Πανεπιστήμιο Νεάπολις Πάφου

Πρόεδρο Συμβουλίου Φορέα Διασφάλισης και
Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης
(υπόψην κας Ερατώς Ιωάννου-Μουστάκα)

Πάφος, 26 Ιουνίου 2017
Αρ. Πρωτ.: 1072

Δεύτερη Αξιολόγηση του Προγράμματος Σπουδών με την Επωνυμία «Environmental Impacts Assessment and Sustainability Management» του Ιδρύματος Ανώτερης Εκπαίδευσης Πανεπιστήμιο Νεάπολις

Αναφορικά με το πιο πάνω θέμα και την επιστολή σας με Αρ.Φακ.07.14.281.009 και ημερομηνία 16.6.2017, έχω την τιμή να σας αποστείλω τις απαντήσεις του Πανεπιστημίου επί των σχολίων σας.

Με τιμή,

Ανδρεάς Μολέσκης

Απαντήσεις επί των σχολίων του Συμβουλίου Φορέα Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης

Σχόλιο Φορέα

1. Η Μεθοδολογία και ο φόρτος εργασίας των φοιτητών πρέπει να αντιστοιχεί πραγματικά στα ECTS, με βάση τα πιο κάτω σχόλια της ΕΕΑ (σημείο 1.2.1) και της σχετικής απάντησης του Ιδρύματος η οποία αναφέρεται σε γενικές δεσμεύσεις και σε συνδυασμό με την παρατήρηση για συμμετοχή των φοιτητών σε εργαστηριακές ασκήσεις και έρευνα.

Απάντηση

Το σχόλιο του Φορέα έχει ικανοποιηθεί έχοντας προσαρμόσει το φόρτο εργασίας ανάλογα. Παρακαλώ δείτε το Παράρτημα I – TABLE 2: COURSE DISTRIBUTION PER SEMESTER και το Παράρτημα II – ANNEX 2 – COURSE DESCRIPTION.

Σχόλιο Φορέα

2. Να τεκμηριωθεί η επιμόρφωση του εκπαιδευτικού προσωπικού σε σύγχρονες μεθόδους διδασκαλίας, πέρα από τις διαλέξεις, σύμφωνα με τις παρατηρήσεις της ΕΕΑ στα σημεία 1.2.1 έως 1.2.5.

Απάντηση

Το σχόλιο του Φορέα έχει ικανοποιηθεί. Το προσωπικό θα παρακολουθήσει εκπαιδευτικό σεμινάριο διάρκειας τουλάχιστον δέκα (10) ωρών με θέμα «Training in Modern Practices in Higher Education and Learning». Το εκπαιδευτικό σεμινάριο θα καλύπτει διαφορετικές θεματικές ενότητες. Παρακαλώ δείτε το Παράρτημα III - Training in modern practices in Higher Education and learning.

Σχόλιο Φορέα

3. Ενίσχυση του ακαδημαϊκού προσωπικού. Η αναλογία 4 προς 7 δεν ικανοποιεί τον αριθμό προσωπικού που προβλέπεται από τον Νόμο, σύμφωνα με την παρατήρηση 1.3.5. της ΕΕΑ.

Απάντηση

Το σχόλιο του Φορέα έχει ικανοποιηθεί. Το Ίδρυμα έχει προκηρύξει δύο θέσεις μόνιμου προσωπικού στη βαθμίδα του Λέκτορα και ως εκ τούτου η αναλόγια καλύπτει τις προϋποθέσεις του νόμου. Παρακαλώ δείτε το Παράρτημα IV – Προκηρύξεις δύο (2) θέσεων ακαδημαϊκού προσωπικού.

Σχόλιο Φορέα

4. Τεκμηρίωση της ανάγκης ενίσχυσης της ερευνητικής δραστηριότητας του διδακτικού προσωπικού, στη βάση της παρατήρησης της ΕΕΑ 1.3.9.

Απάντηση

Το σχόλιο του Φορέα έχει ικανοποιηθεί. Ο φόρτος εργασίας του προσωπικού δεν υπερβαίνει τις 9 ώρες διδασκαλίας ανά εβδομάδα σε ετήσια βάση. Αυτό αποδεικνύεται από τα βιογραφικά των διδασκόντων τα οποία επισυνάφθηκαν στην αρχική αίτηση για το Πρόγραμμα, από την τρέχουσα συμμετοχή τους σε ερευνητικά προγράμματα και από τις επιστημονικές

δημοσιεύσεις τους σε επιστημονικά περιοδικά. Επίσης, η πρόσληψη δύο ακόμα Λεκτόρων για το Πρόγραμμα θα αποφορτίσει περαιτέρω τους διδασκόντες. Παρακαλώ δείτε το Παράρτημα IV – Προκηρύξεις δύο (2) θέσεων ακαδημαϊκού προσωπικού.

Σχόλιο Φορέα

5. Πρέπει να ενδυναμωθεί το ερευνητικό προφίλ των διδασκόντων, όπως υποδεικνύεται και πιο πάνω, να ενδυναμωθεί η συνέργεια της έρευνας με τη διδασκαλία αλλά και να τεκμηριωθεί η θεραπεία των παρατηρήσεων της ΕΕΑ 3.11 – 3.1.7 και των καταληκτικών σχολίων της Έκθεσης.

Απάντηση

Το σχόλιο του Φορέα έχει ικανοποιηθεί. Το Πανεπιστήμιο ήδη παρέχει οικονομική υποστήριξη στους διδάσκοντες για επιστημονικές δημοσιεύσεις, επισκέψεις και συμμετοχή σε συνέδρια, καθώς επίσης και τεκμηριωμένη υποστήριξη στην εξεύρεση και συμμετοχή του πανεπιστημιακού προσωπικού σε ερευνητικές προτάσεις για χρηματοδότηση της ερευνητικής δραστηριότητας του μέσω του Τμήματος Έρευνας του Ιδρύματος. Επίσης, στα πλαίσια συμμετοχής Καθηγητών σε ερευνητικά έργα υπάρχει και χρηματική και άλλη ίδια συνεισφορά εκ μέρους του Ιδρύματος (π.χ. για την αγορά λογισμικών, αναλωσίμων, μείωση ορών διδασκαλίας, κλπ). Σημειώνεται ότι το Πανεπιστήμιο το οποίο λειτουργεί περίπου 7 χρόνια, έχει ήδη εξασφαλίσει χρηματοδότηση μέσω ερευνητικών προγραμμάτων της τάξεως του 1.000.000 ευρώ. Αυτό μπορεί να είναι μικρό ποσό σε σχέση με άλλα Ιδρύματα στην Κύπρο και στο εξωτερικό αλλά δεν μπορεί να θεωρηθεί ότι δεν συγκρίνεται θετικά σε σχέση με άλλα Ιδρύματα της ίδιας ηλικίας. Επίσης, μέχρι σήμερα, από το διδακτικό προσωπικό του Πανεπιστήμιου Νεάπολις έχουν δημοσιευθεί 40 επιστημονικά άρθρα (peer reviewed publications).

Το διδακτικό προσωπικό του Προγράμματος έχει ήδη εκτενή ερευνητική δραστηριότητα και εμπειρία και αυτό τεκμηριώνεται από τα βιογραφικά σημειώματα τα οποία επισυνάφθηκαν στην αίτηση για το Πρόγραμμα. Στην παρούσα φάση, δύο από τα μέλη του εκπαιδευτικού προσωπικού συμμετέχουν ως ερευνητές στα ακόλουθα ερευνητικά προγράμματα:

(a) Η Δρ. Νάτια Αναστάση συμμετέχει στο ερευνητικό έργο Engine4F (an Erasmus+ on actions to attract more students to STEM careers) και στο CSRC (a Horizon 2020 focusing on the formulation of a Science Center of Excellence in Cyprus).
(b) Ο Δρ. Ιωάννης Πισσούριος συμμετέχει στο ερευνητικό έργο InHerit (an Erasmus+ on actions to promote cultural heritage as a generator of sustainable development in the field of urban planning)

Πέραν των πιο πάνω, για τις ανάγκες του Προγράμματος, έχουν παραγγελθεί βιβλία και έχει γίνει εγγραφή σε επιστημονικά περιοδικά. Παρακαλώ δείτε το Παράρτημα V – Τιμολόγια Βιβλίων. Επίσης, το Συμβούλιο του Πανεπιστημίου κατά τη συνεδρίαση του στις 2.5.2017 αποφάσισε και ενέκρινε την ίδρυση «Κέντρου για την Μελέτη της Αειφόρου Ανάπτυξης». Προς το σκοπό αυτό το Πανεπιστήμιο προσφέρει την κατάλληλη υλικοτεχνική υποδομή και ανθρώπινο δυναμικό με σκοπό την ενδυνάμωση της πρωτογενούς έρευνας στα αντίστοιχα επιστημονικά πεδία, την ενεργό συμμετοχή των φοιτητών στην έρευνα, την ανάπτυξη συνεργασιών και συμπράξεων με αντίστοιχα ερευνητικά Κέντρα της Κύπρου και του εξωτερικού, τη συμμετοχή σε ερευνητικές συμπράξεις και πρωτοβουλίες. Παρακαλώ δείτε το Παράρτημα VI –Απόσπασμα Πρακτικών Συμβουλίου ημερομηνίας 02/05/2017.

