higher qualifications.

Threats

- Insufficient financial and institutional support for the long-term delivery of the programme and for high-quality practical training;
- The persistence of structural problems in the jamaats (low salaries, housing, workload and others), which may discourage graduates from accepting service in areas where personnel are lacking;
- Possible mistrust on the part of some jamaats towards imams with a shorter form of formal education;
- The risk that the programme is used as a substitute for developing long-term staffing strategies of the IC BiH, rather than as a complementary element of them;
- Limited interest among candidates if professional status and working conditions are not improved.

9.4. Risk analysis and mitigation measures

9.4.1. Risk of uneven quality of the professional practical training

Description of the risk:
The quality of the professional practical training may vary considerably depending on the capacity of the jamaat, the availability of qualified mentors and the organisational capabilities of the majlises of the IC BiH. There is a risk that in some areas the practical training will be reduced to formal attendance, without systematic professional guidance and evaluation.

Mitigation measures:
- Establishing clear criteria for the selection of mentor imams;
- Mandatory short training and instructions for mentor imams. This training would be delivered by the teachers and assistants of the courses Imamate and Pedagogy with the Methodology of Maktab Instruction, and by the professional associates - methodologists;
- Introducing standardised forms for monitoring the practical training and for evaluating students and the engagement of mentor imams, including the digital/electronic practical training logbook;
- Supervision by the Faculty of the delivery of the practical training, in cooperation with the muftiates and majlises.

9.4.2. Risk of insufficient motivation among candidates to work in areas where personnel are lacking

Description of the risk:
Despite the faster educational route, candidates may avoid working in areas with weaker economic conditions, poorer infrastructure and a heavier workload, which may reduce the programme's effect on resolving the staffing deficit.

Mitigation measures:
- Linking admissions policy to the actual needs of the majlises;
- Introducing scholarships or other forms of support for students who undertake to work in jamaats where personnel are lacking for a specified period of time;
- Giving priority in employment to graduates in the areas of greatest need;
- Introducing a system of professional support for young imams in their first years of service.

9.4.3. Risk of limited opportunities for professional advancement

Description of the risk:
If clear and realistic transitions to higher levels of education are not secured, along with mechanisms for advancement within the imam's service, there is a risk that graduates of the professional study programme will remain professionally constrained in the long term, which may have a negative effect on motivation and on the quality of their work.

Mitigation measures:
- Clear criteria for the recognition of ECTS credits earned on the professional study programme for the purposes of continuing education at the first cycle of study;
- The development of professional development and lifelong learning programmes for imams;
- The introduction of mechanisms for evaluating the work of imams and for advancement in service within the IC BiH.

9.4.4. Risk of overburdening institutional capacity

Description of the risk:
The organisation of teaching, practical training, mentoring and evaluation requires additional human and administrative resources of the Faculty and of the majlises of the IC BiH, which may lead to a strain on existing capacity.

Mitigation measures:
- Precise planning of admission quotas in line with actual capacity;
- Harmonising the structure of the Faculty's study programmes (the distribution of courses across the winter and summer semesters);
- Engaging practitioners;
- Using digital tools for monitoring practical training and for administration.

9.4.5. Risk of a perception of lowered standards

Description of the risk:
Part of the public within the IC BiH may perceive the programme as a "short cut" to obtaining a diploma in imamate, which may affect the acceptance of graduates in local communities.

Mitigation measures:
- Clear communication of the programme's aims, learning outcomes and content;
- Emphasising the normative grounding of the programme and the qualification standard;
- Transparent criteria for admission, evaluation and completion of the programme;
- Monitoring the quality of the work of programme graduates.

9.5. Programme performance indicators

9.5.1. Indicators of admission, progression and completion of study (within the responsibility of both the Faculty and the IC BiH)

- The number of students admitted per cohort in relation to the planned admission quota;
- The examination attendance and pass rates;
- The progression rate on the programme;
- The dropout rate;
- The percentage of students who successfully complete the programme within the prescribed period.

9.5.2. Indicators of the quality of theoretical teaching and of professional practical training (primarily within the responsibility of the Faculty; the responsibility of the IC BiH in the segment of the work of mentor imams)

- End-of-semester evaluation of teaching;
- Evaluation of the teaching work of the Faculty's academic staff on the basis of the criteria of the UNSA-FIN Regulation on Recognitions;
- The number of maktab, educational and community activities carried out during the practical training.
- Mentors' assessments of students' preparedness for independent work;
- Student evaluations of the quality of mentor-led practical training;
- Periodic self-evaluation of the programme;
- Periodic external evaluation, that is, accreditation of the programme.

9.5.3. Indicators of employment and deployment in the imam's service (within the responsibility of the IC BiH)

- The number and percentage of graduates employed in the imam's service within 6-12 months of completing the programme;
- The number and percentage of graduates engaged in jamaats where personnel are lacking;
- The average length of time graduates of the programme remain in their first post.

9.5.4. Indicators of professional competences and of work in the community (primarily within the responsibility of the IC BiH; the responsibility of the Faculty with regard to the attainment of the envisaged competences during the programme)

- Assessments by the muftiates and jamaat boards of the quality of graduates' work;
- Graduates' participation in additional forms of professional development;
- The involvement of imams in educational, counselling and community activities within the community.

9.5.5. Indicators of institutional performance (within the responsibility of the IC BiH)

- A reduction in the number of unfilled imam posts in the targeted areas;
- Stability of staffing levels in the jamaats over a period of several years.

SEMINAR FOR IMAMS AND ASSISTANT MUALLIMAS

CURRICULUM AND SYLLABUS

<table>
<tr><td>Course code:
INKI 3008</td><td colspan="3">Course title: Qur'an Recitation (Qira'ah)</td></tr>
<tr><td>Cycle: Non-degree education</td><td>Year: I</td><td>Semester: I</td><td>Number of ECTS credits: 3</td></tr>
<tr><td colspan="2">Status: Compulsory</td><td colspan="2">Total number of contact hours: 45
Exercises: 30; Répétiteur exercises: 15</td></tr>
<tr><td>Participants in teaching</td><td colspan="3">Teachers and associates appointed in the field to which the course belongs.</td></tr>
<tr><td>Prerequisite for enrolment:</td><td colspan="3">None</td></tr>
<tr><td>Course objective(s):</td><td colspan="3">The practical development of students' skills in the field of Qur'an recitation.</td></tr>
<tr><td>Thematic units:</td><td colspan="3">1. Isti'adhah and basmalah.
2. Recitation and tajwid analysis - Surah al-Fatihah.
3. Recitation and tajwid analysis - verses 1-5 of Surah al-Baqarah.
4. Recitation and tajwid analysis - juz' I of the Qur'an.
5. Recitation and tajwid analysis - the surahs from al-Kafirun to an-Nas.
6. Recitation and tajwid analysis - juz' II of the Qur'an.
7. Recitation and tajwid analysis - the surahs from al-Asr to al-Kawthar.
8. Mid-semester examination - oral assessment.
9. Recitation and tajwid analysis - juz' III of the Qur'an.
10. Recitation and tajwid analysis - passages: al-Baqarah, verse 255; al-Baqarah, 284-286; Al 'Imran, 144-148; al-An'am, 160-165; al-Isra', 110-111.
11. Recitation and tajwid analysis - the surahs from al-Bayyinah to at-Takathur.
12. Recitation and tajwid analysis - juz' IV of the Qur'an.
13. Recitation and tajwid analysis - the surahs from ad-Duha to al-Qadr.
14. Recitation and tajwid analysis - juz' V of the Qur'an.
15. Recapitulation of the material covered.</td></tr>
</table>

Learning outcomes: (competences - knowledge, skills, attitudes, values...)	To identify, apply and interpret the tajwid rules of Qur'an recitation according to the riwayah of Hafs; to demonstrate recitation of the Qur'an reading from the text to the extent of 100 pages and from memory (hifz) to the extent of 14 pages (al-Fatihah, verses 1-5 of al-Baqarah, the surahs from ad-Duha to an-Nas, passages: al-Baqarah, verse 255; al-Baqarah, 284-286; Al 'Imran, 144-148; al-An'am, 160-165; al-Isra', 110-111); to recite the Qur'an conscientiously, observing the adab.
Sustainable Development Goal (SDG):	SDG 3: Good health and well-being SDG 4: Quality education
Teaching methods:	Exercises, seminars, consultations, mentored work, quizzes, tutorial groups, audio-demonstration methods.
Methods of knowledge assessment and structure of the grade:	Oral assessment 100%
Literature:	*Required:* The Qur'an. *Supplementary:* 1. Dževad Šošić, Tedžvid - Komentar Džezerijje, El-Kalem and FIN, Sarajevo, 2019.

