



APPLICATION FOR EVALUATION – ACCREDITATION - PROGRAM OF STUDY -

**This Document is submitted on the basis of Article 17 of Laws 136(I)/2015 to 47
(I)/2016 for the evaluation of a program of study**

Note the following:

1. The Institution of Higher Education prepares and submits the application, in both Greek and English. The application (in five original copies) and cover letter, which should be submitted both in print and electronically, must be signed by the chief administrative officer of the institution.
2. The deadline for submitting applications, is published on the Agency's website according to the relevant provisions of the the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016".
3. The institution is responsible to ensure that the application contains all required information and that the information is true and accurate.

4. The application must include the following information, as well any other additional information pertinent to the Criteria set by the Agency, in relation to programmatic evaluation:

- 4.1 Name of the Institution
- 4.2 Institution or branch of the Institution pertinent to this application
- 4.3 Name of the program of study
- 4.4 Final higher education qualification awarded
- 4.5 Program type (academic / vocational)
- 4.6 Duration of studies
- 4.7 Program's purpose and objectives
- 4.8 Intended learning outcomes
- 4.9 Program's language of instruction
- 4.10 Detailed curriculum, including the structure of the program, courses per semester and the content of each course analytically (in Greek or in English depending on the program's language of instruction)
- 4.11 Student admission requirements
- 4.12 Academic / teaching personnel and their qualifications
- 4.13 Program's courses and the academic / teaching personnel teaching each course for every year of studies



- 4.14 Research activities of the teaching personnel involved in the program and synergies between research and teaching
- 4.15 Address or addresses of the program's premises where the program is offered
- 4.16 Number and description of classrooms, laboratories, library, equipment and of any relevant infrastructure in general
- 4.17 Regulations and procedures for quality assurance for the program of study
- 4.18 Student welfare mechanisms, for monitoring the sufficiency of student support
- 4.19 Feasibility study, which must include, amongst others:
 - The proposed number of students
 - Graduates' employability prospects
- 4.20 Tuition and the management of the program's financial resources
- 4.21 Administrative structure of the institution's programs of study, including the program in the proper position (i.e. by indicating the School and the Department under which the program will operate, by noting whether the program is inter-institutional, inter-departmental, etc)
- 4.22 Name and contact information of the Program's Coordinator



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION





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GENERAL INSTRUCTIONS FOR COMPLETING THIS DOCUMENT



A. PROGRAM'S GENERAL PROFILE

1. Since, it is not possible to pre-estimate the necessary space to enter information required, interested parties are requested to copy this document on their computers, along with the instructions included herewith, allowing the necessary space for every entry.
2. A separate application should be submitted for every program of study. If the same program of study is offered at the main premises of the institution, as well as at a branch of the institution, separate applications should be submitted.
3. As this application, when it becomes accepted, will be evaluated by an External Evaluation Committee, it should be submitted in five print copies and electronically.
4. Please insert all that is applicable or note “Not applicable” and explain the institution’s relevant policy on the particular standard or indicator.

1. Name of the Institution:

Cyprus University of Technology
2. Institution or branch of the Institution pertinent to this application: Lemesos
3. Name of program of study (See Specific Instructions): Master (MSc) in Sciences in Developmental Communication Disorders (SDCD) (full-time: four semesters (24 months) or part-time: eight semesters (48 months) / 110 ECTS)
4. Final Higher Education Qualification (See Specific Instructions): One (1) distinct qualification award (postgraduate degree) based on specialization achieved through research methods, seminars, clinical case studies and postgraduate dissertation: <ul style="list-style-type: none"> • Master (MSc) in Sciences in Developmental Communication Disorders (SCDS)
5. Type of the program of study (See Specific Instructions): Academic
6. Duration of studies (See Specific Instructions): Full-time study: four semesters (4 semesters) Part-time study: eight semesters (8 semesters). The postgraduate program consists of 13 courses: 4 in the first semester (September – December, 30 ECTS), 4 in the second semester (January – May, 24 ECTS), 4 in the third semester (26 ECTS) and 1 in the fourth semester (January – May, 30 ECTS) which includes the Master's thesis or Independent study option and aim at the systematic study of clinical case(s) through clinical intervention with clients/patients). For the successful completion of the study program, 110 ECTS are required. A

detailed programme of study is presented in Annex F "List of Compulsory Courses and Elective Courses".

*** It is noted that a 10% of admissions may come from related disciplines such as psychology, linguistics, neurosciences, and similar health sciences. For these graduates the exercise of the profession in speech-language therapy will **not** apply, since the admitted students from these disciplines do not hold a first degree in logopathology/speech therapy (see legislation and regulations for practicing logotherapy/speech therapy on the Cyprus Register of Practitioners for Logopathologists/Speech Therapist).

Note:

In order for this application to be valid, a copy of the receipt for the payment of the fees, provided by Law N. 136(I)/2015, should be attached to it and it should be submitted within the deadline specified by the relevant legislation.

B. PROGRAM'S CONTENT

1. Program's purpose and objectives:

2. Intended learning outcomes:

The programme's objectives are:

- To further the knowledge acquired at the undergraduate level on issues related to the Developmental Communication Disorders in the cognitive domain of Speech Therapy / Logopathology
- To further the acquisition and implementation of such skills needed in design, analysis, and research related to the Developmental Communication Disorders Sciences
- To strengthen clinical and research skills and the use of modern theoretical and clinical literature
- To promote culture for interdisciplinary study and lifelong professional development

3. Program's language of instruction:

Greek (with the exception of 3 courses offered in English because these will be taught through interdisciplinary study programmes with English-speaking departments as well as an English-speaking Visiting Professor).

4. Detailed curriculum, including the structure of the program, courses per semester, and the content of each course analytically (in Greek or in English depending on the program's language of instruction (See *Specific Instructions*):

Thirteen courses (including the postgraduate dissertation/ independent study and the elective courses) are included in the programme. The list and the description of the courses are presented in Annex F - Annexes 1 and 2. It is noted that all courses last three (3) hours and correspond to 6 or 8 ECTS depending on the course, while the postgraduate dissertation or the independent study is credited with 30 ECTS.

The training and specialization of the students is achieved through lectures, research methods, seminars / workshops, specialised clinical case studies of pathological patients as well as through the postgraduate dissertation in which current cognitive theories within

the field of Developmental Communication Disorders (DCD) will be closely discussed. Specialization in DCD is mainly focused on research, prevention, evaluation, diagnosis and differential diagnosis, planning and implementation of rehabilitation programs. These skills are necessary for the understanding and practical application of intervention methods as well as for the use of modern technology mainly aiming at the implementation of the above methodologies, skills and technologies in various communication disorders in the infant, the pre-school and school aged child and adolescent (e.g. primary and secondary language disorder, autism spectrum disorders, deafness, neuro-kinetic communication disorders, motor-neuro disorders, craniofacial abnormalities, genetic syndromes and rare diseases, methods of alternative augmentative communication etc.)

5. Student admission requirements (See *Specific Instructions*):

- Bachelor's degree in a subject related to the candidate's proposed field of study such as logopathology / speech therapy, rehabilitation, pedagogy, linguistics, psycholinguistics, psychology, hearing sciences, neurosciences.
- Degree relevance in Logopathology / Logotherapy and its applications
- Interview with prospective students (if necessary).
- First degree NOT LOWER THAN 7.5/10 OR 3/4 GRADE POINT AVERAGE (GPA).
- Good command of the Greek language (based on a Certificate of Success in the Basic Knowledge of the Greek Language for non-Greek-speaking applicants)
- Excellent knowledge of the English language (based on international examinations)

6. Academic / Teaching Personnel and their qualifications – their biographical notes should be attached (See *Specific Instructions*):

Kakia Petinou, B.Sc., M.Ed., Ph.D., SLP

Speech therapist & Developmental Psycholinguist

Dr. Kakia Petinou is an Associate Professor (in progress promotion to Professor) Deputy Dean School of Health Sciences, at the Rehabilitation Sciences Department, Cyprus University of Technology (CUT), as well as founder and director of research laboratory “TheraLab” at Cyprus University of Technology. Her research interests lie in early language development and language delay which aim to detect and evaluate στόχο τον εντοπισμό και την ανίχνευση προγνωστικών παραγόντων της χρόνιας chronic language disorders (specific language disorder, developmental speech apraxia, phonological disorders, autism spectrum disorders, relationship of phonological ability and semantic diversity/ variability rehabilitation of speech disorders in young children of pre-school age. Her research also lies on the development of valid and reliable assessment tools for the detection, evaluation and diagnosis of communication disorders in children as well as mapping the language profile of children in Cyprus focusing on language profiles, speech outcomes and systematic intervention in developmental speech and language disorders. She is the author of the book “Clinical and Theoretical Issues in Phonetics and Phonology” (2010) (Epiphaniou Publishing House). She has worked in various medical and academic institutions in the United States and Cyprus such as the Albert Einstein College of Medicine, Atlanta Veteran’s Administration Hospital, NYC United Cerebral Palsy Center, Touro College, Yeshiva University, Stern University for Women, University of Cyprus, The Cyprus Institute of Neurology and Genetics.