Σχόλιο Φορέα

6. Να φανεί στο πρόγραμμα πως οι φοιτητές αποκτούν δεξιότητες έρευνας σύμφωνα με την παρατήρηση 3.1.9. της ΕΕΑ.

Απάντηση

Το σχόλιο του Φορέα έχει ικανοποιηθεί. Παρακαλώ δείτε το Παράρτημα ΙΙ – ANNEX 2 – COURSE DESCRIPTION όπου φαίνεται ότι για όλες τις εργασίες (projects) οι φοιτητές αξιολογούνται στη διεξαγωγή πρωτογενούς έρευνας. Επιπλέον οι διδάσκοντες ήδη εργάζονται στη διατύπωση προτάσεων για ερευνητικά έργα στα οποία οι φοιτητές του Προγράμματος μπορούν να συμμετέχουν και ιδιαίτερα στο πλαίσιο της Μεταπτυχιακής Διατριβής τους (Thesis).

Σχόλιο Φορέα

7. Υλικό Διδασκαλίας. Σε συνδυασμό με το ότι η διδασκαλία γίνεται κατά κύριο λόγο με διαλέξεις, γεγονός που πρέπει να διαφοροποιηθεί, χρειάζεται να αναπτυχθούν δραστηριότητες έρευνας και ενεργής εμπλοκής των φοιτητών, σύμφωνα με τα πιο πάνω και την παρατήρηση 2.1.4. της ΕΕΑ.

Απάντηση

Το σχόλιο του Φορέα έχει ικανοποιηθεί. Παρακαλώ δείτε την απάντηση στο σημείο 6. Επίσης σημειώνεται ότι στα πλαίσια των μαθημάτων EIASM4 και EIASM8 προνοούνται επιτόπιες επισκέψεις σε περιοχές που παρουσιάζουν ενδιαφέρον σε σχέση με τα αντίστοιχα αντικείμενα των εν λόγω μαθημάτων. Επίσης, στα πλαίσια των μαθημάτων EIASM1, EIASM2, EIASM3, EIASM4, EIASM5, EIASM7 και EIAMS8 προβλέπεται η διεξαγωγή εργαστηρίων. Παρακαλώ δείτε το Παράρτημα ΙΙ – ANNEX 2 – COURSE DESCRIPTION.

Σχόλιο Φορέα

8. Κριτήρια εισδοχής. Πρέπει να μπουν εισαγωγικά μαθήματα για φοιτητές οι οποίοι εισέρχονται στο πρόγραμμα από διαφορετικά γνωστικά πεδία. Εφίσταται η προσοχή στο γεγονός ότι πρέπει να καθοριστούν τα κριτήρια εισδοχής και ότι είναι δυνατόν αν μην είναι εγγράψιμοι οι φοιτητές στο ΕΤΕΚ, λόγω του ότι γίνονται δεκτοί σε Μάστερ χωρίς το προαπαιτούμενο υπόβαθρο. Να κατατεθούν μαθήματα και το syllabus των μαθημάτων που θα γεφυρώνουν τα κενά. Να υποδειχθεί πότε οι μαθητές θα τα επιλέγουν ή πως θα διασφαλίζεται ότι θα τα έχουν περί ως προαπαιτούμενα, σύμφωνα με την παρατήρηση 2.2.3. της ΕΕΑ.

Απάντηση

Το σχόλιο του Φορέα έχει ικανοποιηθεί. Για να γίνει δεκτός κάποιος φοιτητής στο Πρόγραμμα θα πρέπει πρωτίστως να κατέχει Πτυχίο Bachelor of Science (BSc) ή ισότιμο προσόν. Τα κριτήρια εισδοχής βασίζονται στην καταλληλότητα του υποψηφίου για την παρακολούθηση του Προγράμματος όπως ο τύπος και η ποιότητα των προηγούμενων σπουδών του, ο βαθμός πτυχίου, η σχετική επαγγελματική εμπειρία του. Επίσης, απαιτείται η γνώση της Αγγλικής γλώσσας (IELTS με βαθμολογία τουλάχιστον 6.5, TOEFL με βαθμολογία 575 (paper-based) ή 90 (internet-based) ή απόδειξη για άλλο ισότιμο προσόν γνώσης της).
Επίσης, το Ίδρυμα απαιτεί την υποβολή εκ μέρους των φοιτητών Αναλυτικής Βαθμολογίας (transcript). Στην περίπτωση που οι φοιτητές, στο πρώτο πτυχίο τους, δεν θα έχουν διδαχθεί μαθήματα όπως “GIS”, “Ecology” και “Mathematical Modeling” είναι υποχρεωτικό όπως παρακολουθήσουν σχετικά σεμινάρια (introductory courses) διάρκειας δεκαπέντε (15) ωρών έκαστο για τη γεφύρωση των κενών που μπορεί να υπάρξουν, με στόχο την επαρκή απόδοση

των φοιτητών στα αντίστοιχα μαθήματα του Προγράμματος. Τα σεμινάρια εισαγωγής για τη γεφύρωση κενών (introductory courses) προσφέρονται από τις 11.9.2017 μέχρι τις 22.9.2017 πριν την έναρξη των μαθημάτων του Προγράμματος. Οι σχετικές ενότητες και το Syllabus των σεμιναρίων εισαγωγής παρατίθενται στο Παράρτημα VII – Σεμινάρια Εισαγωγής (Introductory Courses).

Παράρτημα I –TABLE 2: COURSE DISTRIBUTION PER SEMESTER

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/academic semester	Total periods/academic semester	Number of ECTS
1st Semester								
1.	**Compulsory**	Environmental Protection Law and Policy	**EIASM1**	**3**	**50 minutes**	**13**	**39**	**7**
2.	**Compulsory**	Theory, Procedures and Methods of Environmental Impacts Assessment	**EIASM2**	**3**	**50 minutes**	**13**	**39**	**7**
3.	**Compulsory**	Urban planning and sustainable development	**EIASM3**	**3**	**50 minutes**	**13**	**39**	**7,5**
4.	**Compulsory**	Sustainability and Strategic Environmental Assessment	**EIASM4**	**3**	**50 minutes**	**13**	**39**	**8,5**
2nd Semester								
5.	**Compulsory**	Sustainability science and management	**EIASM5**	**3**	**50 minutes**	**13**	**39**	**7**
6.	**Compulsory**	Economic analysis and environmental economics	**EIASM6**	**3**	**50 minutes**	**13**	**39**	**6**
7.	**Compulsory**	GIS and Environmental Modeling	**EIASM7**	**3**	**50 minutes**	**13**	**39**	**7**
8.	**Compulsory**	Environmental Impacts assessment of projects	**EIASM8**	**3**	**50 minutes**	**13**	**39**	**7**
9.	**Compulsory**	Dissertation Seminar	**EIASM9**	**3**	**50 minutes**	**13**	**39**	**3**
3rd Semester								
10.	**Compulsory**	Dissertation	**EIASM10**	**-**	**-**	**-**	**-**	**30**

Παράρτημα ΙΙ – ANNEX 2 – COURSE DESCRIPTION

Course Title	**Environmental Protection Law and Policy**				
Course Code	**EIASM1**				
Course Type	**Compulsory**				
Level	MSc				
Year / Semester	1st/1st				
Teacher's Name	Dr. Artemis Savvidou				
ECTS	7	Lectures / week	One lecture per week	Laboratories / week	Up to 2 within the semester
Course Purpose and Objectives	Environmental policy and legal framework have an essential role in the conservation of natural resources and control of pollution. The course aims at providing students with the necessary knowledge and understanding about the concepts and principles of environmental law and policy, introduce them to the objectives and provisions of the European environmental legal framework (Directives and Regulations on biodiversity conservation, waste management, water management, industrial emissions, climate change, hazardous substances, environmental impacts assessment, etc) and discuss the developments at the international level in the field of environmental protection and management (international conventions and protocols).				
Learning Outcomes	On completion of the course, students will: • have increased understanding of key issues of Environmental Law and Policy • be familiar with the international policy and obligations on environmental protection and management • be familiar with the overall Environmental Law and Policy regime of EU • have knowledge about the intervention and influence of interested parties on environmental policy making • have the knowledge and skills to understand environmental law provisions • be familiar with legal documents on environmental protection law • have the skills needed for interpreting environmental laws and policies • have the ability to evaluate the role of environmental law and policy in conservation and management of natural resources and prevention of pollution • have knowledge on the legal and policy context on thematic issues related to the environment • develop the capacity to identify factual and legal issues				