Course code: **INAK 3020**	Course title: Introduction to Aqa'id and **Comparative Religion**		
Cycle: Non-degree programme	Year: I	Semester: I	Number of ECTS credits: 5
Status: Compulsory		Total number of contact hours: 45 Lectures: 30; Exercises: 15	
Participants in teaching	Teachers and associates appointed in the field to which the course belongs		
Prerequisite for enrolment:	None		

Course objective(s):	The aim of the first part of the course is to offer an overview of the traditional pattern of Islamic belief through a basic analysis of the foundations of faith (iman) and of the first pillar of Islam (faith in Almighty God, in the angels, in the revealed books of God, in God's messengers, in the Day of Judgement and in divine decree and destiny, and the testimony of faith). In the second part of the module, the aim is to acquaint students with the basic theories in the field of the scholarly understanding of the religious phenomenon, that is, of Judaism and Christianity.
Thematic units: *(where necessary, the week-by-week delivery plan is established taking into account the specific features of the organisational units)*	Week 1 "Introduction to the basic terminology: faith, belief, aqa'id, religion, rite" Week 2 "Faith in Almighty God" Week 3 "The beautiful names and attributes of God, the Exalted" Week 4 "Faith in the angels" Week 5 "Faith in the books of God" Week 6 "Faith in the messengers of God" Week 7 "Faith in the Last Day, Paradise and Hell" Week 8 Mid-semester oral examination Week 9 "Faith in qadar" Week 10 "The testimony of faith in God, the Exalted, and in the prophethood of Muhammad, peace be upon him" Week 11 "The Qur'anic text on the ahl al-kitab" Week 12 "Revelation, rites and feasts in Judaism" Week 13 "Revelation, rites and feasts in Christianity" Week 14 "Christianity in Bosnia and Herzegovina" Week 15 "The Islamic Community in Bosnia and Herzegovina and interreligious dialogue"

Learning outcomes:	Knowledge: By passing this course, graduates will: a) acquire knowledge of the fundamental concepts of aqa'id; b) acquire fundamental knowledge and the capacity for basic theological discernment of the articles of faith and the pillars of Islam; c) acquire basic insights from religious studies into the religions of Judaism and Christianity. Skills: By passing this course, graduates of the Faculty will be able to: a) read basic texts on aqa'id in our own language competently; b) discuss the fundamental doctrines of the religion of Islam competently with members of the jamaat, with media representatives and with adherents of other religious traditions; c) detect new forms of interpreting the foundations and pillars of the religion of Islam; d) read basic literature in religious studies relating to the religions of Judaism and Christianity independently; e) develop intercultural dialogue and coexistence. Competences: In mastering the subject matter of this course, certain competences are attained for presenting the foundations and pillars of Islam at the level of the jamaat. Basic knowledge is thus also acquired that enables future imams to instruct the faithful in the articles of faith and the pillars of Islam and in the idea of intercultural dialogue.
Sustainable Development Goal (SDG):	SDG 3: Good health and well-being SDG 4: Quality education
Teaching methods:	1. interactive lectures 80% 2. workshops 10% 3. student presentations 10%
Methods of knowledge assessment and structure of the grade:	a) full-time students 1. Student presentations 20% 2. Mid-semester oral examination 40% 3. Final oral examination 40% b) part-time students 1. Mid-semester oral examination 50% 2. Final oral examination 50%

Literature:	Required: 1. Adnan Silajdžić, Samir Beglerović, Kenan Čemo, Orhan Jašić, Vjersko-teološko tumačenje osnova islamskog vjerovanja, FIN, Sarajevo, 2025. 2. Hrestomatija: Uvod u nauku akaida, ed. Nedžad Grabus, Sarajevo, FIN, 2005. 3. Required: Religije svijeta, KS, Zagreb, 1987 (chapters on Judaism and Christianity only), pp. 275-310 and 340-392. Supplementary: 1. Rešid Hafizović, Teološki traktati 1: O načelima islamske vjere, Sarajevo, 1996; (2nd ed. under the title "Imanski šarti", Sarajevo, 2006) 2. Rešid Hafizović, Stubovi islama i džihad, Sarajevo, 2015. 3. Nedžad Grabus, Od "drugoga" do bližnjega (eseji o islamu u sekularnoj državi i međureligijskom dijalogu), Averroes, Ljubljana, 2020.

Course code: **INFI 3008**	Course title: Islamic Rites of Worship (Ibadat)		
Cycle: Non-degree education	Year: I	Semester: I	Number of ECTS credits: 4
Status: Compulsory	Total number of contact hours: 60 Lectures: 45; Exercises: 15		
Teacher(s) in charge	Teachers and associates appointed in the field to which the course belongs.		
Prerequisite for enrolment:	None		
Course objective(s):	To acquaint students with: the fundamental terminology of the rites of worship; religious practice in this country and the positions of the Islamic Community on certain questions of worship; the appearance of differing interpretations of the regulations on the rites of worship in this country; the regulations for the correct performance of religious practice.		

Thematic units:	1. Introduction to the course. Ritual purity and its importance. 2. The conditions for prayer 3. The constituent parts of prayer 4. The constituent parts of prayer 5. Special prayers 6. Congregational prayer 7. Islamic fasting; legitimate grounds for breaking the fast 8. Mid-semester examination 9. Kaffarah and fidyah; sadaqat al-fitr 10. Qurban; zakat/taxation; 11. The conditions for property on which zakat is due; the calculation of zakat, 12. Categories of recipients of zakat; domestic experience of zakat management 13. The hajj; types of hajj 14. The rites of the hajj; violations and expiations 15. Summary and evaluation.
Learning outcomes:	Having attended and passed the course, students will be able to: a) define and explain the fundamental concepts in the field of the rites of worship; b) set out and classify knowledge in the field of ritual purity, prayer, fasting, zakat and the hajj; c) cite the sources of the positions of the Hanafi school of law given in the required literature; d) interpret and represent the official positions adopted by the Islamic Community on questions of worship; e) relate theoretical knowledge to specific questions arising in practice.
Sustainable Development Goal (SDG):	_____

Teaching methods:	- Lectures - Presentations - Discussions - Workshops - Independent assignments - Textual analyses and others
Methods of knowledge assessment and structure of the grade:	- Participation in lectures - 10 points - Seminar paper - 20 points - Mid-semester written and oral examination I - 35 points - Final written and oral examination - 35 points - The final grade is formed by adding together the results of all the forms of assessment listed above.
Literature:	*Required:* 1. Muhamed Madžid Itr, Hanefijski fikh, translated by Asmir Imamović, El-Kelimeh, Novi Pazar, 2014. 2. Mustafa Hasani, Hadž u savremenom društvenom kontekstu, Faculty of Islamic Studies and El-Kalem, Sarajevo, 2021. 3. Mustafa Hasani, "Sawm - islamski post", in: Vodič za islamski post "... Mjesec ramazana počinje", Tugra, Sarajevo, 2009. 4. Fatwa on the obligation to adhere to the Hanafi madhhab http://www.islamskazajednica.ba/fetve-i-rezolucije/193-fetva-o-obavezi-pridrfavanja-henefijskog-mezheba http://www.islamskazajednica.ba/fetve-i-rezolucije/193-fetva-o-obavezi-pridrfavanja-henefijskog-mezheba *Supplementary:* 1. Mustafa Hasani, Ibadat (reader), Faculty of Islamic Studies in Sarajevo, Sarajevo, 2009. 2. Ibrahim Halebi, Multeqa'l-ebhur (Stjecište mora), translated by Omer Nakičević (...), Faculty of Islamic Studies in Sarajevo, Sarajevo, 2002. 3. Abdulhamid Mahmud Tuhmaz, Hanefijski fikh, translated by Zuhdija Hasanović (...), Haris Grabus, Sarajevo, 2002. 4. Sejjid Sabik, Fikhus'sunne, translated by Fahrudin Smajlović and hfz. Zijad Dervić, Bookline, Sarajevo, 2008. 5. Elvir Duranović and Sumeja Ljevaković-Subašić, Namaz u tradiciji Bošnjaka, Institut za tradiciju Bošnjaka, El-Kalem, Sarajevo, 2020. 6. Enes Ljevaković, Elvir Duranović, Sumeja Ljevaković-Subašić, "Argumenti hanefijskog mezheba na određana sporna pitanja iz obredoslovlja i vjerske prakse muslimana u BiH", in: Islamska tradicija