Maria Kambanaros Ph.D., SLP

Dr. Maria Kambanaros is an Associate Professor (σε διαδικασία ανέλιξης στη βαθμίδα Καθηγήτριας) and President of the Rehabilitation Sciences Department, School of Health Sciences, at Cyprus University of Technology. Dr. Kambanaros is the founder of the first

research lab in Cyprus for Transcranial Magnetic Stimulation (TMS) and has great research and clinical activities in cutting-edge research. Dr. Kambanaros is a certified bilingual (English and Greek) Speech Therapist with more than 25 years of clinical and academic experience in Greece and Cyprus. Her research focuses on issues of linguistic and cognitive disorders across the age span as well as recent neuroscience activity. Also Dr. Kambanaros is the author of the book "Diagnostic Themes of Speech Therapy Διαγνωστικά Θέματα Λογοθεραπείας ", Athens: Hellen Publishing Co., which has been adopted as a university textbook in speech therapy programs in Greece and Cyprus. She is also an Assessor at KYSATS Cyprus and APELLA Greece, and a member of a multidisciplinary research initiative group in Cyprus and participates in all the research projects carried out in the group.

Eleni Theodorou, B.Sc., M.Ed., Ph.D., SLP

Dr. Eleni Theodorou is a lecturer at Cyprus University of Technology (σε διαδικασία ανέλιξης στη βαθμίδα Επίκουρη). She is the founder and director of the Communication Language & Speech Research Laboratory (Ερευνητικού Εργαστηρίου Επικοινωνίας Λόγου Γλώσσας), which carries out research in the area of developmental language disorders both in the field of diagnosis and intervention. Her research interests also lie with the mapping of the diagnostic procedures used to evaluate children with complex communication disorders. Dr. Theodorou is an acknowledged MAKATON language programme trainer, and can apply this programme to people with serious communication and learning difficulties. She has had clinical experience with children for more than 15 years and has worked as a therapist in Limassol Hospital and in many schools, reception-schools, in primary and special education.

Nikos Konstantinou, B.Sc., M.Sc., Ph.D.

O Dr. Nikos Konstantinou is Assistant Professor at the Department of Rehabilitation Sciences in the field of cognitive neuropsychology. He has also worked as a researcher at the Center for Applied Neurosciences, University of Cyprus, and as a visiting Professor at the Department of Psychology at the University of Cyprus. Dr. Konstantinou has extensive experience in teaching undergraduate courses in the Department of Rehabilitation Sciences, CUT.

Iliada Pampoulou, B.Sc., M.Ed., Ph.D., SLP

Dr. Iliada Pampoulou is a Lecturer in the Department of Rehabilitation Sciences and holds a degree as a speech therapist, and has significant experience in alternative and augmentative communication and assistive technology. She has worked as a research associate at the Department of Rehabilitation Sciences of the Cyprus University of Technology, with significant teaching experience in "Introduction to Communication Disorders", "Language Learning Disorders", "Computer Applications and New Technologies in Speech Therapy" and "Neurogenic Motor Speech Disorders."

Costas Christophi, PhD

Dr. Costas Christophi is an Associate Professor at the Department of Rehabilitation Sciences, CUT, as well as an academic member of the Cyprus International Institute of Environmental and Public Health (CII) at the Cyprus University of Technology, in the field of biostatistics. He has been involved in studies of disease prevalence and disorders and his research team has conducted research in the areas of obesity, diabetes, smoking and general health.

Konstantinos Makris PhD

Dr. Konstantinos Makris is an Associate Professor of environmental health at the Department of Rehabilitation Sciences, CUT, as well as an academic member of the Cyprus International Institute of Environmental and Public Health (CII) at the Cyprus University of Technology in the field of epidemiology and biostatistics. He also served as an (εξωτερικός Αναπληρωτής Καθηγητής) external deputy Professor of Environmental Health at the University of Harvard (2009-2015).

Andrie Panayiotou, PhD

Dr. Andrie Panayiotou is an Assistant Professor in the Department of Rehabilitation Sciences, CUT, as well as an academic member of the Cyprus International Institute of Environmental and Public Health (CII) at the Cyprus University of Technology in the field of epidemiology of various diseases and disorders. She was also an external epidemiologist in the subject of epidemiology of cardiovascular diseases. Her work focuses on identifying risk factors and biomarkers that can be used to better identify people with pre-clinical atherosclerosis (καλύτερη αναγνώριση ατόμων με προ κλινική αθηροσκλήρωση).

Stefania Papatheodorou, PhD

Stephania Papatheodorou is an Assistant Professor in the Rehabilitation Sciences Department as well as an academic member of the Cyprus International Institute of Environmental and Public Health (CII), at the Cyprus University of Technology in the field of anatomy and physiology of the human body, gynecology and prenatal diagnosis of fetal defects, diagnosis and prevention of premature labour, as well as the establishment of and loss of pregnancy.

SPECIAL TEACHING STAFF

Despo Minaidou, M.S., CCC-SLP

Registered Speech Therapist

Mrs. Despo Minaidou is a registered speech therapist from Nicosia. In May 1986 she obtained a Bachelor of Science degree in "Teacher of the Speech and Hearing Handicapped" from Long Island University - C.W. Post Campus in New York, USA. She then went to Pennsylvania State University, USA, for postgraduate studies with a partial scholarship from C.A.S.P. (Cyprus American Scholarship Programme) of Fulbright, where she received her Master's degree in Science in Communication Disorders in 1988.

RESEARCH ASSOCIATES

Professor Andreas Demetriou, Ph.D

Dr. Demetriou has a first degree from the Department of Psychology and Pedagogy of the Philosophical Faculty of the Aristotle University of Thessaloniki (1975) and Ph.D. in the subject of Psychology from the Department of Philosophy, Pedagogy and Psychology of the same University (1983). He also completed postgraduate studies at the School of Psychology at the University of New South Wales, Australia (1978) as an Australian Government scholar.

Professor Martin Ball, Ph.D.

Dr. Martin J. Ball is an honorary professor at the School of Linguistics and English Language at Bangor University, Wales. Until recently, he was Professor of Clinical Linguistics and Phonetics at Linköping University, Sweden, and formerly Professor Hawthorne-BoRSF at the Department of Communications at the University of Louisiana

at Lafayette. He received his bachelor's degree in Linguistics and English from Bangor, his second degree in Phonetics and Linguistics from the University of Essex, and his Ph.D. from the University of Wales (Cardiff), and he is also a holder of the DLitt degree from Bangor University.

Professor Fofi Constantinidou, Ph.D., CCC-SLP

Dr. Fofi Constantinidou, is a logopathologist and Professor of Language Disorders at the Department of Psychology, University of Cyprus, as well as Director of the Center for Applied Neuroscience. Dr. Constantinidou studied in the USA with a Fulbright scholarship in 1983. She completed her first degree (1987), postgraduate (1989) and doctoral (1995) studies at the University of Northern Iowa, Southern Illinois University and the University of Cincinnati respectively.