Prerequisites	None	Required	None
Course Content	The course will cover the following topics: • Introduction to the Environment and Law • International Environmental Law and Policy • Europe, Environment and Law • General principles in Environmental law • Overview of legal framework (Directives and Regulations on biodiversity conservation, waste management, water management, industrial emissions, climate change, hazardous substances, environmental impacts assessment, etc) • Overview of the developments at the international level in the field of environmental protection and management (international conventions and protocols) • Environment Protection Mechanisms		
Teaching Methodology	The course's teaching methodology involves a combination of lectures, tutorials, seminars, examinations, projects, presentations, assignments, case-study applications and independent research.		
Bibliography	1. Holder, J. and Lee, M. (2007). Environmental Protection, Law and Policy, Text and Materials (2nd ed.), Cambridge: Cambridge University Press http://www.cambridge.org/us/academic/subjects/law/environmental-law/environmental-protection-law-and-policy-text-and-materials-2nd-edition 2. Birnie, P., Boyle, A. and Redgwell, C. (2009). International Law and the Environment, 3rd ed., Oxford Univesity Press, https://global.oup.com/academic/product/international-law-and-the-environment-9780198764229?cc=cy&lang=en&# 3. Daniel J. Fiorino (2006). The New Environmental Regulation, London: MIT Press https://mitpress.mit.edu/books/new-environmental-regulation 4. Sands, P. and Peel, J. (2002). Principles of International Environmental Law, 2nd ed., Cambridge http://www.cambridge.org/gb/academic/subjects/law/environmental-law/principles-international-environmental-law-3rd-edition		
Assessment	• Exam counting for 60% of the final grade • Project counting for 30% of the final grade (15% for primary research, 10% for synthesis and development of the report, 5% oral presentation) • Class participation counting for 10% of the final grade		
Language	English/Greek		

Course Title	**Theory, Procedures and Methods of Environmental Impacts Assessment**				
Course Code	**EIASM2**				
Course Type	**Compulsory**				
Level	MSc				
Year / Semester	1st/1st				
Teacher's Name	Dr. Efthymios Moutsiakis				
ECTS	7	Lectures / week	One lecture per week	Laboratories / week	Up to 2 within the semester
Course Purpose and Objectives	The aim of this course is to provide students with a critical overview of the theory, procedures and methods of Environmental Impact Assessment (EIA) in line with the best international practice. Students will understand how an EIA is conducted as well as its necessity as an important environmental planning tool and aid for decision-making within the context of mitigation of the environmental impacts of projects. The general stages of assessment are identified and explored; screening, scoping, impact identification; mitigation, monitoring, follow- up and process audit. In addition, the course will provide students with the necessary knowledge about the methods and procedures used for quantitative estimates or qualitative descriptions of the various projects' impacts on the environment. As part of this course students will obtain essential skills to understand, critically read and evaluate, review and begin to conduct impact assessments and to balance and integrate environmental, social and economic needs.				
Learning Outcomes	On completion of the course, students will: • Understand the purpose of the EIA procedure during the decision-making process. • Understand the role of EIA with regard to the environmental and sustainability management. • Realize the technical, social and economic limitations of EIA. • Have the necessary knowledge with regard to the screening and scoping process of the EIA and how they are applied. • Have the necessary knowledge about the options for assessing the environmental and social impacts. • Have the necessary knowledge about the format of an EIA Report. • Have the necessary knowledge about the tools that assist and support the accomplishment the EIA. • Have the necessary knowledge about the factors that complicate the EIA. • Understand the purpose and significance of developing a monitoring programme and the relevant options.				

Prerequisites	None	Required	None
Course Content	The course will cover the following topics: • Overview of environmental impact assessment • Selection of scientific, engineering and socioeconomic factors in environmental impact assessment • Identification of quantitative and qualitative environmental evaluation criteria and methods • Application of traditional and other techniques for assessing impacts in environmental quality • Approaches for identifying, measuring, predicting, and mitigating environmental impacts • Modeling techniques in environmental impact assessment • International Environmental standards and EIA process • Methodologies for incorporating environmental impact assessment into management decision making • Reporting and Monitoring		
Teaching Methodology	The course's teaching methodology involves a combination of lectures, tutorials, seminars, examinations, projects, presentations, assignments, case-study applications and independent research.		
Bibliography	1. Wathern P. (ed.) (2004). "Environmental impact assessment: theory and practice" http://samples.sainsburysebooks.co.uk/9781134897728_sample_516543.pdf 2. Glasson J., Therivel R., Chadwick A. (2012). "Introduction to Environmental Impact Assessment", 4th edition, Routledge, London. https://www.routledge.com/Introduction-To-Environmental-Impact-Assessment-4th-Edition/Glasson-Therivel-Chadwick/p/book/9780415664707 3. Holder, J. and McGillivray, D. (eds.) (2007). Taking Stock of Environmental Assessment- law, policy and practice, Routledge, London. 4. Morris, P. and Therivel, R. (eds.) (2009). Methods of Environmental Impact Assessment, 3rd edition, Routledge, London. 5. Noble, B. (2006). Introduction to Environmental Impact Assessment: a guide to principles and practice, OUP, Oxford.		
Assessment	• Exam counting for 60% of the final grade		

	• Project counting for 30% of the final grade (15% for primary research, 10% for synthesis and development of the report, 5% oral presentation) • Class participation counting for 10% of the final grade
Language	English/Greek

Course Title	**Urban planning and sustainable development**				
Course Code	**EIASM3**				
Course Type	**Compulsory**				
Level	MSc				
Year / Semester	1st/1st				
Teacher's Name	Dr. Ioannis A. Pissourios				
ECTS	7,5	Lectures / week	One lecture per week	Laboratories / week	Up to 2 within the semester
Course Purpose and Objectives	The world is an increasingly urban place and what happens in cities takes on a growing urgency for the sustainability of the whole planet. Already, more than half of the world's population lives in cities and it is estimated that an additional 75 million people will be added to urban areas each year. As a result, the planning, the growth and the management of our cities is becoming a crucial factor for global sustainability. While in academia, sustainability has become the fundamental axis of urban planning, common planning practice is mainly still in distance from its sustainable settings. In this context, the course aims to explore ways we can begin to resolve these global, regional and, of course, local issues of unsustainable development by better understanding how and where we, as a society, choose to live. Social preferences, economic forces and the need for transportation are all major contributors to the shaping of the existing space. Thus, the first unit of the course is devoted to the basics of the sustainable development challenges facing urban areas and to the major forces that shape our unsustainable condition. Then, the course moves through three scales at which planners engage in the shaping of space: the scale of regional planning, the scale of urban planning and the scale of urban design, discussing in each of these scales the current situation, the contemporary goals of planning and the ways to achieve them, without compromising environmental protection, economic growth and social stability.				
Learning Outcomes	On completion of the course, students will: • Recognize and argue on the problems that cities of the 21 century are facing. • Build a vocabulary and the ability to communicate with urban planners and professionals that work on the achievement of goals with urban impact. • Develop a critical, multi-scaled perspective about decisions and interventions in the urban environment and their impact on sustainability.				

	• Engage in critical self-reflection about *where* and *how* they live. • Recognize the trends in urban development, as described in the official planning documents and schemes and be familiar with the Cypriot planning practice. • Assess the social, economic and environmental impact of the policies described in the official planning documents and schemes.		
Prerequisites	None	Required	None
Course Content	The course will cover the following topics: • Overview of the contemporary inhabitation patterns. • Urban sprawl and suburban development. • Basic indicators used in urban analysis. • Fundamentals in planning systems. • Theories and procedures of spatial planning. • Sustainable development and the movement of New Urbanism. • Examples of sustainable urban interventions. • International planning practice with references to the Cypriot planning system. • Critical review of urban planning legislation and of current practices. In selective presentations throughout the semester professionals and officers of the Planning Authorities will be invited, in order to support the theoretical lectures with examples from real life planning practice.		
Teaching Methodology	The course's teaching methodology involves a combination of lectures, tutorials, seminars, examinations, projects, presentations, assignments, case-study applications and independent research.		
Bibliography	1. Rydin, Y. (2011), The Purpose of Planning: Creating Sustainable Towns and Cities. Bristol: Policy Press 2. Batty, S., Davoudi, S. and Layard, A. (2001), Planning for a Sustainable Future. London: Routledge. 3. Farr, D. (2007), Sustainable Urbanism: Urban Design With Nature. USA: John Wiley & Sons.		
Assessment	• Exam counting for 50% of the final grade • Class participation counting for 10% of the final grade • Project counting for 40% of the final grade (25% for primary research, 10% for synthesis and development of the report, 5% oral presentation)		
Language	English/Greek		