	Bošnjaka na razmeđu stoljeća: Izazovi novih tumačenja islama, Institut za islamsku tradiciju Bošnjaka, 2018, pp. 167-193. https://www.academia.edu/36289576/Argumenti_hanefijskog_mezheba_na_odre%C4%91ana_sporna_pitanja_iz_obredoslovlja_i_vjerske_prakse_muslimana_u_BiH?auto=download 7. Mustafa Hasani, "Imovina na koju se daje zekat", Glasnik, LXV, Riyasat of the Islamic Community in Bosnia and Herzegovina, Sarajevo, November-December 2003, nos. 11-12, pp. 1029-1038. 8. "Modeli organiziranog prikupljanja i distribucije zekata u svijetu", Glasnik, LXVI, Riyasat of the Islamic Community in Bosnia and Herzegovina, Sarajevo, September-October 2004, nos. 9-10, pp. 932-948. 9. "Fond zekjata iz Kuvajta - primjer savremene organizacije za prikupljanje i distribuciju zekata", Zbornik radova FIN-a, Faculty of Islamic Studies, Sarajevo, 2004, no. 9, pp. 149-164. 10. Mustafa Hasani, "Važnost islamske vlasti u organizaciji i vođenju akcije ubiranja i distribucije zekata sa posebnim osvrtom na Islamsku zajednicu u Bosni i Hercegovini", Znakovi vremena, "Ibn Sina" Scientific Research Institute, vol. 9, Sarajevo, 2006, no. 31, pp. 63-78. 11. Karadavi, Smisao šerijatskih propisa, El-Kelimeh, Novi Pazar, 2012. 12. Sumeja Ljevaković-Subašić, "Fikhski propisi o specifičnim stanjima žena na hadžu", Preporod https://www.preporod.com/index.php/duhovnost/item/7896-fikhski-propisi-o-specificnim-stanjima-zena-na-hadzuhttps://www.preporod.com/index.php/duhovnost/item/7896-fikhski-propisi-o-specificnim-stanjima-zena-na-hadzu

Course code: **INTE 3006**	Course title: Introduction to Tafsir		
Cycle: Non-degree programme	Year: I	Semester: I	Number of ECTS credits: 4
Status: Compulsory		Total number of contact hours: 45 Lectures: 30; Exercises: 15; Seminar	
Participants in teaching	Teachers and associates appointed in the field to which the course belongs/the course		

Prerequisite for enrolment:	None
Course objective(s):	To present the main information on the form and content of the Qur'an; to present the meanings of tafsir terminology and its role in tafsir in uncovering the meaning of the Qur'anic text; to define the main terms of tafsir in their mutual relationship and their position within the historical context of the schools of Qur'anic interpretation.
Thematic units:	eek 1: The definition of the Qur'an eek 2: The revelation of the Qur'an eek 3: The form of the Qur'an eek 4: The history of the Qur'an eek 5: The seven ahruf of the Qur'an eek 6: The qira'at of the Qur'an eek 7: The division of the Qur'an into Meccan and Medinan verses and surahs eek 8: Mid-semester examination eek 9: The language and style of the Qur'an eek 10: The occasions of the revelation of the Qur'an eek 11: The division of the verses of the Qur'an in tafsir eek 12: Abrogated and abrogating verses eek 13: The i'jaz of the Qur'an eek 14: Methods of interpreting the Qur'an eek 15: Summary and verification of student attendance.
Learning outcomes: (competences - knowledge, skills, attitudes, values...)	The student explains the form and content of the Qur'an and clarifies the terminology and rules of tafsir; explains the basic concepts of tafsir; plans, programmes and delivers education on the Qur'an; revitalises Qur'anic values in the jamaat; applies tafsir in work with the jamaat
Methods and forms of delivering instruction:	Lecture, presentations, exercises, text-based method: analysis of Qur'anic verses and commentaries, consultations, student presentations, discussion and dialogue methods, visual-demonstration methods, mentored work
Methods of knowledge assessment and structure of the grade:	Full-time students: Participation: 10 points Mid-semester written and oral examination: 45 points; Final written and oral examination: 45 points Part-time students: Mid-semester written and oral examination: 50 points; Final written and oral examination: 50 points.

Literature:	Required: 1. Enes Karić, Uvod u tefsirske znanosti, Islamski teološki fakultet, Sarajevo, 1988 (pp. 15-152; 177-182) 2. Dželaluddin Sujuti, Itqan, Part I, translated from Arabic by Almir Fatić, Sova Publishing, Sarajevo, 2012 (p. 34-38). Supplementary: 1. Mehmed Handžić, Uvod u tefsirsku i hadisku nauku, Sarajevo, 1973. 2. Nerkez Smailagić, Uvod u Kur'an, Zagreb, 1975. 3. Jusuf Ramić, Povodi objave Kur'ana, Sarajevo, 1984, 2019. 4. Imam an-Nawawi, Adabi učenja Kur'ana, translated from Arabic by Husejn Omerspahić, Sarajevo, 1998. 5. Muhamed Tufo, Temelji tefsirske nauke, reprint edition, Sarajevo, 2004. 6. Safvet Halilović, Osnovi tefsira, Zenica, 2005. Second, expanded edition: Sarajevo, 2015. 7. Jusuf Ramić, Naši prijevodi Kur'ana i stil kur'anskog izraza, Sarajevo, 2010. 8. Tabatabai, Kur'an u islamu, translated from Arabic by Enes Karić and Nusret Čančar, Sarajevo, 2008. 9. Abu al-Hasan Ali an-Naysaburi, Povodi objave Kur'ana, Sarajevo, 2011. 10. Sulejman Topoljak, Osnovi tefsira, Novi Pazar, 2014. 11. M. M. al-A'zami, Historija kur'anskoga teksta, translated from English by Džemaludin Latić, Sarajevo, 2014. 12. Balil Abd al-Karim, Kur'anska terminologija, translated from English by Almir Fatić, Sarajevo, 2019. 13. Dželaluddin es-Sujuti, Itqān - Sveobuhvatni uvodnik u kur'anske nauke 2, translation from Arabic and notes by Almir Fatić, Sarajevo, 2023.

Course code: **INHA 3019**	Course title: Prophetic Tradition: Hadith and Sirah		
Cycle: Non-degree programme	Year: I	Semester: I	Number of ECTS credits: 4
Status: Compulsory		Total number of contact hours: 45 Lectures: 30; Exercises: 15	
Participants in teaching	Teachers and associates appointed in the field to which the course belongs		
Prerequisite for enrolment:	None		

Course objective(s)	· that students become acquainted with the fundamental hadith terminology, with the historical development of hadith scholarship, with the most renowned hadith scholars and with the fundamental hadith collections and works; · that students become capable of reading hadith literature competently and independently; · that students acquire, contextualise and understand the most important events in the biography of Muhammad, peace be upon him.
Thematic units	1. Introductory class - acquainting students with the course 2. Basic concepts of hadith scholarship (hadith, sunnah, qudsi hadith, khabar, athar, sirah...) 3. The authoritativeness of the sunnah and of the biography of the Prophet, peace be upon him 4. The three phases of recording hadith and the types of hadith collections 5. Fundamental characteristics of the attitude of the first generations of Muslims towards hadiths 6. Hadith disciplines - part 1 7. Hadith disciplines - part 2 8. Mid-semester written examination 9. The classification of hadith in relation to the characteristics of its text 10. The classification of hadith in relation to other criteria (authenticity, the continuity of the isnad...) 11. Hadiths of weak authenticity and apocryphal hadiths 12. The pre-prophetic period of the life of Muhammad, peace be upon him 13. The Meccan period of the life of Muhammad, peace be upon him 14. The Medinan period of the life of Muhammad, peace be upon him 15. The most significant lessons from the life of Muhammad, peace be upon him / Recapitulation of all thematic units

Learning outcomes	Knowledge: Students will be able to: a) understand the fundamental hadith terminology appropriately, b) set out the historical development of hadith scholarship, and c) present the most significant events in the biography of Muhammad, peace be upon him. Skills: Students will be able to educate the jamaat about the sunnah and to prepare educational content on hadith Competences: Students will attend to the revitalisation of the content of the sunnah and the sirah in the lives of individuals and of the community, and will use hadiths in practical work with the jamaat
Sustainable Development Goal (SDG)	SDG 4 - Quality education
Teaching methods	Interactive teaching Interactive exercises Individual work Group work
Methods of knowledge assessment and structure of the grade	Assignment (learning the Bayquniyyah and its translation by heart): 20% Mid-semester written examination: 30% Final written and oral examination 50% of the grade. A pass grade requires all the elements of continuous assessment to be completed.