Professor Areti Okalidou, Ph.D., CCC-SLP

Dr. Areti Okalidou is a speech therapist of speech and hearing, and Professor of Speech Therapy and Language Education at the Department of Educational and Social Policy of the University of Macedonia. She is also a visiting professor at the University of Gallaudet Washington, DC, USA. She is a graduate of the Pedagogical Academy of Thessaloniki with studies in psychology and continued her studies in the US in the field of speech therapy. She completed her doctoral dissertation at the internationally renowned Ph.D. Department of Speech and Hearing Sciences, City University of New York, for which she received an award by the New York State. Her research interests lie in the field of speech and communication problems of children with cochlear implant.

See Annex 3 – extended CVs

7. Program's courses and the Teaching Personnel teaching each course, for every year of studies (See *Specific Instructions*):

See Tables 3 and 4

8. Administrative structure of the institution's programs of study, including the program in the proper position (i.e. by indicating the School and Department under which the program operates, by noting whether the program is inter-university, inter-departmental etc) (See *Specific Instructions*):

School of Health Sciences

Dean: Associate Professor Nikos Middleton

Program Coordinator: Associate Professor Kakia Petinou

Chair Department of Rehabilitation Sciences: Associate Professor Maria Kambanaros

9. Regulations and Procedures for Quality Assurance for the program of study (See *Specific Instructions*):

- This postgraduate program was approved by the Rehabilitation Sciences Department after a thorough consultation/discussion by the Board, and the program is considered comparable to corresponding postgraduate programs of other universities abroad.
- An Academic Adviser is assigned to each and every student of the program in the 1st semester of studies. The student chooses, in cooperation with the Academic Adviser, the subject of the postgraduate dissertation within the first or the second semester. This practice is expected to promote the continuous interaction of professors and students, as well as to ensure the high quality of the postgraduate dissertation.

- Student progress will be closely monitored in this program. The Program Coordination Committee discusses students' performance / progress and provides suggestions on how to improve and resolve problems at least once a year.
- The curriculum quality of this program (course content and professor effectiveness) will be evaluated by the students at the end of each semester through questionnaires. The Program Coordination Committee may discuss the results of the evaluation on a case-by-case basis, if necessary.
- The Program Coordination Committee will record the views of graduate students and graduates of the postgraduate course (MSc. DCDS) on the program's effectiveness (e.g. interviews, focus groups, questionnaires).
- Through a recommendation from the Postgraduate Studies Committee, the Department of Rehabilitation Board/ Committee revises periodically (every 3 years) the content of postgraduate study program, e.g. to avoid overlapping between courses, or to avoid the phenomenon of overloading the students' program.
- In curriculum revisions: (1) the following is taken into account: the current state of affairs in Cyprus and the current and future needs of the institutions (e.g. organizations, rehabilitation facilities, hospitals, treatment centers, schools etc.); and (2) if necessary, adjust courses so that they are in line with developments in the Developmental Communication Disorders Sciences program.
- The Department of Rehabilitation Sciences and the Rehabilitation and Speech Therapy Clinic have laboratories with specialised equipment and PCs, specialised areas for individual and team work, areas for enhancing learning skills, facilities for research and treatment in specialized/specific clinical cases. The Department

often evaluates the adequacy and suitability of these areas and informs the relevant University authorities about any necessary actions.

- It is noted that the Rehabilitation and Speech Therapy Clinic of the University opened for the first time in January 2018 and is the first Public Rehabilitation Clinic. It belongs of the faculty of the Department of Rehabilitation Sciences of the Cyprus University of Technology, which offers the first undergraduate program in the field of Speech Therapy / Logopathology at a public university in Cyprus. The Rehabilitation Clinic is a training facility that provides students with rehabilitation models of good practice and combines theoretical education with clinical practice. Also, through the clinic, it is possible to conduct frontier research in the field of Speech Therapy in order to attract external research funds (from national, European and international funding programs). The clinic is fully equipped with laboratories for various types of diagnosis and treatment (i.e. audiology booth and state-of-the-art technology, assessment and evaluation tools for child disorders, intervention tools for people with communication difficulties) and provides early intervention programs.
- The Department has specific procedures in place for the continuous upgrading and maintenance of its laboratories and equipment and for the free access to the labs by the students.

10. Research Activities of the teaching personnel involved in the program and synergies between research and teaching:

The academic faculty of this proposed program consists of distinguished academics and researchers who conduct research, teach and are involved in clinical activities in the field of Logopathology / Speech Therapy / Developmental and Acquired Communication Disorders and in Rehabilitation Sciences. In particular, the members of the academic faculty have established teaching and research activities through funded research in the fields of Developmental Language Disorder, Early Language Delay, Sound Disorders,

Development of Rehabilitation Programs, Neurolinguistics and Neurocognitive Rehabilitation. It is noted that the research laboratories of the department have been established by existing faculty members through a start-up funding of 500,000 Euros as well as through secured and forthcoming funding from Restart, Research Hubs, Horizon 20/20, Cost Action & Dual Collaborations. Research outcomes produced through funded or non-research activity in the aforementioned fields cover all stages of research such as data collection, data storing, managing, analyzing, assessment, intervention in communication disorders in all age groups and dissemination of knowledge. Research conducted by the department as well as publications in acclaimed journals are key components of the lectures, seminars, and research methods of this program, linking the learning process with applied research methods towards the postgraduate dissertation, all under the supervision of faculty members.

11. Feasibility study which must, include, amongst others:

- **The proposed number of students**
- **Graduates' employability prospects**

The maximum number of students to be enrolled in the program is 20-25. It is noted that in a recent market study conducted by the Department of Rehabilitation Sciences at CUT (June-November 2018) 15 of the 25 graduates of the 2017-2018 class expressed their wish to continue their postgraduate studies in Developmental Communication Disorders Sciences at CUT (Master's degree), as well as about 20 other students from universities of Greece, Cyprus and abroad that attend programmes in speech therapy. It is expected that the minimum number of enrolled students over the next 5 years will remain constant (approximately 15-25 students) due to:

- The continuation of the undergraduate program at the Department of Rehabilitation Sciences at CUT, from which a number of students are constantly interested in postgraduate studies in Cyprus.
- The continuous outflow in the number of graduate students (30 to 40 people per year) from various universities from abroad in the field of speech therapy (information from the Association of Registered Speech-Language Pathologists Cyprus, the Cyprus Council of Recognition of Higher Education Qualification (KY.S.A.T.S.), the Cyprus Registration Council of Speech-Language Pathologists)
- The rising need to acquire a postgraduate degree for upgrading their professional qualifications so that professionals can claim a better place on the Civil Service Placement List of the Ministry of Education and Culture as it emerges under the New Employment System
- The need to further develop and improve knowledge in the field of speech and language therapy so that professionals can take the Ministry of Education and Culture exams in the subject of Special Education-SpeechTherapy and increase their chances of successfully securing a place under the New Employment System
- According to the Human Resource Development Authority (HRDA), the latest estimates for employment needs and viability of occupations for the next 10 years in Cyprus show that there will be an increase in the need for health science professionals (study published October 2018)
- There is an estimate number of 400 speech therapists who hold a Bachelor's degree and wish to pursue additional education in a graduate programme, preferably one that is offered in their country of residence since most of them live and work in Cyprus which makes their studying abroad most unlikely.

This graduate programme will provide students with additional knowledge and skills in the field of communication disorders sciences thus providing them with higher academic qualification in their career as health professionals both in the public and private sectors. In addition, the programme enables public sector employees to continue their professional development in Speech Therapy / Logopathology, thus giving them higher prospects for advancement in their service.

- Besides the private sector, the following public institutions and organisations are mentioned, where the graduates of this postgraduate programme can be employed: Ministry of Health, Ministry of Education and Culture, Department of Rehabilitation Sciences, Rehabilitation Centers, EOA Fellows, , ITHAKI, THEOTOKOS GREECE FOUNDATION, REHABILITATION CENTER «CONTACT» THESSALONIKI, EPE It is noted that the Department of Rehabilitation Sciences maintains memoranda of cooperation with various public and private institutions.