Course Title	**Sustainability and Strategic Environmental Assessment**				
Course Code	**EIASM4**				
Course Type	**Compulsory**				
Level	MSc				
Year / Semester	1st/1st				
Teacher's Name	Dr. Theodora Ioannou				
ECTS	8,5	Lectures / week	One lecture per week	Laboratories / week	Up to 2 within the semester
Course Purpose and Objectives	Strategic Environmental Assessment constitutes an important instrument for supporting the decision making process and strengthening commitments towards sustainable development, efficient management of environment and green economy. The course will examine case studies and discuss how various environmental issues and aspects can be integrated in the development of plans, programs and policies, it will examine the basis of strategic environmental assessment (SEA), explore different SEA approaches and methods, provide knowledge on regulatory context for SEA and highlight the relevant procedures and steps while undertaking an SEA. The aim of this course is to provide students with the understanding and knowledge on the importance of the SEA in decision making and sustainable development, to provide them with the necessary knowledge on key issues of SEA, provide them with the theoretical and practical experience in undertaking strategic environmental assessment (SEA) for various cases of plans and programmes and to introduce them to the methods and tools used for an effective SEA. The course provides for lectures for gaining theoretical knowledge and site visits for practical experience when undertaking elements of the SEA process.				
Learning Outcomes	On completion of the course, students will: • understand the purpose of the SEA procedure during the decision-making process of plans, programmes and policies • have increased knowledge of different approaches for environmental assessment of plans, programmes and policies, • have increased knowledge of methods and tools used for integrating SEA with strategic planning and decision making				

	• have the necessary understanding of the importance of transparency, access to information and participation of the public during the planning process • have the necessary knowledge and skills to accomplish the necessary research to properly gather the materials and data required for an effective SEA • have the practical knowledge and skills to undertake a full strategic environmental assessment • be able to develop a full SEA report.		
Prerequisites	None	Required	None
Course Content	The course will cover the following topics: • Concept of and rationale of SEA • Extending environmental assessment to the strategic level: policies, plans and programmes • Methods and tools for conducting SEA • Mechanisms for SEA and International and European regulatory framework • Sectoral responses to SEA • Governance and implementation of SEA in practice • Experiences of SEA implementation • SEA process • Current developments in SEA		
Teaching Methodology	The course's teaching methodology involves a combination of lectures, tutorials, seminars, examinations, presentations, assignments, case-study applications and independent research.		
Bibliography	1. Sadler, B. and Dusik, J. (2016). European and international experiences of strategic environmental assessment: recent progress and future prospects Routledge, London. 2. Marsden, S. (2008). Strategic environmental assessment in international and European law: a practitioner's guide Earthscan, London 3. Dalal-Clayton, B. and Sadler, B. (2005). Strategic Environmental Assessment: A Sourcebook and Reference Guide to International Experience, Earthscan, London. Runhaar, H. and Driessen, P. (2007). What makes strategic environmental assessment successful environmental assessment? The role of context in the contribution of SEA to decision-making, Impact Assessment and Project Appraisal, 25(1): 2-14.		
Assessment	• Exam counting for 50% of the final grade • Class participation counting for 10% of the final grade • Project counting for 40% of the final grade (25% for primary research, 10% for synthesis and development of the report, 5% oral presentation). The Project will be in the form a formal report of SEA or an SEA review.		

Language	English/Greek

Course Title	**Sustainability science and management**				
Course Code	**EIASM5**				
Course Type	**Compulsory**				
Level	MSc				
Year / Semester	1st/2nd				
Teacher's Name	Dr. Natia Anastasi				
ECTS	7	Lectures / week	One lecture per week	Laboratories / week	Up to 2 within the semester
Course Purpose and Objectives	The aim of this course is to provide students with knowledge on sustainability science and management. In additionthe course will equip students to better understand the role of society, as communities have started moving towards sustainable development. Students will become able to think in a holistic way about the various sustainability issues, become aware how different scientific areas approach the challenges of sustainability in theory and practice, and develop skills to provide solutions to the multiplicate sustainability challenges at local, national and global levels. The course consists of two distinct but related parts. In the first part students will become aware about environmental elements and issues like ecosystems and ecology, biodiversity, natural resources (water, soil, atmosphere, energy), human settlements and development, climate change, environmental pollution and prevention, human health and environmental hazards and sustainable development. In the second part, students will be introduced to what sustainability management is. Finally students will learn how to connect and interrelate environmental protection with management by exploring challenges (political, managerial, technical, financial) and how to effectively manage sustainable economies and environment. This second part will provide students with knowledge about the principles of management, environmental policy and sustainability economics.				
Learning Outcomes	On completion of the course, students will: • Have a broadened vision to recognize and understand the interconnectedness of the social, economic and environmental systems. • Become able to formulate and suggest solutions at the appropriate scale about sustainability issues. • Become able to understand the need for an interdisciplinary approach to face out the various sustainability challenges.				

	• Become able to present and communicate their scientific and professional work to other disciplines, policymakers and the public. • Have developed critically thinking skills to approach sustainability challenges from a systems perspective. • Become able to understand the necessary sequence of actions to formulate and solve problems at the appropriate scale. • Have the skills needed to work effectively in interdisciplinary teams.		
Prerequisites	None	Required	None
Course Content	The course will cover the following topics: • Sustainable Development Strategy • Natural resources, environment and sustainable development • Systems approach and Sustainability Management • Management Innovation and Quality Management • Sustainable Manufacturing and Service Businesses • Business, Environment and Corporate Responsibility • Sustainable cities • Life Cycle Assessment (LCA)		
Teaching Methodology	The course's teaching methodology involves a combination of lectures, tutorials, seminars, examinations, projects, presentations, assignments, case-study applications and independent research.		
Bibliography	1. Steven Cohen, Sustainability Management: Lessons from and for New York City, America and the Planet (https://www.amazon.com/Sustainability-Management-Lessons-America-Planet-ebook/dp/B007QXW3ZE?ie=UTF8&keywords=sustainability%20management&qid=1439905810&ref_=sr_1_1&s=books&sr=1-1#navbar) 2. Steven Cohen, William Eimicke, Alison Miller, Sustainability Policy: Hastening the Transition to a Cleaner Economy (https://www.amazon.com/Sustainability-Policy-Hastening-Transition-Cleaner/dp/1118916379?ie=UTF8&keywords=sustainability%20policy&qid=1439905835&ref_=sr_1_1&s=books&sr=1-1) 3. Abbott, K. W. (2012). Engaging the Public and the Private in Global Sustainability Governance, International Affairs. (http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2346.2012.01088.x/pdf) 4.Keast, R., Mandell, M., Brown, K., Woolcock, G. (2004). Network Structures: Working Differently and Changing Expectations, Public Administration Review. (http://onlinelibrary.wiley.com/doi/10.1111/j.1540-6210.2004.00380.x/pdf) 5.O'Rourke, D. (2014). The Science of Sustainable Supply Chains. Science.		

	http://science.sciencemag.org/content/344/6188/1124?sid=0960aab4-9569-4b0c-baf0-1603d9642c0e) 6. Schwarz, J., Beloff, B. and Beaver, E. (2002). Use sustainability metrics to guide decisionmaking, Chemical Engineering Progress. (http://people.clarkson.edu/~wwilcox/Design/sustain.pdf) 7. Sustainability, (2011). Rate the Raters Phase Three, Uncovering Best Practices (http://www.aristastandard.org/content_files/rtrphase3report3.pdf)
Assessment	• Exam counting for 60% of the final grade • Project counting for 30% of the final grade (15% for primary research, 10% for synthesis and development of the report, 5% oral presentation) • Class participation counting for 10% of the final grade
Language	English/Greek

Course Title	**Economic analysis and environmental economics**				
Course Code	**EIASM6**				
Course Type	**Compulsory**				
Level	MSc				
Year / Semester	1st/2nd				
Teacher's Name	Prof. Spyros Vliamos				
ECTS	7	Lectures / week	One lecture per week	Laboratories / week	None
Course Purpose and Objectives	Environmental problems are considered to be severe factors influencing the economic and social welfare of the population. Therefore the aim of the course is to approach environmental issues through mainly microeconomic theory and analysis, on the one hand and the economics of the environment, on the other. This can be achieved through the application of a methodological analytical framework to various environmental problems. For this purpose the course will proceed first, with the description of the kind and character of environmental issues and second with the examination of how they interact with the whole economic system. The understanding of how markets work and what is the role of the firm to the creation of environmental problems is one of the most important components of environmental analysis and the main subject of the course. The course will help students to perceive the effects of production and consumption on environment and make him/her able to propose viable solutions to alleviate any problems created.				
Learning Outcomes	On completion of the course, students will be able to: • Tackle problems concerning the relationship of environment and the economic process. • Use specific methods of economic valuation of environmental goods. • Determine the optimum level of environmental protection through the function of the market (Coasean approach). • Understand the operation of specific tools of environmental policy (taxes, subsidies, tradable pollution licenses, administrative means, etc). • Compare administrative and economic measures. • Compile and present an environmental study.				