Literature	Required: 1. Terminologija hadisa (reader), edited by hfz. Aid Smajić, Faculty of Islamic Studies in Sarajevo, Sarajevo, 2006. 2. Musić Kenan, Fadilj Maljoki and Kamber Kamberi, Priručnik za Bejkunijju, forthcoming. 3. Ramadan, Tariq, Stopama Božijeg Poslanika, translated from English by Fikret Pašanović, Association of the Ilmiyyah of the Islamic Community in BiH, Sarajevo, 2007. Supplementary: 1. Halilović Safvet, Sira - životopis posljednjeg Allahovog Poslanika, El-Kalem, Sarajevo, 2016. 2. Musić Kenan, U susret Resulullahu, Mak invest, Sarajevo, 2013. 3. Lings, Martin, Muhammed: život Vjerovjesnika islama zasnovan na najranijim izvorima, translated from English by Amra Sulejmanović-Hajdarević and Indira Ustavdić-Crnčević, Connectum, Sarajevo, 2007. 4. A. C. Brown, Jonathan, Hadis: naslijeđe vjerovjesnika Muhammeda, translated from English by Azra Mulović, CNS and El-Kalem, Sarajevo, 1437/2016. 5. Mahmutović Mirsad, Povodi nastanka Vjerovjesnikovih hadisa, 2nd expanded edition, IC El-Kalem, Sarajevo, 2011. 6. Karalić Mahmut, Hadis i hadiske znanosti, El-Kelimeh, Novi Pazar, 2010. 7. Maljoki Fadilj, "Skriveni nedostaci u hadisu" i njihov utjecaj na izvođenje pravnih propisa, master's thesis, Faculty of Islamic Studies of the University of Sarajevo, 2017. 8. Nakičević Omer, Arapsko-islamske znanosti i glavne škole od XV do XVII vijeka (Sarajevo, Mostar, Prusac), Gazi Husrev-bey Library, Sarajevo, 1988. 9. Nakičević Omer, Uvod u hadiske znanosti: Hadis I, Islamski teološki fakultet, Sarajevo, 1986.

Course code: INIF 3016	Course title: Islamic Ethics		
Cycle: Non-degree programme	Year: I	Semester: I	Number of ECTS credits: 4
Status: Compulsory		Total number of contact hours: 45 Lectures: 30; Exercises: 15	

Participants in teaching	Teachers and associates appointed in the field to which the course belongs/the course
Prerequisite for enrolment:	None
Course objective(s):	To gain insight into the basic concepts of ethics and into the basic ethical theories and argumentative conceptions in the history of ethical thought in the Greek philosophical tradition, in the ancient Eastern philosophies, in the Islamic theological and philosophical tradition, in the medieval and Christian philosophical and theological tradition, and in the early modern, modern and contemporary Western ethical tradition.
Thematic units: *(where necessary, the week-by-week delivery plan is established taking into account the specific features of the organisational units)*	1. 'Ilm al-akhlaq - concept and definition; the meaning and significance of Islamic ethical thought; morality and ethics; theories and currents 2. Moral education in the sources of Islam; revealed education and the Prophetic model of moral education 3. The ethical plan of the Qur'an 4. The historical currents of Islamic ethical thought and the basic conceptions of morality (traditional ethics, 'ilm al-kalam, philosophical ethics, Sufi ethics, modern (reformist) ethics; taqwa, muruwwa, sa'adah, adab, fana' 5. Al-Ghazali's ethics 6. Concepts of seclusion in classical Muslim thought 7. Freedom as an ideal of Islam 8. Mid-semester examination 9. Morality and the common good; the phenomenology of nifāq 10. Fazlur Rahman and the ethical turn in Islamic philosophy 11. Abdurrahman Taha and the question of moral purification 12. The most important ethical conceptions in the modern Western philosophical tradition (the tradition of virtue ethics, Kant's ethics of duty, the tradition of consequentialist ethics) 13. The desacralisation of nature and the ecological crisis (S. H. Nasr); contemporary moral challenges; bioethics 14. Feminist ethics 15. Final test
Learning outcomes:	To interpret ethical concepts and moral themes, to present the basic ideas of classical and contemporary Western and Muslim ethical thought, and to view Islamic and Western moral frameworks critically and responsibly.

Sustainable Development Goal (SDG):	SDG 1: No poverty SDG 10: Reduced inequalities SDG 16: Peace, justice and strong institutions
Teaching methods:	Lectures: 60% (lecture, reading and analysis of works and texts) Exercises: 40% (discussion, presentations by students, presentations and critical appraisal of works and texts)
Methods of knowledge assessment and structure of the grade:	Colloquium: 30% (reading one work from the list of extended literature, with note-taking, and a discussion with the course assistant) Individual assignment 20% (memorising and abstracting the moral messages of Qur'anic passages - al-Isra 22-39; al-Furqan 63-77; Luqman 12-19) Final test: 50% (written and oral knowledge assessment)

Literature:	*Required:* Dževad Hodžić, Etika (Uvod u islamsku i zapadnu etičku misao), reader of texts (FIN), Sarajevo, 2005. *Supplementary:* 1. Abdurrahman Badawi, Miskawaihova filozofija morala, from the book: M. M. Šerif, Historija islamske filozofije, Augustin Cesarec, Zagreb, 1990. 2. Aristotle, Book II, Nikomahova etika, BIGZ, Belgrade, 1980. 3. Abu Hamid al-Ghazali, O mladiću, 4. Abu Hamid Muhammad al-Ghazali, Alhemija sreće, from the book: Naš učitelj El-Gazali, Sarajevo, 1995. 5. Hasan Kafi Pruščak, Temelji mudrosti o uređenju svijeta 6. Hasan Škapur, Kult rada u islamu, Takvim, 1976. 7. Mustafa ibn Muhammed Pruščak, Traktat o samilosti i sažaljenju spram živih stvorenja (translated by Prof. Nijaz Šukrić), Zbornik radova Islamskog teološkog fakulteta u Sarajevu, 1/1982. 8. Peter Singer, Uvod u etiku, Izdavačka knjižarnica Zorana Stojanovića, Sremski Karlovci, Novi Sad, 2004. 9. Plato, Odbrana Sokratova, in: Platon, Dijalozi, Kultura, Belgrade, 1970. 10. Syed Muhammad Naquib al-Attas, Islam: koncept religije i temelj etike i morala, from the book: Syed Muhammad Naquib al-Attas, Islam i sekularizam, translated by Džemaludin Latić, Bosančica, Sarajevo, 2003. 11. *Takvim, Sarajevo, 1978.*

Course code: **INIC 3016**	Course title: Islamic Community in Bosnia and Herzegovina		
Cycle: Non-degree programme	Year: I	Semester: II	Number of ECTS credits 4
Status: Compulsory		Total number of contact hours: 45 Lectures: 15; Seminars: 15; Exercises: 15	
Participants in teaching	Teachers and associates appointed in the field of Islamic Civilisation		
Prerequisite for enrolment:	None		
Course objective(s):	To present and critically assess the most significant historical events, questions and changes in the history of the Islamic Community in Bosnia and Herzegovina from the Ottoman period to the present day. To set out the organisational structure of the Islamic Community in Bosnia and Herzegovina and the most important processes and content of its work and activity.		
Thematic units:	1. Grounding the legitimacy of Islamic religious authority: imamate, caliphate, shura, bay'ah 2. The organisation of Islamic religious affairs and of the ulama in Ottoman Bosnia (ilmiyyah, shaykh al-islam, ifta', qada') 3. The Islamic Community in BiH in the period 1878-1945 4. The Islamic Community in BiH in socialist Yugoslavia, 1945-1992 5. The Islamic Community in BiH during the defensive-liberation war, 1992-1995 6. The Islamic Community in BiH from 1995 to the present day 7. The legal status of the Islamic Community in the State of BiH 8. Mid-semester test 9. The mission and organisational structure of the Islamic Community in BiH: the Assembly of the Islamic Community, the Reis al-ulama, the Council of Muftis, the Riyasat, the Constitutional Court 10. The organisational structure of the Islamic Community in BiH: mashihats, muftiates, majlises, jamaats, members and adherents 11. The legal and institutional status of the Islamic communities of Bosniaks in the diaspora in relation to the IC BiH 12. Study visit to the Bosnian Krajina 13. The electoral process in the Islamic Community in BiH 14. The institutions of the Islamic Community in BiH 15. The property and revenues of the Islamic Community in BiH		