12. Student welfare mechanisms for monitoring the sufficiency of student support

- The Department, in cooperation with the relevant university services, ensures that there is a computer laboratory for its students and provides all databases and software needed for the purposes of the academic programme. It also provides services from a responsible person from the Department to assist students in any way they need with the use of databases and software.

- The labs of the Department are accessible to all students when they wish to work there. There are also arrangements for uninterrupted accessibility to the university premises (e.g. by disabled people) for which the University is responsible.
- Courses are required to be uploaded online or at least on the online learning platform. In any case, the basic information for each course (including the materials and the basic literature) is accessible to everyone.
- Classrooms are satisfactory in number and size, and have the appropriate technological equipment. The Department evaluates these and informs the relevant Administrative Services of the University to immediately take measures that are in line with the requirements of the Department.
- The Department is informed about the results of the evaluation questionnaires for all the services provided by the University, both by the students and by the academics, in order to ensure that all the support need by faculty members for the completion of their courses and research work is provided.
- The University has the appropriate mechanisms / procedures for recording complaints from students and staff and gives feedback to the relevant Departments and Administrative Services, on a case-by-case basis.
- The Department is in communication with the relevant university services so that students who receive financial support have some freedom to use the money according to the needs of the programme study.

- The Department is covered by the Office of Health and Safety for safety issues (e.g. accidents, earthquakes) in the labs and in general in the teaching premises.

13. Address or addresses of the program's premises

- KALIPSO Building as well as the Anatomy Lab on Navarinou 14 str, Lemessos
- Rehabilitation Clinic, B' Polos Athinaidos & Hugo str, Lemessos
- Nursing and Rehabilitation Building ZT3 (5th Floor) Vragadinou 15 str
- Ppadopoulos Auditoria and Themistikleous Building Athenos Street and Ifigenias corner 12 Limassol
- Libray «Βασίλης Μιχαηλίδης» Kyprianou 88
- Cyprus International Institute Irinis Strret 12, Limassol

14. Number and Description of classrooms, laboratories, library, equipment and of any relevant infrastructure in general (See *Specific Instructions*)

- 1 classroom with audiovisual equipment in the Nursing building "KALYPSO" as well as the use of the anatomy lab
- 4 Rehabilitation Research Labs with special equipment and 6 state-of-the-art PCs and a display screen / instructor at the Rehabilitation Clinic as well as audiology booth with soundproof installation
- 2 seminar rooms Rehabilitation Clinic with audiovisual presentation equipment and interactive screens / panels
- 1 classroom with audiovisual equipment in the ZT3 building (5th floor)

- 2 classrooms with audiovisual equipment at the International Institute of Cyprus as well as conference teleconferencing equipment
- 4 amphitheatrical classrooms in the "Tassos Papadopoulos" building with audiovisual equipment, large screens for presentations, wall-mounted monitors, projector and teleconferencing equipment
- 4 amphitheater halls in Andreas Themistocleous building with audiovisual equipment
- The Library of CUT serves and supports both academics, undergraduates and postgraduate students. The Library of the Cyprus University of Technology first opened in 2007 and is housed in the restored building of the Old Courts of Limassol now the "Vassilis Michaelides" building. The mission of the Library is to serve and support the members of the academic community, enhancing scientific research and the educational process. The Library actively participates in the University's vision of providing high-level education and research in cutting-edge areas. This is achieved by accessing information and recorded knowledge, conducting seminars as well as securing and organizing valuable information resources for the development of research and other skills by its member users. There is a certified librarian (one for each faculty) who, among other things, supports with writing dissertations and research papers. It offers access to databases (Mendeley), 182 databases of 420,000 e-books, 27,000 open and closed access electronic journals, and 27,000 books. Since 2018 the library has worked closely with the new Limassol Municipal Library.

15. Tuition and Management of the Program's Financial Resources

The tuition fees for the academic year 2017-18 amount to € 4100 for each student, in line with CUT's general policy for tuition fees for postgraduate Master's programs.

The Financial Coordinating Committee is responsible for the financial management of the program and functions under the supervision of the University's Postgraduate Studies Committee. Faculty members of the Coordinating Committee are:

- Kakia Petinou (coordinator)
- Eleni Theodorou (assistant coordinator)
- Maria Kambanarou (member)
- Iliada Pampoulou (member)

The expenses required for the recruitment of visiting professors and research associates will be covered by the State Budget and, if deemed necessary, by the Department's own revenue while revenue from the program will be used by the Rehabilitation Sciences Department to cover for fixed costs and / or unexpected expenses.

16. Name and contact information of the Program's Coordinator (See *Specific Instructions*):

Associate Professor Kakia Petinou,
Department of Rehabilitation Sciences, Cyprus University of Technology
15 Vragadinou str, ZT3 Bldg., 1st Floor
P.O. Box 50329, 3603
Lemesos, Cyprus
Tel.: +357 25002497
Fax: +357 25002769
kakia.petinou@cut.ac.cy
www.cut.ac.cy/theralab-



C. APPLICATION INFORMATION

Payment of Fees According to the Law:

Receipt Number:

Date on the Receipt:

Chief Person in Charge of the Institution According to the Law:

.....

Signature of the Chief Person in Charge of the Institution According to the Law:

.....



Institution's Representative (in the case of a company):

.....

Institution Representative's signature (in the case of a company):

.....

Date of Application:



D. SPECIFIC INSTRUCTIONS FOR COMPLETING THE DOCUMENT

A.3 Name of the program of study:

A.4 Final Higher Education Qualification:

A.5 Type of the Program of Study:

Academic

A.6 Duration of Studies

B.4 Detailed curriculum, including the structure of the program, courses per semester, and the content of each course analytically (in Greek and in English depending on the program's language of instruction:

- (a) Structure of programme study (Table 1)
- (b) Course Distribution per Semester (Table 2)
- (c) List of compulsory courses and elective courses
(Annex 1)
- (d) Course Description (Annex 2)

B.5 Student admission requirements

B.6 Academic / Teaching Personnel and their qualifications - their biographical notes should be attached

[Instructions: Provide a short description (10 lines) and a biographical note (Annex 3), for every member of the academic / teaching personnel.]

B.7 Program's courses and the teaching personnel teaching each course, for every year of studies

[Instructions: Provide the teaching personnel teaching each course and their corresponding teaching periods per week (Table 3). If the members of the teaching personnel teach, additionally, in other programs, provide their total number of teaching periods, per week, for every program of study (Table 4).]

[Instructions: Designate the Coordinator.]

B.8 Administrative structure of the institution's programs of study, including the program in the proper position (ie by indicating the School and Department under which the program operates, by noting whether the program is inter-university, inter-departmental etc)

B.9 Regulations and procedures for quality assurance for the program of study

[Instructions: Provide information regarding the procedures for the approval, operation, review, and internal evaluation for the program of study.]

B.14 Number and Description of classrooms, laboratories, library, equipment and of any relevant infrastructure in general.

[Instructions: Provide detailed information regarding the infrastructure which supports the program of study (Annex 4).]

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B.16 Name and contact information of the Program's Coordinator

FURTHER EVIDENCE REGARDING THE COORDINATOR'S EXPERIENCE AND QUALIFICATIONS

Dr. Kakia Petinou has previously worked as a Graduate Advisor at the YESHIVA & TOURO Speech Therapy Department of Albert Einstein College of Medicine, School of Health Sciences, Rose F. Kennedy Center, USA, between 1998-2001, and between 2010-2013 at the European University Cyprus. Since 2013 she has been a member of the APELLA system and a consultant for academic programs of speech therapy, pedagogy and linguistics in Greece and a reviewer of academic degrees in KYSATS Cyprus. In addition, between 2010-2013, she was a research associate in the European program of LIFE (NETQuest) through the European Association of Registered Speech Therapists (CPLOL) as well as a member of Cost Action IS1406 Enhancing Children's Communication Skills in Europe (2016-2019). In 2014, she established the research center THERAPO, which employs 4 research assistants, 2 undergraduates and 3 doctoral students.