Prerequisites	None	Required	None
Course Content	The course will cover the following topics: • Economic Policy (Institutions, Means, Ends) • The Theory of the firm (market structure, production and cost functions) • Pare to optimality and the role of the State. Market failure, externalities and Public Goods. Sub – optimal market equilibrium. • Externalities and Policy Measures: Standards, taxes, tradable licenses, etc.) • Philosophical and ethical principles in environmental management. • Compilation and presentation of environmental studies. • Environmental goods valuation methods (travel costs, hedonic pricing, etc.) • Analysis of specific environmental problems		
Teaching Methodology	Lectures in the classroom, presentation of case studies		
Bibliography	1. Perman, R, Ma, Y., McGilvray, J. and Common, M. (1996). Natural Resource and Environmental Economics, Longman 2nd Edition. 1. Χάλκος, Γ. (2013). Οικονομία και Περιβάλλον: Μέθοδοι Αποτίμησης και Διαχείρισης. Εκδόσεις Liberal Books. 2. Tietenberg, T. (1997). Οικονομική του Περιβάλλοντος και των Φυσικών Πόρων, Εκδόσεις Gutenberg. 3. Βλάχου, Α. (2001). Περιβάλλον και Φυσικοί Πόροι: Οικονομική Θεωρία και Πολιτική, Τόμος Α, Εκδόσεις Κριτική 4. Κώττη, Γ. Χ. (1994). Οικολογία και Οικονομία, Εκδόσεις Παπαζήση. 5. Μπίθας, Κ. (2003). Οικονομική Θεώρηση Περιβαλλοντική Προστασίας, Τυπωθήτω. 6. Halkos, G. and Evangelinos, K. (2002). Determinants of Environmental Management Systems Standards implementation: Evidence from Greek Industry, Business Strategy and the Environment, 11(6): 360-375 7. Halkos, G. and Tzeremes, N. (2010). Analysing the Greek renewable energy sector: A Data Envelopment Analysis approach". 8. Renewable & Sustainable Energy Reviews 16 (2012): 2884-2893 9. Halkos, G. and Kitsos, C. (2005). Optimal Pollution Level: A theoretical identification, Applied Economics, 37: 1475-1483		
Assessment	• Exam counting for 60% of the final grade • Project counting for 30% of the final grade (15% for primary research, 10% for synthesis and development of the report, 5% oral presentation) • Class participation counting for 10% of the final grade		

Language	English/Greek

Course Title	**GIS and Environmental Modeling**				
Course Code	**EIASM7**				
Course Type	**Compulsory**				
Level	MSc				
Year / Semester	1st/2nd				
Teacher's Name	Dr. Efthymios Moutsiakis				
ECTS	7,5	Lectures / week	4 theoretical lectures in 13 weeks semester duration	Laboratories / week	9 laboratory lectures in 13 weeks semester duration
Course Purpose and Objectives	The course aims to provide students with the understanding capability of how gis modeling can outcome useful and tangible results regarding environmental analysis and assessment. It also scopes to assist the future policy makers and scientists with the necessary knowledge base for the better management of the environmental assets using state-of-the-art tools.				
Learning Outcomes	The course contributes to: • The broadening of the knowledge base and understanding: a) of key GIS and spatial analysis principles, b) of principles and methods associated with automating GIS tasks, c) of the range of the possible GIS based environmental applications and d) of GIS project design. • The expansion of skills: a) in handling and applying technical concepts, b) in critical assessment and evaluation of GIS data, analysis and results, c) in spatial thinking and research and d) in the use of the ArcGIS10.x software • The enrichment of personal qualities such as experience of communicating and expressing geographical ideas and results in written and visual (map-based) form, report-writing and spatial data handling and management.				
Prerequisites	None	Required	None		
Course Content					

	The course is divided into two major parts, with one mid-term exam and one final exam at the end of the semester. The first part (aprox 30% of the scheduled sessions) aims at introducing the students to the basic concepts of the GIS context such as coordination systems and geographical projections, forms of spatial and descriptive information, methods of integration and analysis, editing, automation and visualization, map construction - layouts and other communication material. The ARCGIS software will be the demonstrator platform where all concepts and tools will be built upon. This part is delivered with lectures and practicals with one mid-term exam. Exam results initiate feedbacks, both verbal and written, according to the needs. The second part (aprox 70% of the scheduled sessions) targets to the practical application of how several environmental questions/issues can be modeled in order to increase our assessment capability on their state or their evolutionary performance. The modeling procedure is GIS based using the ARCGIS software. The approach does not contain only the calculation tools in modeled environment, but goes further by expecting from the students, assessment reports and essays on the phenomena under study, relating results and legislation. Thus, this part is divided in distinctive lessons - each of them to deal with a precise environmental topic modeled with the GIS tool. Such environmental questions consist: • Pollutants concentration - dispersion in air, water and soil in comparison to thresholds • Location needs in relation to designated areas and other spatial prerequisites • Proximity and best routing analysis in relation to annoyances to natural and anthropogenic assets • Visibility problems in relation to landscape preservation This part is delivered with lessons consisting of lectures and practicals. Each lesson demands from the student to solve an exercise (the environmental question modeled using GIS) and to submit a report/essay and is graded. Exercise grades contribute to the formation of the final course grade and initiate feedbacks, both verbal and written, according to the needs. The semester ends with the final exam which is a modeling project that the students have to produce within the time limits of the exam session.
Teaching Methodology	• There are 27 hours of sessions distributed in 9 lectures (3 hours per lecture), all compulsory. There are 3 theoretical lectures and 6 practicals/demonstrations (laboratory lectures) in class. Guidance on developing and designing a GIS project is provided as well as an introduction to the environmental topic under study. Special consideration is put on the modeling routines. Exercise introduction is made and also guidance for solving the modeling question and the preparation of the corresponding report. • Students will have to work in groups around a shared workstation in order to apply and test the suggestions of the lecturer. Students may obtain their own copies of ARCGIS software for home working.

	• There will be official feedbacks to every student after the mid-term exam and with the submitted exercises. Additional opportunities for assistance and clarification are available throughout the semester through office consultation and via email.
Bibliography	1. Kollia, V., Kalyvas, D., Triantakonstantis, D. (2012). Geographical Information Systems, Embrio, Athens (in Greek) 2. Tsouhlaraki, A., Achileos, G. (2010). Learning GIS in practice, Disigma, Thessaloniki, (in Greek) 3. Koutsopoulos, K., Androulakakis, N. (2005). Application of the ArcGIS9.x software in simple words, Papasotiriou, Athens (in Greek) 4. Koutsopoulos, K. (2002). Geographical Informantion Systems and Spatial Analysis, Papasotiriou, Athens (in Greek) 5. The ESRI ARCGIS 10.x manuals and handbooks (embodied in the software platform) or in a hard copy where available. Useful link: www.esri.com
Assessment	• One mid-term exam after the end of the first part of the course for the testing of the students comprehension on the GIS basics. Individual marks and written feedbacks (verbal if necessary) will be provided - 10% of the final grade. • Exercises (GIS modeling projects) that the students have to conduct and submit along with a report/essay, following each lesson during the second part of the course. Individual marks and written feedbacks (verbal if necessary) will be provided - 60% of the final grade. • One final exam in the end of the semester where students will have to apply the know-how gained through the course and to deliver a GIS modeling project on a set environmental topic along with an essay. Individual marks will be provided - 30% of the final grade.
Language	English/Greek

Course Title	**Environmental Impacts assessment from projects**				
Course Code	**EIASM8**				
Course Type	**Compulsory**				
Level	MSc				
Year / Semester	1st/2nd				
Teacher's Name	Dr. Theodora Ioannou				
ECTS	8,5	Lectures / week	9 theoretical lectures in 13 weeks semester duration	Laboratories / week	4 workshops in 13 weeks semester duration
Course Purpose and Objectives	The course develops practical knowledge and skills in relation to project planning, design and undertaking environmental impact assessment. It provides for lectures to provide students with theoretical knowledge and site visits for practical experience when undertaking elements of the EIA process for various projects categories. Students will have the opportunity to proceed to EIA processes for projects (chemical industries, waste management industries and installations, land development projects, infrastructure, marine and coastal projects, etc) and they will be responsible for undertaking all the necessary research to gather the relevant materials, data, information on the environmental aspects, etc. The aim of this course is to provide students with practical experience in undertaking environmental impact assessment (EIA) for various projects, to enable them demonstrate the full range of their knowledge relevant to environmental planning issues set within case studies, to provide practical experience in site evaluation, project design and approaches to impact assessment.				
Learning Outcomes	On completion of the course, students will: • Understand the purpose of the EIA procedure during the decision-making process for projects. • Be able to demonstrate the full range of their knowledge relevant to environmental planning and assessment issues. • Have the necessary knowledge about the tools that assist and support the accomplishment the EIA for various projects. • Have the necessary knowledge and skills to accomplish the necessary research to properly gather the materials and data required for an effective EIA for various projects.				