Learning outcomes: (competences - knowledge, skills, attitudes, values...)	Having successfully completed the course, the student will be able to: 1. Identify and describe the most significant historical events, processes, figures and periods in the development of the Islamic Community in Bosnia and Herzegovina (IC BiH) from the Ottoman period to the contemporary age; 2. Explain the basic elements of the constitutional and organisational structure of the Islamic Community in Bosnia and Herzegovina, including the competences of its bodies and institutions; 3. Analyse and critically evaluate key questions and changes in the history and activity of the IC BiH in relation to the wider social and political context; 4. Apply the knowledge acquired about the normative framework, the procedures and the institutional relationships in practical situations within the IC BiH; 5. Demonstrate the capacity to act responsibly and effectively within the IC BiH, respecting the rights and obligations of its members and the applicable normative procedures; 6. Explain the structure and origins of the property, the revenues and sources of revenue, and the manner of spending and disposing of the funds of the IC in BiH.
Sustainable Development Goal (SDG):	SDG 4: Quality education
Teaching methods:	1. Lectures 60% 2. Visits to the bodies and institutions of the Islamic Community 20% 3. Guest appearances by practitioners 20%
Methods of knowledge assessment and structure of the grade:	- Participation in teaching (for part-time students, in the instructional classes); 10%; - Assignments with the assistant and the study trip: 20%; - Written mid-semester examination: 35% (on the material of the first seven weeks); - Written final examination: 35% (on the material of the second seven weeks) For a pass grade, in addition to attendance at lectures and exercises, all the elements of continuous assessment must be completed, that is, 55% of the points must be obtained in the exercises and in each of the two examinations individually.

Literature:	Required: 1. Hrestomatija Islamska zajednica u BiH, eds. Asim Zubčević and Ahmet Alibašić, 2025. 2. Lecture notes Supplementary: 1. Duranović, Amir, Islamska zajednica u jugoslavenskom socijalizmu, 2021. 2. Durmišević, Enes, Uspostava i pravni položaj Rijaseta u Bosni i Hercegovini 1882-1899, Magistrat, Sarajevo, 2002. 3. Hasanbegović, Zlatko, Muslimani u Zagrebu 1878.-1945. Doba utemeljenja, Majlis of the Islamic Community in Zagreb and the Ivo Pilar Institute of Social Sciences, Zagreb, 2007. 4. Imamović, Mustafa, Historija Bošnjaka, Bošnjačka zajednica kulture Preporod, Sarajevo, 1998. 5. Islamska zajednica u Bosni i Hercegovini: monografija, Sarajevo: Association of the Ilmiyyah, 2013. 6. Jahić, Adnan, Islamska zajednica u Bosni i Hercegovini za vrijeme monarhističke Jugoslavije (1918-1941), Majlis of the Islamic Community Zagreb and others, 2010. 7. Karčić, Fikret, Bošnjaci i izazovi modernosti: kasni osmanlijski i habsburški period, El-Kalem, Sarajevo, 1425/2004. 8. Kramer, Gudrun et al. (eds.), Encyclopedia of Islam Three, Brill, 2007-present. 9. Malcolm, Noel, Bosna: kratka povijest, Sarajevo, 2001. 10. Nakičević, Omer, Historijski razvoj institucije Rijaseta, Sarajevo, Riyasat of the Islamic Community in BiH, 1996. *11. Salkić, Muhamed, Ustavi Islamske zajednice, El-Kalem, 2001.* 12. Sultanović, Adis, Bosanskohercegovački imami u vrijeme komunizma, El-Kalem, 2021. 13. Turkiye Diyanet Vakfi, Institucije islamske civilizacije, Sarajevo, CNS, 2017. *14. Constitution of the Islamic Community in Bosnia and Herzegovina (official consolidated text), 2014.*

Course code: **INIM 3001**	Course title: Imamate		
Cycle: Non-degree programme	Year : I	Semester: I	Number of ECTS credits: 5
Status: Compulsory		Total number of contact hours: 45 Lectures: 30; Exercises: 15	
Participants in teaching	Teachers and associates appointed in the field to which the course belongs		
Prerequisite for enrolment	None		
Course objective(s)	The aim of the course is to equip students to perform religious, educational, social and administrative duties in the jamaat independently, while observing professional and ethical standards. Through practical training, students will acquire the practical knowledge and skills needed to organise religious rites, to communicate with different age groups and to cooperate with local communities and local authorities. A further aim is to develop their capacity to provide spiritual and social support to the members of the jamaat and to plan and carry out projects of significance for the jamaat and for the wider community. The course likewise aims to strengthen their authority through their culture of conduct, dress, speech and public presentation. In line with the above, the aims of the course are for participants to acquire knowledge of the norms and of the tradition, to develop the skills needed to lead a jamaat and to communicate, and to build the competences that make them leaders, teachers and a mainstay of the community.		

Thematic units *(where necessary, the week-by-week delivery plan is established taking into account the specific features of the organisational units)*	1. Motivation in exercising the imam-muallim vocation 2. Regulations concerning the imam, the jamaat and the mosque 3. The functional leadership of the jamaat board and of the jamaat 4. The culture of conduct, dress and speech of the imam-muallim(a) 5. Social intelligence; understanding different needs and settings in imam-muallim work 6. The Shari'ah marriage, the marriage protocol and its main features 7. Familiarisation with the regulations and the adab of the Friday prayer and the Eid prayer 8. Mid-semester examination 9. The choice of topic and purpose of an address, audience analysis, ways of organising the material and argumentation in an address. 10. The structure of the khutbah and the wa'z: the beginning and end of the address, the central part, planning the address, the message, the language of the address. 11. Public communication: types of public presentation, forms of television appearance, dealing with stage fright. 12. The funeral (janazah) prayer: regulations and customs 13. The imam within the structure of the Islamic Community in Bosnia and Herzegovina (the suburban, urban and diaspora jamaat) 14. The organisation of the jamaat with regard to care for socially vulnerable members of the jamaat; the organisation and collection of zakat 15. Innovative ideas in work with young people

Learning outcomes	Knowledge: - Knowledge of the regulations concerning the imam, the jamaat, the mosque, the Friday prayer, the Eid prayer and the funeral prayer. - Knowledge of the norms relating to the Shari'ah marriage and its protocol. - Knowledge of the structure of the khutbah and the wa'z and of the methodology of public address. - Understanding of the role of the imam within the structure of the Islamic Community in Bosnia and Herzegovina in different types of jamaat. - Knowledge of the organisation of the jamaat, of social care, of the collection of zakat and of work with young people. Skills: - Applying the functional leadership of the jamaat board and of the jamaat. - Organising and analysing the audience, choosing the topic and purpose of an address, and argumentation in a speech. - Planning and structuring the khutbah and the wa'z (beginning, central part, conclusion, message). - Developing a culture of conduct, dress and speech in keeping with the imam-muallim vocation. - Managing public presentation, including television formats and overcoming stage fright. - Developing social intelligence and the ability to understand the different needs of the members of the jamaat. - Organising and conducting the protocol of a marriage and of a funeral in accordance with Shari'ah regulations. Competences: - The ability of the imam/muallim to be a spiritual and organisational leader in the jamaat. - The competence to lead the jamaat board and to coordinate the activities of the community. - Building authority through a culture of conduct, communication and public presentation. - Developing empathy and social sensitivity in working with different categories of members of the jamaat. - The capacity for innovative work with young people and for adapting traditional values to the contemporary context. - Integrating knowledge of the regulations with practical skills in leading religious rites and organising the life of the jamaat.
Sustainable Development Goal (SDG)	SDG 4 - Quality education