E. TABLE 1: STRUCTURE OF THE PROGRAM OF STUDY

PROGRAM REQUIREMENTS	ECTS
Compulsory Courses [13]	110
Elective Courses	
(α) Courses of Specialization [11]	68
(β) General Education Courses/ Free Electives [2]	12
Postgraduate Assignment or Independent Study [1]	30
Total ECTS	110

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
<u>FIRST SEMESTER</u>								
1.	Compulsory	CSD 501	Recent Advances in the Assessment of Developmental Communication of Speech and Language Disorders	1	3 hours theory (lecture)	13	13	6
2.	Compulsory	CSD 502	Differential Diagnosis and Rehabilitation in Developmental Speech Sound Disorders	2	3 hours theory (lecture) 2 hours Lab	13	13	8
3.	Compulsory	CSD 503	Implementation Methods in Augmentative and Alternative Communication for People with Developmental Disabilities	2	3 hours theory (lecture) 2 ώρες Ε	13	13	8

4.	Compulsory	CSD 504	Differential Diagnosis and Intervention in Developmental Motor Speech Disorders	1	3 hours theory (lecture) 2 ώρες Ε	13	13	6
		TOTAL						30
<u>SECOND SEMESTER</u>								
5.	Compulsory	CSD 505	Recent Advances in Intervention of Developmental Disorders in Speech, Language and Communication	1	3 hours theory (lecture)	13	13	6
6.	Compulsory	CSD 506	Neurobiology of Developmental Communication Disorders	1	3 hours theory (lecture)	13	13	6
7.	Compulsory	CSD 507	Bilingualism, Multilingualism and Multiculturalism in Developmental Communication Disorders	1	3 hours theory (lecture)	13	13	6
8.	Elective	CSD 508	Seminar in Clinical Case Studies OR	1	3 hours theory (lecture)	13	13	6

		CSD 509	Interdisciplinary Approach to the Rehabilitation of Children with Craniofacial Anomalies					
	ECTS	TOTAL						24
<u>THIRD SEMESTER</u>								
9.	Compulsory	CSD 510	Seminar on Research Methodology in Developmental Communication Sciences and Disorders	1	3 hours theory (lecture)	13	13	6
10.	Compulsory	CSD 511	Evidenced based practice in Developmental Communication Disorders	1	3 hours theory (lecture)	13	13	6
11.	Compulsory	CSD 512	Auditory Rehabilitation in Deafness	1	3 hours theory (lecture) 2 ώρες Ε	13	13	8
12.	Elective	CSD 513	Psychopathology and Cognitive Development	1	3 hours theory (lecture)	13	13	6
		CSD 514	Research Methodology and Biostatistics (offered via inter-departmental course)		»			

	ECTS	TOTAL						26
<u>FOURTH SEMESTER</u>								
13.	Compulsory	CSD 515	Master's Thesis	1	15 hours	13	13	30

TABLE 3: TEACHING PERSONNEL, COURSES AND TEACHING PERIODS IN THE PROGRAM OF STUDY

A/A	Name and Surname	Discipline / Specialization	Teaching courses in the program of study under evaluation (MSc Sciences in Developmental Communication Disorders)		
			Code	Course Title	Periods/ Week
1.	Eleni Theodorou	Speech Language Therapy, Diagnostics, Developmental Language Disorders, Voice Disorders, Fluency Disorders, Augmentative and Alternative Communication	CSD 501	Recent Advances in Developmental Disorders of Speech, Language and Communication	1/13 1 period (three hours per period) for 13 weeks
2.	Kakia Petinou	Speech Pathology, Developmental Psycholinguistics, Late Talkers,	CSD 502	Differential Diagnosis and Rehabilitation in Developmental Speech Sound Disorders	1/13

		Early Intervention and Speech Sound Disorders			Laboratories are taught by Special Teaching Personnel (STP hereafter)
3.	Iliada Pampoulou	Speech and Language Therapy, Acquired Communication Disorders, Augmentative and Alternative Communication	CSD 503	Implementation Methods in Augmentative and Alternative Communication for People with Developmental Disabilities	1/13 Laboratories are taught by STP
4.	Martin Ball	Neurogenic Motor Speech Disorders, Clinical Phonetics and Phonology	CSD 504	Differential Diagnosis and Intervention in Developmental Motor Speech Disorders (in English)	1/13 Laboratories are taught by STP
5.	Eleni Theodorou	Speech Language Therapy, Diagnostics, Developmental Language Disorders, Voice Disorders, Fluency Disorders, Augmentative and Alternative Communication	CSD 505	Recent Advances in Intervention of Developmental Disorders in Speech, Language and Communication	1/13

6.	Fofi Constantinidou	Speech and Language Pathology, Neurocognitive Rehabilitation, Applied Neuroscience	CSD 506	Neurobiology of Developmental Communication Disorders	1/13
7.	Maria Kambanarou	Speech and Language Therapy, Neurolinguistic-Neurocognitive Rehabilitation, Language Disorders in Bilinguals	CSD 507	Bilingualism, Multilingualism and Multiculturalism in Developmental Communication Disorders	1/13
8.	Nikos Konstantinou	Neuropsychology, Research Methodology	CSD 508	Seminar in Clinical Case Studies (in English)	1/13
9.	Anastasios M. Georgiou	Speech and Language Therapy, Neurorehabilitation, Craniofacial Anomalies	CSD 509	Interdisciplinary Approach to the Rehabilitation of Children with Craniofacial Anomalies	1/13
10.	Iliada Pampoulou	Speech and Language Therapy, Acquired Communication Disorders, Augmentative and Alternative Communication	CSD 510	Seminar on Research Methodology in Developmental Communication Sciences and Disorders	1/13
11.	Maria Kambanarou	Speech and Language Therapy, Neurolinguistic-Neurocognitive	CSD 511	Evidence-Based Practice in Developmental Communication Disorders (EBP) (Αγγλική)	1/3

		Rehabilitation, Language Disorders in Bilinguals			
12.	Areti Okalidou	Speech and Language Therapy, Aural and Oral Rehabilitation in Cochlear Implants	CSD 512	Auditory Rehabilitation in Deafness	1/13
13.	Andreas Demetriou	Developmental Psychology, Psychophysiology, Psychopathology, Cognitive Abilities	CSD 513	Psychopathology and Cognitive Development	1/13
14.	Costas Christophi/ Konstantinos Makris	Biostatistics, Epidemiology, Research Methodology, Public Health	CSD 514	Research methodology and biostatistics (in English)	3/13
15.	Kakia Petinou Eleni Theodorou Iliada Pampoulou	As stated above as per each person	CSD 515	Master's Thesis or Independent Study	3/13

TABLE 4: TEACHING PERSONNEL, QUALIFICATIONS, AND TOTAL TEACHING PERIODS

A/A	Name and Surname	Qualifications	Rank *	FT/PT **	Program of Study	Periods/ week	Total periods/ week
1.	Kakia Petinou	Speech Language Pathology Psycholinguist	Assoc. P	FT	Προπτυχιακό Επιστ. Αποκατάστασης B.A. in Rehabilitation Sciences	4	15 Hours
					Master's in Sciences in Developmental Communication Disorders (SDCD)	1	
2.	Maria Kambanarou	Speech Language Therapy Neurolinguist	Assoc. P	FT	Undergraduate Rehabilitaion Sciences	2	12 Hours
					Master's in Cognitive Neurorehabilitation	1	
					Master's in SDCD	1	
3.	Eleni Theodorou	Speech Language Therapy Diagnostic Issues	L	FT	Undergraduate Rehabilitaion Sciences	3	12 Hours
					Master's in SDCD	1	

4.	Iliada Pampoulou	Speech Language Therapist Assistive Technology	L	FT	Undergraduate Rehabilitaion Sciences	4	15 Hours
					Master's in SDCD	1	
5. 1	Nikos Konstantinou	Neurocognitive Psychology	Vis. P	FT	Undergraduate Rehabilitaion Sciences	2	15 Hours
					Master's in Neurorehab.	2	
					Master's in SDCD	1	
6.	Costas Christophi or Konstantinos Makris	Biostatistic Epidimiology and Research in Public Health	Assoc. P Assoc. P	FT	Master's in Public Health Epidemiology & Biostatistics	2	12 Hours each
					Master's in Neurorehab.	1	
					Master's in SDCD	1	
7.	Andrie Panayiotou	Public Health	Vis. P	FT	Master's in Public Health Epidemiology & Biostatistics	2	6 Hours