	• Have the practical knowledge and skills to undertake a full environmental impact assessment for various categories of projects. • Be able to develop and review an EIA report/statement. • Be able to develop and assess projects' environmental monitoring programs.		
Prerequisites	None	Required	None
Course Content	The course will cover the following topics: • Contents of EIA report. • Data and information gathering. • Review and assessment of environmental information, materials and data. • Application of methods and techniques for the assessment of impacts on the environment. • Key issues in implementing the EIA process. • The role of the public in environmental decision-making. • Assessment, prediction and mitigation of ecological and socio-economic impacts. • Monitoring and improvement of environmental performance of projects.		
Teaching Methodology	The course's teaching methodology involves a combination of lectures, field trips, tutorials, seminars, examinations, projects, presentations, assignments, case-study applications, independent research and experiences provision from industrial experts that will be invited during lectures for certain projects categories.		
Bibliography	1. Institute for Environmental Management & Assessment (2004). "Guidelines for Environmental Impact Assessment", IEMA, Lincoln. 2. Glasson, J., Therivel, R. and Chadwick, A. (2012). "Introduction to Environmental Impact Assessment", 4th edition, Routledge, London. 3. Morris, P. and Therivel, R. (eds.) (2009). "Methods of Environmental Impact Assessment", 3rd edition, Routledge, London. 4. Various Environmental Statements held in the Cyprus Department of Environment and other Environmental Authorities in EU.		
Assessment	• Exam counting for 50% of the final grade • Class participation counting for 10% of the final grade • Project counting for 40% of the final grade (25% for primary research, 10% for synthesis and development of the report, 5% oral presentation) The Project will be in the form a formal EIA report for project.		
Language	English/Greek		

Course Title	**Dissertation Seminar**				
Course Code	**EIASM9**				
Course Type	**Compulsory**				
Level	MSc				
Year / Semester	2nd/3rd				
Teacher's Name	Dr. Petros Sivitanides				
ECTS	5	Lectures / week	One lecture per week	Laboratories / week	None
Course Purpose and Objectives	Communicate the basics of writing a dissertation and how to carry case-study and survey research				
Learning Outcomes	Understanding of: 1. The basic structure and major parts of a dissertation 2. How to carry out literature review 3. How to carry out case study research 4. How to carry out survey/questionnaire research 5. How to develop a questionnaire for a particular research				
Prerequisites	None	Required	None		
Course Content	Dissertation Structure, Case Study Research, Questionnaires I and II, Referencing and Dissertation Evaluation				
Teaching Methodology	Lectures and assignments				
Bibliography	1. Yin, R. K. (1985). Case Study Research. London: Sage Publications 2. Alreck, P. L., & Settle, R.B. (1985). The Survey Research Handbook. Homewood, IL: Irwin				
Assessment	Assignment counting for 100% of the final grade.				
Language	English/Greek				

Course Title	**Dissertation**				
Course Code	**EIASM10**				
Course Type	**Compulsory**				
Level	MSc				
Year / Semester	2nd/3rd				
Teacher's Name	One of the Program's teaching staff				
ECTS	25	Lectures / week	-	Laboratories / week	-
Course Purpose and Objectives	The aim of this course is: • to develop the student's ability to conduct supervised research leading to the preparation and defense of a quality thesis document • to develop student's expertise in a chosen subject area related to the course through the application of theory and techniques provided by the course • to develop students' skills on research and ability to undertake a detailed research study of a certain topic of their choice • to provide students with an opportunity to initiate original research in environmental impacts assessment, strategic environmental assessment or sustainability management related topic of personal interest • to explore and contribute to knowledge about a current environmental or sustainability issue with direct management practice				
Learning Outcomes	By the end of the MSc Dissertation students are expected to be able to: • effectively conduct research into a particular environmental impact assessment or sustainability management related topic • demonstrate the ability to exercise judgment, independent thought, initiative, intellectual achievement, understanding of the chosen subject matter; • produce a well-written, clearly presented and properly formatted dissertation • describe and critically evaluate existing literature relevant to their topic thus demonstrating expertise in their field • apply the concepts, techniques and methods they learned from the taught courses of the Program • search, select and critically evaluate literature and material relevant to a chosen area				

	• communicate effectively in writing a programme of work and, orally defend the dissertation in a logical, precise and coherent manner		
Prerequisites	Students shall have completed at least 60 ECTS	Required	Students shall have completed the course EIASM9
Course Content	There is no fixed formal syllabus. Students will be required to undertake individually supervised research and a dissertation.		
Teaching Methodology	Students will be individually supervised by their assigned Dissertation tutor.		
Bibliography	1. Anderson, J. and Millicent, P. (2001). Assignment and Thesis Writing, 4th edition, Wiley, Brisbane, Australia. 2. Mauch, J.E. and Birch, J. W. (1998). Guide to the Successful Thesis and Dissertation: A Handbook for Students and Faculty, 4th edition, Publisher: M. Dekker, New York. 3. Preece Roy (1994). Starting Research: An Introduction to Academic Research and Dissertation Writing, Printer Publishers, London. 4. Swernam, Derek (2000). Writing Your Dissertation: How to Plan, Prepare and Present Successful Work, How to Books Oxford Publishers, U.K.		
Assessment	Thesis counting for 100% of the final grade.		
Language	English/Greek		

Παράρτημα III
Training in modern practices in Higher Education and learning

Outline of 10-hour seminar in modern practices in Higher Education and learning

Recognizing the need for adjusted methodology in teaching in order to advance the level of excellence as supported by the philosophy of the university, we present the outline of a required course for all faculty on modern methods of teaching. While advancing the skill of teaching is a continuous process and though a most important aspect of academia, it is often ignored because of the assumption that new faculty know how to teach and old ones are very well accomplished in the arts of teaching –because they have accumulated a large body of experience. In order to achieve excellence in teaching on a tertiary education level, one must proceed with the following goals:

1. Junior faculty must set forth certain standards regarding the definition of excellence in teaching.
2. Senior faculty must continuously accept additions and modifications in their teaching.
3. Colleges and Universities must clarify and list objectives and goals regarding excellence in teaching and commit to attaining set goals through clear policy in which they reward the faculty members that demonstrate said excellence.

A traditional approach to teaching involves a teacher centric classroom, where the teacher is acting as the knowledge dispenser, there is lack of group learning, large emphasis on examinations and often the objectives and the assignments are not aligned. A modern methodology of teaching adopts a technology driven classroom, encourages cross-curricular connections and gives large emphasis on understanding the concepts and introduces problem based learning. In addition, a modern curriculum must be linked to real life situations, put emphasis on skill building and underline the social responsibility of both the teacher and the students. Finally, modern methodology promotes interdisciplinary learning and accepts collaborative learning and even flipped classrooms.

In order to achieve modern teaching the following approaches must be taken into account:

1. Diversity of Teaching Methods – Lesson plan: questioning, explaining, modeling, collaborating, demonstrating.
2. Questioning not testing.
3. Explaining not stating (can be associated with demonstrating and modeling)
4. Collaborating/working in groups
5. Research in Classroom: stating the problem/purpose of study
   Relevance of study
   Scope of study
   Research Questions and Main Hypothesis
   Theoretical Framework
   Research
   Outcomes and Literature overview

Outline of Seminar

Focus Points	Allocated Time
Lectures: Effective and New Ways of transferring information to students through oral presentation. Topics include but are not limited to: Lecture and Rhetorical Questioning, Surveys during lecture, Explication de Texte, Immediate Mastery Quiz.	2 hours
Group Discussion Triggers: effective ways to present a topic by engaging students in discussion and enhancing ability of understanding regardless of complexity: Short Readings, Individual Task with Review, Self-Assessment Questionnaires, Total Group Response, Case Studies, Visual Studies, Role playing	2 hours
Designing assessment: 1. Thoughtful Questions: The right questions are discoverable, that is, have follow-up avenues that a teacher can follow to lead a student to find an adequate answer using resources available. 2. Reflective Ways to Learner Contributions: Goals, facilitating self-discovery, self-appropriated learning teachers must respond without changing the topic and without domination. 3. Rewarding learner participation and manners to support improvement, encourage cooperation and perseverance and foster initiative. 4. Goals to Grade connection: goal as outcome, performance vs ability, grades vs a standard of quality not a percentage comparison to other learners' achievement.	3 hours
Active Learning Strategies: 1. Applying what the students have learn: Construction spiral, round, brainstorm, problem-solving exercises, writing in class, concept models, simulation and games, informal group work, peer teaching, case studies, cooperative student projects, question pairs and learning cells. 2. Self-responsibility: involving learners in identifying their own needs for learning, involving learners in formulating their learning objectives and involving learners in evaluating their learning.	3 hours

References

1. Promoting Active Learning Strategies for the College Classroom, Chet Meyers and Thomas B. Jones, John Wiley & Sons, Inc.1993.
2. McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers (11E), Thirteenth Edition, 2001.
3. A brief Summary of Best Practices in College Teaching, Tom Drummond, North Seattle Community College.
4. http://insideteaching.grad.msu.edu/cultivating-an-inclusive-classroom-inclusive-curriculum-design/

Παράρτημα IV – Προκηρύξεις δύο (2) θέσεων ακαδημαϊκού προσωπικού.