<table>
<tr><td>Teaching methods</td><td>Lectures: explanations of Shari'ah and organisational rules.
Demonstration and demonstration exercises
Analysis of religious rites
Preparation and performance of practical assignments
Interview and discussion
Report and analysis
Mentoring</td></tr>
<tr><td>Methods of knowledge assessment and structure of the grade</td><td>
<table>
<tr><th>Element ocjenjivanja</th><th>Bodovi</th><th>Minimalno (55%)</th></tr>
<tr><td>Ocjena praktičnog rada (izvedba zadataka na terenu)</td><td>70</td><td>38,5</td></tr>
<tr><td>Analiza i evaluacija (hutbe, obredi, radionice, videomaterijal)</td><td>30</td><td>16,5</td></tr>
<tr><td>Ukupno</td><td>100</td><td>55</td></tr>
</table>
</td></tr>
</table>

Literature	Required: Imamet (reader), edited by Mustafa Hasani, MA, and Ferid Dautović, MA, Faculty of Islamic Studies in Sarajevo, Sarajevo, 2008. Pravilno i pogrešno u javnom nastupu, Riyasat of the Islamic Community in BiH and El-Kalem, Sarajevo, 2013. Priručnik za hatibe, Riyasat of the Islamic Community in BiH and El-Kalem, Sarajevo, 2017. Supplementary: Altalib, Hisham, Vodič za islamsko djelovanje, translated by Velida Selmanagić, Islamic Community in BiH, Association of the Ilmiyyah, Sarajevo, 2000, pp. 47-127. Hatabet, vaz i retorika (reader), edited by Džemal Latić and Kenan Musić, Faculty of Islamic Studies in Sarajevo, Sarajevo, 2007; Mujkanović, Zahid, Velika zbirka dova, Zahid Mujkanović, Sarajevo, 2005. Mulahalilović, Enver, Vjerski običaji Muslimana u Bosni i Hercegovini, Elders' Council of the Islamic Community in BiH, Croatia and Slovenia, 1988. Regulations of the Islamic Community in Bosnia and Herzegovina Salispahić, Džemal, Imam, Madrasah "Osman-ef. Redžović", Visoko, 2004. Sokolović, h. hfz. Sinanuddin, Islamski propisi o čuvanju zdravlja, posjeti bolesnika i sahrani umrlog muslimana, Sokolović hadži hafiz Sinanuddin, Sarajevo, 1972. Suyuti, Fetve o mevludu, tesbihu i sedmini, Preporod, translated by Almir Fatić and hafiz Nedžad Ćeman. Šukrić, Nijaz, Organizacija i oblici vjerskoprosvjetnog života muslimana Bosne i Hercegovine od 1945. do 1976. godine, El-Kalem and FIN, 2006. Tuhmaz, Abdulhamid Mahmud, Hanefijski fikh, I, translated by Zuhdija Hasanović (...), Haris Grabus, Sarajevo, 2002, pp. 326-343.

Course code: **INRP 3037**	Course title: Methodology of Maktab Instruction		
Cycle: Non-degree programme	Year: I	Semester: I	Number of ECTS credits: 3
Status: Compulsory		Total number of contact hours: 45 Lectures: 30; Exercises: 15	
Participants in teaching:	Teachers and associates appointed in the field to which the course belongs.		
Prerequisite for enrolment:	None		

Course objectives:	§ Acquainting students with, and equipping them in, the contemporary theoretical and practical achievements of the methodology of teaching in general and of the methodology of maktab instruction. § The elaboration of contemporary teaching strategies/methods and learning strategies in maktab instruction. § Understanding and applying the fundamental teaching skills in maktab instruction. § The priority task is to equip students professionally in the basic elements of planning and delivering maktab instruction.
Thematic units:	1. The theoretical definition of methodology and terminological distinctions. The specific features and principles of the methodology of religious instruction. 2. Methods of encouraging and guiding pupil activity in religious instruction. 3. Constructive alignment in the system of instruction (learning outcomes/aims, teaching activities, evaluation) and the implementation of educational taxonomies in designing maktab instruction. 4. Methods of teaching work (the method of discussion and debate, work on the text, visual-demonstration methods, methods of practical work...). 5. The application of contemporary teaching strategies/methods of active learning in maktab instruction. 6. Types of instruction (organising problem-based instruction - exemplary instruction, individualised instruction, programmed learning, learning through problem solving). 7. Types of lesson. Work in combined classes. Forms of teaching work. Teaching aids and resources in maktab instruction. 8. Assessment of students' knowledge (first colloquium). 9. Planning and preparing a maktab lesson (theoretical premises). 10. The articulation/delivery, conduct and course of a maktab lesson, creating a classroom atmosphere. Discipline/maintaining pupils' attention during a maktab lesson. 11. Assessing pupil progress. 12. The didactic and methodological design of textbooks and the production of lesson plans. Analysis of religious instruction textbooks, ilmihals, textbooks from other subject areas, and similar). 13. The methodology of religious instruction for children of pre-school, primary-school and secondary-school age (principles and premises). 14. Analysis of sample lesson plans. 15. Final assessment of students' knowledge (test and oral examination).

<table>
<tr><td>Learning outcomes: (competences - knowledge, skills, attitudes, values...)</td><td colspan="3">§ To elaborate the didactic and methodological principles of maktab/religious instruction.
§ To explain the segments of constructive alignment in instruction (aims, learning outcomes, teaching activities and evaluation).
§ To analyse the application of contemporary teaching strategies/methods, forms of work, aids and resources in religious instruction.
§ To set out the elements of lesson preparation and to explain the segments of conducting a lesson, maintaining pupils' attention and assessing pupil progress.

§ To explain the fundamental principles of the methodology of religious instruction for children of pre-school, primary-school and secondary-school age.

§ To work with pupils empathetically and through an enhancing pedagogical approach.</td></tr>
<tr><td>Sustainable Development Goal (SDG):</td><td colspan="3">§ SDG 4: Quality education
§ SDG 5: Gender equality
§ SDG 10: Reduced inequalities
§ SDG 16: Peace, justice and strong institutions
§ SDG 17: Partnerships for the goals</td></tr>
<tr><td>Teaching methods:</td><td>§ Lectures
§ Seminars
§ Workshops
§ Exercises
§ Teamwork
§ Independent assignments</td><td colspan="2">§ Internet
§ Consultations
§ Mentored work
§ Research
§ Presentations
§ Practical work</td></tr>
<tr><td rowspan="5">Methods of knowledge assessment and structure of the grade:</td><td>Requirement:</td><td>Pass
55%</td><td>Total
100%</td></tr>
<tr><td>Student attendance and participation</td><td>5.5</td><td>10</td></tr>
<tr><td>Individual/group assignments</td><td>5.5</td><td>10</td></tr>
<tr><td>Colloquium (a minimum of two books)</td><td>16.5</td><td>30</td></tr>
<tr><td>Final examination (written and oral)</td><td>27.5</td><td>50</td></tr>
</table>

Literature:	Required: 1. Ćatić, R. and Pehlić, I. (2004): Metodika nastave islamske vjeronauke. Islamska pedagoška akademija, Zenica (pp. 31-69). 2. Kyriacou, Chris (1995): Temeljna nastavna umijeća. Educa, Zagreb (the whole book) 3. Slatina, Mujo (1998): Nastavni metod. Filozofski fakultet, Sarajevo (pp. 69-134; 154-172; 229-267; 271-301). 4. Sijamhodžić-Nadarević, Dina and Šeko, Mahira (2025): Odgoj djece predškolske dobi: islamske i opće pedagogijske perspektive. Bužim: Ilum (pp. 129-176). 5. Zimić-Gljiva, Mujesira (2005): Metodika nastave islamske vjeronauke - hrestomatija. Faculty of Islamic Studies, Sarajevo (pp. 115-139; 187-192). Supplementary: 1. Andrilović, V. (2001): Samostalno učenje. Jastrebarsko, Naklada Slap, Zagreb. 2. Annette L. Breaux, Brandt L. Susan (2011): 101 "Answers" for New Teachers & Their Mentors: Effective Teaching Tips for Daily Classroom Use. Eye on Education, Larchmont NY. 3. Bežen, Ante (2008): Metodika znanost o poučavanju nastavnog predmeta, Učiteljski fakultet, Zagreb. 4. Bognar, L., Štumpfol, B. (1998): Model osnovne škole. Udruga roditelja "Korak po korak", Zagreb. 5. Bognar, L. and Matijević, M. (2005): Didaktika. Školska knjiga, Zagreb. 6. Bratanić, Marija (1997): Susreti u nastavi - mikropedagoški pristup. Školska knjiga, Zagreb. 7. Bunčić, K., Ivković, I. and others (1994): Igrom do sebe - 102 igre za rad u grupi. Alinea, Zagreb. 8. Cowley, S. (2006): Tajne uspješnog rada u razredu - Vještine, tehnike i ideje. Školska knjiga, Zagreb. 9. Čitanje i pisanje za kritičko mišljenje (2016): Forum za slobodu govora, Zagreb. 10. Grgin, T. (2001): Školsko ocjenjivanje znanja. Jastrebarsko, Naklada Slap, Zagreb. 11. Ivančić, Đ. (2010): Diferencirana nastava u inkluzivnoj školi. Alka script, Zagreb. 12. Janković, P., Rodić, R. (2002): Školska pedagogija. Učiteljski fakultet, Sombor. 13. Jensen, E. (2004): Različiti mozgovi, različiti učenici: Kako doprijeti do onih do kojih se teško dopire. Educa, Zagreb. 14. Jensen, Eric (2003): Super nastava. Educa, Zagreb. 15. Jurčić, M. (2012): Pedagoške kompetencije suvremenog učitelja. Recedo, Zagreb.