					Undergraduate Rehabilitaion Sciences	1	
8.	Andreas Demetriou	Psychology, Cognitive Development	Vis. P	PT pro gratis	1	1	3 Hours
9.	Martin Ball	Acoustic Speech, Clinical phonetics, Neurogenic Speech Disorders	Vis. P	PT	1	1	3 Hours
10.	Fofi Contantinidou	Speech Language Pathologist, Neurological Neurocognitive Rehabilitation, Centre for Applied Neuroscience	Vis. P	PT	Undegraduate Psychology University of Cyprus	2	12 Hours
					Graduate Psychology University of Cyprus	1	
					Master's in DCDS	1	
11.	Areti Okalidou	Speech Language Pathology, Audiology and Rehabilitation, Deafness, Psychophysiology	Vis. P	PT	B.A. in Social Education University of Macedonia, Thessaloniki Greece	2	9 Hours
					Master's in SCD	1	

* Rank: Professor (P), Associate Professor (Assoc. P), Assistant Professor (Assis. P), Lecturer (L), Special Teaching Personnel (STP), Visiting Professor (Vis. P), Special Scientist (SS), Lab Assistant (LA)

** Full Time (FT), Part Time (PT)



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



F. ANNEXES

ANNEX 1 – LIST OF COMPULSORY COURSES AND ELECTIVE COURSES

A/A	Κωδικός Μαθήματος	Όνομα Μαθήματος	Τύπος Μαθήματος
<u>FIRST SEMESTER</u>			
1.	CSD 501	Recent Advances in the Assessment of Developmental Communication of Speech and Language Disorders	Compulsory
2.	CSD 502	Differential Diagnosis and Rehabilitation in Developmental Speech Sound Disorders	Compulsory
3.	CSD 503	Implementation Methods in Augmentative and Alternative Communication for People with Developmental Disabilities	Compulsory
4.	CSD 504	Diiferential Diagnosis and intervention of Developmental Motor Speech Disorders	Compulsory
<u>SECOND SEMESTER</u>			
5.	CSD 505	Recent Advances in Intervention of Developmental Disorders in Speech, Language and Communication	Compulsory
6.	CSD 506	Neurobiology of Developmental Communication Disorders	Compulsory
7.	CSD 507	Bilingualism, Multilingualism and Multiculturalism in Developmental Communication Disorders	Compulsory
8.	CSD 508	Seminar in Clinical Case Studies	Elective
9.	CSD 509	Interdisciplinary Approach to the Rehabilitation of Children with Craniofacial Anomalies	Elective

<u>THIRD SEMESTER</u>			
10.	CSD 510	Seminar on Research Methodology in Developmental Communication Sciences and Disorders	Compulsory
11.	CSD 511	Evidenced Based Practice in Developmental Communication Disorders	Compulsory
12.	CSD 512	Auditory Rehabilitation in Deafness	Compulsory
13.	CSD 513	Psychopathology and Cognitive Development	Elective
14.	CSD 514	Biostatistics and Research Methodology	Elective
<u>FOURTH SEMESTER</u>			
15.	CSD 515	Master's Thesis	Compulsory

ANNEX 2 – COURSE DESCRIPTION

FIRST SEMESTER

Course Title	Recent Advances in the Assessment of Developmental Communication of Speech and Language Disorders				
Course Code	CSD 501				
Course Type	Compulsory				
Level	Master's				
Year / Semester	1st year/ 1st semester				
Teacher's Name	Dr. Eleni Theodorou				
ECTS	6	Lectures / week	1 three-hour lecture	Laboratories / week	
Course Purpose and Objectives	This course focuses on developing theoretical knowledge and the clinical skills needed to assess children with communication / speech / language disorders. Students will understand the nature of the disorder(s) and the application of comprehensive evaluation processes through contemporary literature. By the end of the course they will be able to identify, describe and arrive at an effective/valid diagnosis of related disorders for the purpose of designing the appropriate intervention.				
Learning Outcomes	<p>By the end of this course it is expected that the students will:</p> <ol style="list-style-type: none"> 1. Analyse the theories that predict the pathogenesis, etiology and symptomatology of communication / speech / language developmental disorders. 2. Interpret language weaknesses at the interfaces of phonology, semantics, morphology, syntax and pragmatics. 3. Evaluate communication skills of patients using a variety of assessment methods, official and unofficial, and then be able to describe and interpret the results of the evaluation. 4. Critically explain the impact of communication/ language/ speech disorders on learning, behaviour, social adaptation and emotional integration of patients, and be able to hold an independent consultative role, for both the child and the other professionals involved. 				
Prerequisites	None	Required			

Course Content	This course will focus on the comprehensive assessment of disorders, as well as on the use of the most appropriate and effective methods of evaluation (and interpretation of findings) in children with communication / speech / language disorders (primary and secondary). Through recent literature that emerges from modern research and theoretical activities, as well as through active involvement in the learning process, the student will gain an in-depth knowledge of the scientific field of language related disorders. The student will receive the knowledge needed to develop as a communication disorders professional, as well as gain the necessary skills to continue further in the field as a researcher if he/she wishes.	
Teaching Methodology	Lectures, group presentations, seminars, visiting professors	
Bibliography	<ol style="list-style-type: none"> 1. Norbury, Tomblin, Bishop (2013). Κατανοώντας τις Αναπτυξιακές Γλωσσικές Διαταραχές 2. Βογινδρούκας, κ.α. (2010). Αναπτυξιακές γλωσσικές διαταραχές, Από τη βασική έρευνα στην κλινική πράξη 3. Hegde, M. N., & Pomaville, F. (2016). Assessment of c 4. Reed, V.A. (2014). An introduction to children with language disorders. Harlow: Pearson 5. Paul & Norbury (2012). Language disorders, from infancy through adolescents. 6. Επιστημονικά άρθρα 	
Assessment	30% mid term, 20% project, 50% final exam	
Language	Greek	

Course Title	Differential Diagnosis and Rehabilitation in Developmental Speech Sound Disorders
Course Code	CSD 502
Course Type	Compulsory

Level	Master's				
Year / Semester	1 st year/ 1 st semester				
Teacher's Name	Dr. Kakia Petinou				
ECTS	8	Lectures / week	1 three-hour lecture	Laboratories / week	2 hours
Course Purpose and Objectives	This course aims at describing the typical and atypical phonological development of children, emphasizing both in the interlanguage patterns and the patterns related to the Greek language. The pathogenesis and etiology of phonological disorders (idiopathic and organic, differential diagnosis, co-morbidity) is presented, as well as description and presentation of tools for evaluation, prevention and managing of phonological problems during childhood. Also, discussion of issues related to the design of a rehabilitation programme based on data analysis, phonetic and phonological design, and the application of optimal therapy rehabilitation framework in relation to developmental phonological disorders. The course also includes workshops for the application of phonological analysis and evaluation methods.				
Learning Outcomes	By the end of this course it is expected that the students will: 1. Critically appraise parameters of phonological development, diagnosis and differential diagnosis of disorders, and intervention methods in children. 2. Review the clinical literature for diagnosis and intervention of phonological disorders in children and synthesize main findings. 3. Propose and evaluate strategies on phonological evaluation and treatment of children based on known theories. 4. Design and apply the necessary processes to administer standardized and non-standardized assessment tools and software programs to conduct phonological competence assessments and provision of rehabilitation based on contemporary research findings on childhood intervention methods.				
Prerequisites	None		Required		
Course Content	Typical phonological development, theoretical frameworks, terminology, preliminary abilities of babies, prevention, transition from sound to meaning, age-related milestones. Presentation of etiology of phonological disorders, differential diagnosis, organic diseases, idiopathic phonological disorder, clinical cases, speech apraxia, deafness, otitis media, phonological disorder, articulation disorder, prevalence, phonological disabilities related speech disorders, classification of phonological disorders and co-morbidity.				