ANNOUNCEMENT FOR LECTURER

Lecturer in GIS and Environmental Modelling

The Postgraduate Program MSc in Environmental Impacts Assessment and Sustainability Management announces one academic position at the rank of Lecturer in GIS and Environmental Modelling

Candidates should have a PhD in GIS and Environmental Modelling. The candidate's years of academic experience, research record and scientific contributions, involvement in teaching and in the development of high quality undergraduate and graduate curricula will be considered. An internationally competitive remuneration package is offered according to qualifications and experience.

All applications, including a cover letter and a Curriculum Vitae should be sent by email to the Human Resources Department at hrd@nup.ac.cy.

For an application click here, tel: +357 26843300, or email: hrd@nup.ac.cy

CLOSING DATE: 30 July, 2017

JOB DECSRIPTION Lecturer in GIS and Environmental Modelling

Job Title: Lecturer
Department/School: Postgraduate MSc Program in Environmental Impacts Assessment and Sustainability Management
Contacts Internal: Academic colleagues and administrative staff in the Program and University. **External:** Academic community in GIS and Environmental Modelling and professional bodies
Major Duties • To teach postgraduate courses offered by the Program. • Participation in PhD supervising Committees • To be actively involved in research, that will result in publication in highly-rated journals. • To participate in R&D projects funded by the EU/local institutions. • To develop the course material as needed. • To undertake administrative duties as assigned by the Head of the Program. • To represent the Program at seminars and conferences. • To promote the image of the Program in the wider academic and business communities. • To supervise and guide research students. • To enchase teaching innovation and contribute to new research ideas.

GIS and Environmental Modelling	Lecturer
Essential/ Desirable	
PhD in GIS and Environmental Modelling, or a related discipline	Essential
Previous university lecturing and teaching experience	Desirable
Ability to teach in both Greek and English	Essential
Ability to communicate in Russian, Chinese or Arabic	Desirable
Ability to supervise doctorate thesis	Desirable
Participation in International Academic Networks and Fora	Essential
Ability to teach across a range of programmes, with evidence of teaching excellence	Essential
Actively involved in research, with publications in journals	Essential
Ability to contribute to the Research strategy of the department	Essential
Be able to work in cooperation with colleagues and undertake appropriate administrative and managerial duties	Essential
Willingness to relocate and associate with the local community	Essential
Ability to contribute towards the department's teaching and research plans	Essential
Organisational and administrative skills	Essential
Willingness for continuous personal and academic development	Essential
Actively demonstrate leadership skills	Desirable
Ability to adapt to change and be prepared to undertake a wide variety of responsibilities	Desirable

Πανεπιστήμιο Νεάπολις Πάφου

ANNOUNCEMENT FOR LECTURER

Neapolis University Pafos

Lecturer in Environmental Impacts Assessment

The Postgraduate Program MSc in Environmental Impacts Assessment and Sustainability Management announces one academic position at the rank of Lecturer in Environmental Impacts Assessment

Candidates should have a PhD in Environmental Impacts Assessment. The candidate's years of academic experience, research record and scientific contributions, involvement in teaching and in the development of high quality undergraduate and graduate curricula will be considered. An internationally competitive remuneration package is offered according to qualifications and experience.

All applications, including a cover letter and a Curriculum Vitae should be sent by email to the Human Resources Department at hrd@nup.ac.cy.

For an application click here, tel: +357 26843300, or email: hrd@nup.ac.cy

CLOSING DATE: 30 July, 2017

JOB DECSRIPTION Lecturer in Environmental Impacts Assessment

Job Title: Lecturer
Department/School: Postgraduate MSc Program in Environmental Impacts Assessment and Sustainability Management
Contacts Internal: Academic colleagues and administrative staff in the Program and University. **External:** Academic community in Environmental Impacts Assessment and professional bodies
Major Duties • To teach postgraduate courses offered by the Program. • Participation in PhD supervising Committees • To be actively involved in research, that will result in publication in highly-rated journals. • To participate in R&D projects funded by the EU/local institutions. • To develop the course material as needed. • To undertake administrative duties as assigned by the Head of the Program. • To represent the Program at seminars and conferences. • To promote the image of the Program in the wider academic and business communities. • To supervise and guide research students. • To enchase teaching innovation and contribute to new research ideas.

Environmental Impacts Assessment	Lecturer
Essential/ Desirable	
PhD in Environmental Impacts Assessment, or a related discipline	Essential
Previous university lecturing and teaching experience	Desirable
Ability to teach in both Greek and English	Essential
Ability to communicate in Russian, Chinese or Arabic	Desirable
Ability to supervise doctorate thesis	Desirable
Participation in International Academic Networks and Fora	Essential
Ability to teach across a range of programmes, with evidence of teaching excellence	Essential
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Organisational and administrative skills	Essential
Willingness for continuous personal and academic development	Essential
Actively demonstrate leadership skills	Desirable
Ability to adapt to change and be prepared to undertake a wide variety of responsibilities	Desirable

Παράρτημα V – Τιμολόγια Βιβλίων

Παράρτημα VI –Απόσπασμα Πρακτικών Συμβουλίου ημερομηνίας 02/05/2017

Απόσπασμα Πρακτικών Συμβουλίου ημερομηνίας 02/05/2017

«Μετά από εισήγηση του Κοσμήτορα της Σχολής Αρχιτεκτονικής, Μηχανικής και Γεωπεριβαλλοντικών Επιστημών, Καθηγητή Σόλωνα Ξενόπουλου με σκοπό:

- την ενδυνάμωση της πρωτογενούς έρευνας στα αντίστοιχα επιστημονικά πεδία ,
- την ενεργό συμμετοχή των φοιτητών στην έρευνα
- την ανάπτυξη συνεργασιών και συμπράξεων με αντίστοιχα ερευνητικά Κέντρα της Κύπρου και του εξωτερικού,
- τη συμμετοχή σε ερευνητικές συμπράξεις και πρωτοβουλίες

Το Συμβούλιο αποφάσισε να εγκρίνει την ίδρυση Κέντρου για την Μελέτη της Αειφόρου Ανάπτυξης.

Προς το σκοπό αυτό το Πανεπιστήμιο θα προσφέρει την κατάλληλη υλικοτεχνική υποδομή και ανθρώπινο δυναμικό.»

Ανδρέας Μολέσκης
Γραμματέας Συμβουλίου

Πανεπιστήμιο Νεάπολις Πάφου, Λεωφόρος Δαναής 2, 8042 Πάφος, Κύπρος
Τηλ. +357 26 843300, Φαξ. +357 26 931944, Email: info@nup.ac.cy Website: www.nup.ac.cy

Παράρτημα VII – Σεμινάρια Εισαγωγής (Introductory Courses)

Introductory Course I: Introduction to Ecology

Purpose and objectives

The current bridge course aims at the introduction of the basic concepts of the ecology in order for the students to get in touch and understand its core meanings. Besides the basic terms of ecology, a key objective of this course relies upon the understanding of the spatial and temporal dimension of any ecological problem.

Course contents and topics

The course is structured into three lectures of 5 hours each, total 15 hours. It is organized around the comprehension of the generic environmental division into natural and anthropogenic. It proceeds with the further breakdown of the natural environment into biotic and non-biotic and also points out the human contribution, positive or negative. In this context the bridge course focuses on the following topics:

- Ecosystems
- Recycling nutrients
- Productivity
- Ecological succession
- Environmental factors 1: Introduction, light and temperature
- Environmental factors 2: Water, wind, soil and topography
- Population Ecology
- Evolution
- Survival strategies
- Immigration and spread patterns
- The most important natural ecosystems
- Man as an ecological factor

Assessment method

In order to ensure that students have gained the necessary knowledge an exam is provided at the end of the course.