16. Jurić, V. (1989): Metodika rada školskog pedagoga. Školska knjiga, Zagreb.
17. Jusić-Softić, Medina (2011): Odgojne vrijednosti priča za djecu: sa posebnim osvrtom na prijevode sa perzijskog jezika. Master's thesis. Sarajevo: Faculty of Islamic Studies.

18. Kamenov, E. (1982): Eksperimentalni programi za rano obrazovanje. Zavod za udžbenike i nastavna sredstva, Belgrade.
19. Kamenov, E. (1999): Predškolska pedagogija - druga knjiga. Zavod za udžbenike i nastavna sredstva, Belgrade.

20. Kelly, Melissa (2004): The Everything New Teacher Book: Increase Your Confidence, Connect with Your Students, and Deal with the Unexpected. Adams Media Corporation, MA, USA.
21. Kuburić, Zorica and Dačić, Snežana (2004): Metodika verske nastave. CEIR, Novi Sad, Čigoja štampa, Belgrade.
22. Marzano, Robert J., Debra J. Pickering, Jane E. Pollock (2001): Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. ASCD, VA, USA.
23. Marzano, Robert J., Pickering, Debra J. and Pollock, Jane E. (2006): Nastavne strategije. Kako primijeniti devet najuspješnijih nastavnih strategija. Educa, Zagreb.
24. Matijević, M. (2001): Alternativne škole, didaktičke i pedagoške koncepcije. Tipex, Zagreb.
25. Matijević, Milan (2004): Ocjenjivanje u osnovnoj školi. Tipex, Zagreb.
26. Matte, W. (2007): Nastavne metode. 75 kompaktnih pregleda za nastavnike i učenike. Naklada Ljevak, Zagreb.
27. Muminović, H. (2013): Osnovi didaktike. CNS, Sarajevo.

28. Pjanić, R. (2004): Metodika rada u predškolskom odgoju. Bihać.
29. Poljak, V. (1990): Didaktika. Školska knjiga, Zagreb.

30. Pranjić, Marko (1997): Metodika vjeronaučne nastave: teorijske osnove i praktični modeli. Katehetski salezijanski centar, Zagreb.
31. Pranjić, Marko (1999): Nastavna metodika - teorije, oblici, metode, sredstva, pomagala. Editio, Zagreb.
32. Sijamhodžić-Nadarević, Dina (2007): "Didaktičko-metodičke ideje Burhanudina ez-Zernudžija", in: Novi Muallim - Časopis za odgoj i obrazovanje. Year VIII, no. 32, Sarajevo, pp. 80-86.
33. Silberman, Mel (1996): Active Learning: 101 Strategies To Teach Any Subject. Pearson.
34. Slatina, Mujo (1998): Nastavni metod. Filozofski fakultet, Sarajevo.
35. Stevanović, Marko (2000): Modeli kreativne nastave. R&S, Tuzla.
36. Šeko, Mahira (2018): Islamski odgoj djece predškolskog uzrasta u svjetlu savremenih pedagoško-didaktičkih spoznaja. Master's thesis. Faculty of Islamic Studies, Sarajevo.
37. Terhart, E. (2001): Metode poučavanja i učenja. Educa, Zagreb.
38. Vrgoč, H. (ed.) (2002): Praćenje i ocjenjivanje školskog uspjeha. HPKZ, Zagreb.

39. Wood, D. (1995): Kako djeca misle i uče. Educa, Zagreb.
40. Zimić-Gljiva, Mujesira (2005): Metodika nastave islamske vjeronauke - hrestomatija. Faculty of Islamic Studies, Sarajevo.

Course code: **INIM 3013**	Course title: Practicum in Imamate		
Cycle: Non-degree programme	**Year: I**	**Semester: II**	**Number of ECTS credits:** 7
Status: Compulsory		**Total number of contact hours: 20** Lectures 0; Exercises 20; Field work; Practical training	
Participants in teaching	Teachers and associates appointed in the field to which the course belongs		
Prerequisite for enrolment	None		
Course objective(s)	The aim of the course Practicum in Imamate is to equip participants to perform the basic religious, educational and socially useful activities in the jamaat independently and to a high standard, within the competences of the assistant imam and the assistant muallima, through mentor-led practical training and the practical application of the Shari'ah and organisational regulations of the Islamic Community.		
Thematic units	1. Introduction to the work of the imam and to religious service - the role of the imam in the jamaat, the basic responsibilities and the significance of religious rites are presented. 2. Organising religious rites - the preparation and coordination of prayers is explained, including work with the muezzin and the jamaat board. 3. The funeral (janazah) prayer - the imam learns the preparation and conduct of the funeral prayer and the organisation of the community in mourning. 4. The Eid prayer and the Friday prayer - the particular features of Eid and of the Friday prayer are explained, including the delivery of the khutbah and the protocol of the rite. 5. Daily prayers and ad hoc rites - the daily prayers and the organisation of extraordinary prayers for special occasions are covered. 6. Zakat and sadaqat al-fitr - the imam learns the correct collection and distribution of zakat and sadaqat al-fitr and their ethical significance. 7. Qurban - the organisation of the qurban is explained, from preparation to the distribution of the meat among the members of the jamaat. 8. The hajj - covers the role of the imam in preparing pilgrims and in guiding them through the rituals and the spiritual aspect of the hajj. 9. Calling the adhan - the technique of the adhan, the organisation of the muezzins' rota and the public aspect of the call to prayer are taught.		

	10. Khitabah and wa'z - skills are developed in preparing and delivering the khutbah, the wa'z and other public addresses. 11. Communication with the media - the imam learns to communicate with the media, to write religious messages and to have a presence in the online environment. 12. Social and pastoral work I - a focus on work with elderly and infirm members, visits and spiritual support. 13. Social and pastoral work II - work with the sick and with patients, involving the family, and crisis counselling. 14. The imam's work with young people - activities, education and motivating young people to take part in the religious life of the jamaat. 15. The imam's work with adults and evaluation - work with adults through lectures and mentoring, and the evaluation and planning of further activities.
Learning outcomes	Knowledge: 1. To master the basic principles of khitabah and of delivering the wa'z. 2. To understand the needs of different age groups in the jamaat. 3. To recognise the role of the imam in social work. Skills: 1. To organise and lead the daily prayers in practice. 2. To lead the Friday prayer and the Eid prayer in accordance with the needs of the lowest category of jamaat. 3. To apply the procedure for preparing the deceased for burial, including all the necessary Shari'ah and practical acts. 4. To perform the duties of muezzin to a high standard in all religious rites and in all categories of jamaat. Competences: 1. To recognise the role of the imam in social work. 2. To lead the Friday prayer and the Eid prayer.
Sustainable Development Goal (SDG)	SDG 4 - Quality education
Teaching methods	**The working methods include:** 1. Lectures 2. Demonstration and demonstration exercises (prayer, calling the adhan, the funeral rite, the ritual washing of the deceased, the mawlid/tawhid gathering). 3. Lesson observation: following and analysing khutbahs, wa'z addresses, workshops and jamaat activities.