	Description, presentation, and application of phonological data analysis and analysis of parameters and tools, evaluation tools, phonological sample collection, independent and relative analysis, phonetic repertoire, phonological processes, prevention and managing of phonological problems in childhood, assessment tools, oral-facial examination, phonological awareness test. Data analysis and στοχοθέτηση, analysis of data-based patterns from clinical phonological cases, target words, focal stimuli. Approaches to treatment such as articulation, motor and linguistic approaches, non-linear theories of phonological disorders, new challenges and approaches, hierarchical structure of phonological organisation and disorder. Speech Analysis Software.
Teaching Methodology	Lectures, web aids, seminars, demonstration of applications, guest lectures, individual meetings, workshop in speech analysis software, and clinical case presentations
Bibliography	<p><u>BOOKS</u></p> <ol style="list-style-type: none"> 1. Bernthal, J.E., & Bankson, N.W. & Flipsen, P. (2012) ARTICULATION AND PHONOLOGICAL DISORDERS: SPEECH SOUND DISORDERS IN CHILDREN 6TH ed. Pearson Education 2. Πετεινού & Οκαλίδου (2011) Θεωρητικά και κλινικά θέματα φωνητικής και φωνολογίας. Εκδόσεις Επιφανίου <p><u>SUGGESTED</u></p> <ol style="list-style-type: none"> 1. Botinis, A. (2011). The phonetics of Greek. ISEL Editions ISBN 9788895909059 2. Bauman-Waengler, J (2013). Articulatory and phonological impairment: a clinical focus. Pearson 3. McLeod, S & Goldstein, B. (2012). Multilingual aspects of speech sound disorders in children. Multilingual Matters ISBN 9781847695123 <p><u>ARTICLES</u></p> <ol style="list-style-type: none"> 1. Petinou, K., Schwartz, R.G., Mody, M., & Gravel, J. (1999). Early phonological characteristics of young children with and without otitis media. Clinical Linguistics and Phonetics, 12, No.6, 144-149. 2. Armosti, S. (2009).The phonetics of plosive and affricate germination in Cypriot –Greek. PhD Thesis. Cambridge University 3. Ben David, A., & Berman, R. A. (2007). Israeli Hebrew speech acquisition. In S. McLeod (Ed.), The international guide to speech acquisition (pp. 437-456). Clifton Park, NY: Thomson Delmar Learning. 4. Dyson, A. (1988). Phonetic inventories of 2 and 3 year old children. <i>Journal of Speech and Hearing Disorders</i>, 53, 89-93.

	<p>5. Edwards, J., Beckman, M., & Munson, B. (2015). Frequency effects in phonological acquisition. <i>Journal of Child Language</i>, 42, 306-311.</p> <p>6. Grech, H. (2006). Phonological development of Maltese-speaking children. In Z. Hua, & B. Dodd (Eds.), <i>Phonological Development and Disorders: Multilingual Perspective</i> (1st ed., pp. 135-- 178). UK: Multilingual Matters, Ltd.</p> <p>7. Kent, R.D. (1992). The biology of phonological development. <i>Phonological development: Models, research, implications</i>, 65-90.</p> <p>8. Locke, J. (1993). <i>The child's path to spoken language</i>. Cambridge, MA: Harvard University Press.</p> <p>9. McLeod, S. (Ed.) (2007). <i>The International Guide to Speech Acquisition</i>. Clifton Park, NY: Thomson Delmar Learning.</p> <p>10. McLeod, S., van Doorn, J., & Reed, V. (2001). Consonant cluster development in two-year olds: General trends and individual differences. <i>Journal of Speech and Hearing Research</i>, 44(5), 1144-1171.</p>
Assessment	30% mid-term exam, 20% individual assignment, 50% final exam
Language	Greek

Course Title	Implementation Methods in Augmentative and Alternative Communication for People with Developmental Disabilities				
Course Code	CSD 503				
Course Type	Compulsory				
Level	Master's				
Year / Semester	1st year/1st semester				
Teacher's Name	Dr. Iliada Pampoulou				
ECTS	8	Lectures / Week	1 three-hour lecture	Laboratories / Week	2 hours
Course Purpose and Objectives	The course combines theory lectures and workshops on a wide range of issues related to the application of new technologies for the diagnosis and treatment of various communication disorders across the age span. The course focuses on				

	the latest sources of new technologies for evaluation and intervention, focusing on the importance of method application, type of tools and technological methods, procedures and tools related to the field of speech therapy for people with limited or no verbal communication ability.		
Learning Outcomes	<p>By the end of this course it is expected that the students will:</p> <ol style="list-style-type: none"> 1. Integrate areas of professional co-operation with other speech therapists, professionals from related fields as well as professionals involved in the production of new technologies. 2. Analyze tools for alternative and augmentative communication through laboratory work. 3. Critically interpret parameters for direct use and application of equipment through visits to various locations inside and outside the university 4. Apply and evaluate data collection methods by using advanced technology (e.g. eye-tracking) that address the field of speech therapy. 		
Prerequisites	None	Required	None
Course Content	<p>Through the offered workshops, students will become familiar with various technologies with the aim of developing their skills as professional speech therapists, taking into account the complexity of different contexts. Further, the workshops aim to help students develop the necessary skills to create new technological material, co-operating with other speech therapists, professionals from related fields, as well as professionals involved in the creation of technological material. For this reason, through the workshops, the students will visit various locations inside and outside the university and will have the opportunity to work with other colleagues. Further, through this course, students will become familiar with various methods of data collection, using advanced technology (e.g. eye-tracking) related to the field of speech therapy.</p>		
Teaching Methodology	Lectures, computer/software workshops, laboratory practice, online aids, assignments, guest lectures		
Bibliography	<ol style="list-style-type: none"> 1. Cochran P.S. (2005). Clinical computing competency for speech-language pathologists. Baltimore: Paul H. Brookes Publishing Co. 2. Cook, A.M. and Hussey, S.M. (2002). Assistive technologies: principles and practice, St. Louis, Mosby. 3. Glennen, S. and DeCoste, D.C. (1997). <i>The handbook of augmentative and alternative communication</i>, San Diego, Singular Pub. Group. 		
Assessment	30% mid-term exam, 20% individual assignment, 50% final exam		
Language	Greek		

Course Title	Differential Diagnosis and Intervention in Developmental Motor Speech Disorders (in English)				
Course Code	CSD 504				
Course Type	Compulsory				
Level	Master's				
Year / Semester	1st year/ 1st semester				
Teacher's Name	Martin Ball				
ECTS	8	Lectures / week	1 three-hour lecture	Laboratories / week	2 hours
Course Purpose and Objectives	The aim of the course is to inform and train speech therapy students on a) the neurological foundations of speech and language; b) speech disorders resulting from neurological disorders; and c) the assessment, diagnosis and treatment of neurogenic speech disorders.				
Learning Outcomes	<p>By the end of this course it is expected that the students will:</p> <ol style="list-style-type: none"> 1. Differentiate etiology and pathogenesis of Neurological lesions of the upper and lower motor nervous system 2. Analyse the principles of diagnosis and rehabilitation of motor speech disorders). 3. Categorise the different types and characteristics of cerebral palsy / paralysis. 4. Autonomously implement clinical procedures and principles of diagnosis and differential diagnosis of communication problems in degenerative disorders of the motor system and lesions of motor speech programming. 5. Consider and contrast the importance and necessity of acquiring knowledge of managing people with neurogenic speech disorders by speech therapists. 				
Prerequisites	None				