References (indicative)

- Emberlin C. J. (2002), Introduction to ecology (in English and Greek)

Introductory Course II: Introduction to Geographical Information Systems (GIS)

Purpose and objectives

The current bridge course serves introductory purposes and aims at the provision of the necessary background knowledge in order for the students to get as familiar as possible with the meanings and the procedures of the GIS concepts and methodologies. The objective lies upon the understanding of both the theoretical basis and the practical application of the ArcGIS software as a tool for the efficient manipulation of spatial information. The ability to utilize quantitative - qualitative data having spatial reference is linked effectively to the ability of decision-making.

Course contents and topics

The course is structured into three lectures (and practicals) of 5 hours each, total 15 hours. It is organized around the ArcGIS platform, the current leader gis software. It includes the understanding of the basic concepts of the GIS context such as coordination systems and geographical projections, forms of spatial and descriptive information, methods of integration and analysis, editing, automation and visualization, map construction - layouts and other communication material.

The first lecture (along with practicals) includes:

- Introduction to and getting around the ArcGIS module: ArcMap and ArcCatalog interfaces
- Knowing the basics: create a project (map), set the coordination system, load layers (shapefiles), symbolize them, set the scale of reference and construct the layout - print the result
- Performing simple operations: query analysis, view attributes and join tables of information, measure distances, do selections and buffer analysis

The second lecture (along with practicals) includes:

- Editing tools: create a layer, put attributes and data into it, reshape/modify an existing layer
- Performing advanced operations (the toolbox capabilities): data analysis and management tools
- Georeferencing images: vector vs raster data layers, utilize existing map images

The third lecture (along with practicals) includes:

- Introduction to the Spatial Analyst Extension: data prerequisites and method of analysis - utilization
- Introduction to the 3D Analyst Extension: data prerequisites and method of analysis - utilization
- Introduction to the Network Analyst Extension: data prerequisites and method of analysis - utilization

Assessment method

In order to ensure that students have gained the necessary knowledge an exam is provided at the end of the course.

References (indicative): The ESRI ARCGIS 10.x manuals and handbooks (embodied in the software platform) or in a hard copy where available. Useful link: www.esri.com

Introductory Course III: Introduction to Mathematical and Environmental Modeling

Purpose and objectives

The current bridge course aims at the introduction of the modeling approach (through the integration of mathematics and environmental concerns) as an important component of all environmental work. It helps to provide both decisions and policies. Models improve the understanding of natural and anthropogenic systems and how they react to changing conditions, such as exposure to hazardous substances and the temporal and dose effects from the exposure. The objective relies upon the understanding of designing a model taking into consideration the environmental issue under question and the available analytical tools for its comprehension.

Course contents and topics

The course is structured into three lectures of 5 hours each, total 15 hours. It is organized around a series of logical consequent steps starting from identifying the environmental issue, moving to retrieving the available (mathematical) approaches for its quantification and understanding, ending to the ways of representation and communication of the results. Due to the complexity of the modeling procedure of every environmental issue, this bridge course is oriented in servicing the conceptual demands of the adjusted post graduating course that follows rather than answering to all computational aspects of the modeling issue. In this context the bridge course focuses on the following topics:

- Introduction to environmental modeling: theory and practices - basic components
- The modeling problem of pollutants concentration - dispersion in air, water and soil: mathematical approaches and routines
- The modeling problem of location need in relation to designated areas and other spatial prerequisites: mathematical approaches and routines
- The modeling problem of proximity and best routing analysis in relation to annoyances to natural and anthropogenic assets: mathematical approaches and routines
- The modeling problem of visibility issues in relation to landscape preservation: mathematical approaches and routines

Assessment method

In order to ensure that students have gained the necessary knowledge an exam is provided at the end of the course.

References (indicative)

- Brimicombe, A. (2010), *GIS, environmental modeling and engineering*, CRC Press, USA

Neapolis University Pafos - Learning Resources Center / Library
Acquisitions proposal form 2017-2018 - BOOKS
Name of lecturer/School : Envitronmental Impacts Assessment

Required Textbooks

No	Author	Title	Publisher	Edition	ISBN	Quantity	Nasis Price/€	Perizitito Price/€	Suggestion €/unit	Suggestion Vendor
1	Holder, J. and Lee, M. (2007)	Environmental Protection, Law and Policy, Text and Materials	Cambridge	2nd ed	9780521690263	1	79.00	65.00	65.00	Perizitito
2	Birnie, P., Boyle, A. and Redgwell, C. (2009)	International Law and the Environment	Oxford Univesity Press	3rd ed	9780198764229	1	60.00	56.00	56.00	Perizitito
3	Sands, P. and Peel, J. (2002)	Principles of International Environmental Law	Cambridge	2nd ed	9780521140935	1	60.00	56.00	56.00	Perizitito
4	Wathern P. (ed.) (2004).	Environmental impact assessment: theory and practice			9780415078849	1	57.00	55.00	55.00	Perizitito
5	Glasson J., Therivel R., Chadwick A. (2012)	Introduction to Environmental Impact Assessment	Routledge, London	4th edition	9780415664707	1	55.20	53.00	53.00	Perizitito
6	Morris, P. and Therivel, R. (eds.) (2009).	Methods of Environmental Impact Assessment	Routledge, London	3rd edition	9780415441759	1	53.50	52.00	52.00	Perizitito
7	Rydin, Y. (2011)	The Purpose of Planning: Creating Sustainable Towns and Cities	Bristol: Policy Press		9781847424303	1	25.00	23.00	23.00	Perizitito
8	Batty, S., Davoudi, S. and Layard, A. (2001)	Planning for a Sustainable Future.	London: Routledge		9780415234085	1	55.00	54.00	54.00	Perizitito
9	Farr, D. (2007),	Sustainable Urbanism: Urban Design With Nature.	USA: John Wiley & Sons		9780471777519	1	89.50	84.00	84.00	Perizitito
10	Sadler, B. and Dusik, J. (2016)	European and international experiences of strategic environment	Routledge, London		9780415656788	1	57.50	55.00	55.00	Perizitito
11	Marsden, S. (2008).	Strategic environmental assessment in international and Europe	Earthscan, London		9781844074891	1	120.00	99.00	99.00	Perizitito
12	Dalal-Clayton, B. and Sadler, B. (2005).	Strategic Environmental Assessment: A Sourcebook and Refere	Earthscan, London.		9781844071791	1	44.00	42.00	42.00	Perizitito
13	Runhaar, H. and Driessen, P. (2007)	What makes strategic environmental assessment successful environmental assessment? The role of context in the contribution of SEA to decision-making, Impact Assessment and Project Appraisal,			2-14. /146155107X190613	1	32.50	29.00	29.00	Perizitito
14	Steven Cohen, William Eimicke, Alison M	Sustainability Policy: Hastening the Transition to a Cleaner Economy			9781118916377	1	66.00	63.00	63.00	Perizitito
15	Abbott, K. W.	Engaging the Public and the Private in Global Sustainability Governance, International Affairs		2012		1	34.50	29.00	29.00	Perizitito
16	O'Rourke, D.	The Science of Sustainable Supply Chains		2014		1	29.50	29.00	29.00	Perizitito
17	Perman, R, Ma, Y., McGilvray, J. and Co	Natural Resource and Environmental Economics	Longman	2nd ed.	9780321417534	1	74.00	73.00	73.00	Perizitito
18	Χάλκος, Γ.	Οικονομία και Περιβάλλον: Μέθοδοι Αποτίμησης και Διαχείρισης	Εκδόσεις Liberal Books	2013		1	55.00	48.00	48.00	Perizitito
19	Βλάχου, Α.	Περιβάλλον και Φυσικοί Πόροι: Οικονομική Θεωρία και Πολιτική	Εκδόσεις Κριτική	2001		1	25.00	23.00	23.00	Perizitito
20	Kollia, V., Kalyvas, D., Triantakonstantis,	Geographical Information Systems	Embrio	2012		1	35.00	32.00	32.00	Perizitito
21	Tsouhlaraki, A., Achileos, G.	Learning GIS in practice	Disigma	2010		1	45.00	39.00	39.00	Perizitito
22	Koutsopoulos, K.	Geographical Informantion Systems and Spatial Analysis	Papasotiriou	2002		1	45.00	39.00	39.00	Perizitito
23		Guidelines for Environmental Impact Assessment	IEMA	2004		1	no price	no price	no price	
24	Glasson, J., Therivel, R. and Chadwick, A	Introduction to Environmental Impact Assessment	Routledge	4th ed.	9780415664707	1	55.00	49.00	49.00	Perizitito
25	Morris, P. and Therivel, R.	Methods of Environmental Impact Assessment	Routledge	3rd ed.	9780415441759	1	50.00	48.00	48.00	Perizitito
26	Yin, R. K.	Case Study Research	Sage Publications	1985	9781452242569	1	80.00	72.00	72.00	Perizitito
27	Alreck, P. L., & Settle, R.B.	The Survey Research Handbook	Irwin	1985	9780072945485	1	180.00	155.00	155.00	Perizitito
									1422.00	not vat