<table>
<tr><td></td><td>4. Mentored practical training in the jamaat through the direct performance of imam and muallim duties.
5. Practical exercises and the independent performance of assignments, with evaluation by the mentor.
6. Simulations and role play for communication: the funeral address, conversation with the family, pastoral work.
7. Workshops and group work
8. Case analysis
9. Reflective learning through the practical training logbook and written reports.
10. Recording of performance and analysis
11. Consultations throughout the practicum.</td></tr>
<tr><td>Methods of knowledge assessment and structure of the grade:</td><td>
<table>
<tr><th>Element ocjenjivanja</th><th>Bodovi</th><th>Minimalno (55%)</th></tr>
<tr><td>Ocjena praktičnog rada (izvedba zadataka na terenu)</td><td>60</td><td>33</td></tr>
<tr><td>Analiza i evaluacija (hutbe, obredi, radionice, video materijal)</td><td>25</td><td>14</td></tr>
<tr><td>Dnevnik prakse (e-dnevnik, refleksije, evidencije i izvještaji)</td><td>15</td><td>9</td></tr>
<tr><td>Ukupno</td><td>100</td><td>55</td></tr>
<tr><td>Ramazanska praksa</td><td>100</td><td>55</td></tr>
</table>
</td></tr>
<tr><td>Literature:</td><td>Required:

1. Pravilno i pogrešno u javnom nastupu, Riyasat of the Islamic Community in BiH and El-Kalem, Sarajevo, 2013.
2. Priručnik za hatibe, Riyasat of the Islamic Community in BiH and El-Kalem, Sarajevo, 2017.
3. Nedim Begović, "Šerijatski aspekti džuma-namaza", Takvim za 2008., El-Kalem, Sarajevo, 2007, pp. 93-108.
4. Nedim Begović, "Fikhski propisi o teraviji i bajram-namazima", Takvim za 2011., El-Kalem, Sarajevo, 2010, pp. 63-71.
5. Džemal Salispahić, Imam, Visoko, Madrasah Osman-ef. Redžović, 2014.
6. Hisham Al Talib, Vodič za islamsko djelovanje, translated by Velida Selmanagić, Islamic Community in BiH, Association of the Ilmiyyah of the IC in BiH, Sarajevo, 2000.
7. "Muslimanska porodica - savjetovalište za brak i porodicu", Zbornik radova 3, Riyasat of the Islamic Community in BiH and El-Kalem, 2022.

Supplementary:

1. Andragoški modeli poučavanja, Priručnik za rad s odraslim polaznicima, edited by Branko Dijanošić, Agency for Adult Education, 2009.
2. Hasanović, Zuhdija, Motivacijska vještina Allahovog Poslanika, s.a.v.s., Zbornik radova FIN-a, no. 26, 2022.</td></tr>
</table>

	3. Uloga i značaj imama u procesu povratka, "Zbornik radova ilmijje", Association of the Ilmiyyah of the Islamic Community in Bosnia and Herzegovina, Sarajevo, 2023. 4. Pravilnik o organizaciji medžlisa i džemata Islamske zajednice u Bosni i Hercegovini, Sarajevo, 2019. 5. Fajgelj Stanislav, Metode istraživanja ponašanja, Centar za primenjenu psihologiju, Belgrade, 2007, pp. 359-364.

Course code: **INRP 3040**	Course title: Practicum in the Methodology of Maktab Instruction		
Cycle: Non-degree programme	**Year:**	**Semester:**	**Number of ECTS credits: 3**
Status: Compulsory		**Total number of hours: 10** Exercises: 10; Practical training	
Participants in teaching	Teachers and associates appointed in the field to which the course belongs.		
Prerequisite for enrolment:	Methodology of Maktab Instruction.		
Course objective:	Equipping future assistant imams and muallims (male and female) to prepare and deliver maktab instruction with the help of a mentor-adviser - an imam/muallim/muallima - in their future work. This practicum entails acquiring the basic competences for delivering maktab instruction through the application of fundamental pedagogical and didactic-methodological approaches.		
Thematic units:	**1.** Introduction to the course, to the mode of work and to the pre-examination requirements. The choice of topics for lesson plans. **2.** The preparation, organisation and conduct of observation of demonstration lessons in maktabs, including instructions to participants on writing reports, the analysis of pedagogical documentation and the group analysis of the demonstration lessons delivered. **3.** Producing written lesson plans, with analysis of specific examples of the elements of lesson plans for maktab instruction. **4.** The elaboration of the categories of the cognitive, affective and psychomotor domains through specific examples in the process of producing a written lesson plan. **5.** The presentation, application and analysis of specific teaching forms, methods and resources in the process of producing written lesson plans for the maktab. **6.** Preparation for delivering a demonstration lesson in the maktab, applying basic knowledge of teaching skills.		

<table>
<tr><td>Learning outcomes (knowledge, skills, competences):</td><td colspan="3">1. On the basis of lesson observation, to discern examples of good practice in delivering maktab instruction.
2. To plan and prepare teaching units and lessons in accordance with pedagogical and methodological principles and with the Curriculum and Syllabus of maktab instruction.
3. To produce a written lesson plan for maktab instruction.
4. To deliver lessons in the maktab in practice.
5. To apply basic pedagogical and methodological knowledge in delivering maktab instruction.
6. To respect the basic educational principles in working with pupils through maktab instruction.
7. To apply particular methods and forms of work adapted to the age of the maktab pupils and to the content planned under the Curriculum and Syllabus of the Islamic Community.
8. To use a variety of teaching aids and resources.
9. To assess one's own teaching practice and carry out self-reflection for the purposes of continuous professional development.</td></tr>
<tr><td>Sustainable Development Goal (SDG):</td><td colspan="3">SDG 4: Quality education
SDG 5: Gender equality
SDG 10: Reduced inequalities
SDG 16: Peace, justice and strong institutions
SDG 17: Partnerships for the goals</td></tr>
<tr><td>Teaching methods:</td><td>Lectures
Seminars and workshops
Exercises
Group work
Teamwork
Independent assignments</td><td colspan="2">Internet
Consultations
Mentored work
Research
Presentations
Practical work</td></tr>
<tr><td rowspan="5">Methods of knowledge assessment and structure of the grade:</td><td>Requirement</td><td>Pass 55%</td><td>Total 100%</td></tr>
<tr><td>Student attendance and participation</td><td>5.5</td><td>10</td></tr>
<tr><td>Individual/group assignments</td><td>5.5</td><td>10</td></tr>
<tr><td>Observation of three lessons in the maktab and a report on the methodology practical training</td><td>22</td><td>40</td></tr>
<tr><td>Delivery of one lesson in the maktab</td><td>22</td><td>40</td></tr>
<tr><td>Literature:</td><td colspan="3">1. Andrilović, V. (2001): Samostalno učenje. Jastrebarsko, Naklada Slap, Zagreb.</td></tr>
</table>

	2. Annette L. Breaux, Brandt L. Susan (2011): 101 "Answers" for New Teachers & Their Mentors: Effective Teaching Tips for Daily Classroom Use. Eye on Education, Larchmont NY. 3. Arends, R. I. (1991): Learning to Teach. McGraw-Hill, New York. 4. Bunčić, K., Ivković, I. and others (1994): Igrom do sebe - 102 igre za rad u grupi. Alinea, Zagreb. 5. Buzan, Tony (1999): Mape uma. Finesa, Belgrade. 6. Cowley, S. (2006): Tajne uspješnog rada u razredu - Vještine, tehnike i ideje. Školska knjiga, Zagreb. 7. Dryden, Gordon and Vos, Jeannette (2001): Revolucija u učenju. Educa, Zagreb. 8. Jensen, Eric (2003): Super nastava. Educa, Zagreb. 9. Kelly, Melissa (2004): The Everything New Teacher Book: Increase Your Confidence, Connect with Your Students, and Deal with the Unexpected. Adams Media Corporation, MA, USA. 10. Kyriacou, Chris (1995): Temeljna nastavna umijeća. Educa, Zagreb. 11. Marzano, Robert J., Pickering, Debra J. and Pollock, Jane E. (2006): Nastavne strategije. Kako primijeniti devet najuspješnijih nastavnih strategija. Educa, Zagreb. 12. Matte, W. (2007): Nastavne metode. 75 kompaktnih pregleda za nastavnike i učenike. Naklada Ljevak, Zagreb. 13. Sijamhodžić-Nadarević, Dina, Kadić, Emina and Šeko, Mahira (2025): Kreativan i poticajan odgajatelj - Vjerske odgojne aktivnosti za predškolsku djecu. Ilum, Bužim (selected chapters according to teaching needs). 14. Sijamhodžić-Nadarević, Dina and Šeko, Mahira (2025): Odgoj djece predškolske dobi - islamske i opće pedagogijske perspektive. Ilum d.o.o., Bužim. 15. Silberman, Mel (1996): Active Learning: 101 Strategies To Teach Any Subject. Pearson. (...)