Course Content	Understanding the speech motor control system Study, diagnosis and rehabilitation of motor speech disorders. Neurological lesions of the upper and lower motor nervous system, cerebellum system and extrapyramidal system with emphasis on child disorders. Emphasis on cerebral palsy and various effects on the speech system as well as differential diagnostics. Degenerative disorders of the motor system and lesions of motor speech programming. Assessment methods of the speech articulation system. Differential diagnosis between dysarthria and apraxia and the different kinds of dysarthria in childhood. Detection of pathologies and their classification in the various motor speech disorders. Principles and objectives of rehabilitation in dysarthria and apraxia. Choice of therapy programme. Rehabilitation of the respiratory system, resonance disorders, voice, articulation and prosody. Application of image techniques in dysarthria.
Teaching Methodology	Lectures, web aids, seminars, demonstration of applications, guest lectures, individual meetings
Bibliography	<ol style="list-style-type: none"> 1. Duffy, J. R. (2012). Motor Speech Disorders: Substrates differential diagnosis, and management (3rd edition). Mosby 2. Selected papers from Prof Martin Ball 3. Multilingual Aspects of Neurogenic speech disorders 4. Handbook of clinical phonetics in SLP
Assessment	30% mid-term exam, 20% individual assignment, 50% final exam
Language	English

SECOND SEMESTER

Course Title	Recent Advances in Intervention of Developmental Disorders in Speech, Language and Communication
Course Code	CSD 505
Course Type	Compulsory
Level	Master's
Year / Semester	1st year / 2nd semester
Teacher's Name	Dr. Eleni Theodorou

ECTS	6	Lectures / week	1 three-hour lecture	Laboratories / week	
Course Purpose and Objectives	This course will focus on developing the theoretical knowledge and clinical skills required to design and perform therapy interventions in children with speech and language communication disorders. The student will understand how to make sense of the information gathered during the assessment and how this information guides decision-making on appropriate intervention. Also, the student will deepen his/her knowledge on a variety of therapy interventions and benefit from discussions on their proven effectiveness in clinical research.				
Learning Outcomes	By the end of this course it is expected that the students will: 1. Critically analyse the mechanism with which results are interpreted after speech therapy evaluation. 2. Evaluate and appraise the various models of therapy intervention. 3. Design and develop autonomously appropriate short-term or long-term goals (to achieve specific targets) for speech therapy. 4. Critically implement therapy techniques across a spectrum of disorders.				
Prerequisites	CSD 501		Required		
Course Content	This course focuses on presenting and discussing various intervention models and how these differ in different contexts and frameworks of speech therapy service. The students will be taught to recognize how environment and therapy context can affect the treatment program. Also, by utilizing contemporary bibliography and research, both theoretical and clinical, the student will deepen his/her knowledge on effective intervention techniques that arise from theoretical background. By actively engaging in the learning process the student will analyze speech therapy goals and implement appropriate activities to achieve them.				
Teaching Methodology	Lectures, Problem Based Learning, Exercises, Practical Application				
Bibliography	<ol style="list-style-type: none">1. Dwight, D. M. (2015). <i>Here's how to do therapy: Hands-on core skills in speech-language pathology</i>. Plural Pub.2. Schraeder, T. (2016). <i>A guide to school services in speech-language pathology</i>. Plural Publishing.3. Schwartz, R. G. (Ed.). (2017). <i>Handbook of child language disorders</i>. Psychology press.4. Pappas, N. W., & McLeod, S. (2008). <i>Working with families in speech-language pathology</i>. Plural Publishing.				

	5. Research Papers
Assessment	30% mid-term exam, 20% individual assignment, 50% final exam
Language	Greek

Course Title	Neurobiology of Developmental Communication Disorders				
Course Code	CSD 506				
Course Type	Compulsory				
Level	Master's				
Year / Semester	1st year / 2nd semester				
Teacher's Name	Dr. Fofi Constantinidou				
ECTS	6	Lectures / week	1 three-hour lecture	Laboratories / week	
Course Purpose and Objectives	Over the past two decades advances in basic, cognitive, and applied neuroscience have enhanced our understanding of brain mechanisms and their importance for human behavior. A well-functioning nerve and neurobiological background play a dramatic role in language acquisition, contribute to cognitive and emotional development and overall behavioural monitoring. Neurobehavioural disorders resulting from a variety of neurobiological causes based in neurodevelopmental, neurological and neuropsychiatric conditions often interfere with these mechanisms and may lead to life-long impairment, disability, and activity limitations.				
Learning Outcomes	By the end of this course it is expected that the students will: <ol style="list-style-type: none"> 1. Investigate and appraise approaches in diagnosis and therapy for communication problems that are due to neurobiological constraints. 2. Evaluate and justify the importance and function of the interdisciplinary group in assessing differential diagnosis of developmental linguistic disorders of neurobiological aetiology (autism spectrum disorders). 3. Explain and document skills necessary to understand the root causes of organic communication problems. 4. Classify disorders based on neurodevelopmental causes of various related diseases which cause communication problems. 				
Prerequisites	None		Required		

Teaching Methodology	Three-hour lecture series, web aids, case studies, rating scales
Bibliography	<ol style="list-style-type: none"> 1. Johnson, A., & Jacobson, B. (2009). Medical Speech-Language Pathology: A practitioners guide. Thieme. 2. Uttal. W.R. (2012). Mind and Brain. A Critical Appraisal of Cognitive Neuroscience. 3. Golper, L. (2007 Subhash C. Bhatnagar (2012) (Neuroscience for the Study of Communicative Disorders (4th Edition), Point, Lippincott, Williams & Wilkins). Medical speech language pathology: a desk reference. Delmar
Assessment	30% mid-term exam, 20% individual assignment, 50% final exam
Language	Greek

Course Title	Bilingualism, Multilingualism and Multiculturalism in Developmental Communication Disorders				
Course Code	CSD 507				
Course Type	Compulsory				
Level	Master				
Year / Semester	1st year / 2nd semester				
Teacher's Name	Dr. Maria Kambanarou				
ECTS	6	Lectures / week	1 three-hour lecture	Laboratories / week	
Course Purpose and Objectives	The course will focus on practical methods of providing services (assessment and treatment) in environments with linguistic diversity, focusing on culture and how it relates to clinical competence within the profession. Particular attention will be paid to interventions in bilingual children with developmental communication disorders.				
Learning Outcomes	<p>By the end of this course it is expected that the students will:</p> <p>will:</p> <ol style="list-style-type: none"> 1. Appraise and defend the basis of bilingualism, culture and clinical ability. 				

	<ol style="list-style-type: none"> Analyse the principles and evaluation process in bilingual populations with developmental communication disorders. Through synthesis of prior knowledge, critically apply methods of intervention to bilingual populations with communication disorders. Synthesise and interpret practice issues based on research on bilingualism, multilingualism and multiculturalism. 		
Prerequisites	None	Required	
Course Content	<p>The content of the course will focus on the multiple factors that affect language development and its disorders in child populations that are using two or more languages. Assessment and intervention issues will be presented separately for children with different developmental disorders (e.g., bilingual children with autism / developmental language disorder). The material will be presented both as a general overview through lectures and through discussion of specific scientific studies. Emphasis will be placed on the study of clinical problems and cases of bilingual children with developmental communication disorders.</p>		
Teaching Methodology	Lectures, Individual and Group Presentations		
Bibliography	<ol style="list-style-type: none"> Kohnert, K. (2013). Language Disorders in Bilingual Children and Adults. 2nd edition. Plural Publishing Inc. Armon-Lotem, S. et al. (2015). Assessing multilingual children. Multilingual Matters. McLeod, S., & Goldstein, B.A. (2012). Multilingual Aspects of Speech Sound Disorders in Children. Multilingual Matters. 		
Assessment	30% mid-term exam, 20% assignment, 50% final exam		
Language	Greek		

Course Title	Seminar in Clinical Case Studies
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Course Code	CSD 508				
Course Type	Elective				
Level	Master's				
Year / Semester	1st year / 2nd semester				
Teacher's Name	Dr. Nikos Konstantinou				
ECTS	6	Lectures / week	1 three-hour lecture	Laboratories / week	
Course Purpose and Objectives	<p>Students will attend weekly lectures on topics related to all the clinical procedures of speech therapy. The aim is to give students an overview of modern methodologies both at the level of assessment / diagnosis of developmental communication disorders and therapeutic interventions. During the course, the students will be called to understand and justify the nature of communication disorders, to deepen the way of making clinical decisions regarding the appropriate design of the evaluation and therapy intervention procedures as well as the termination in provision of services. In this context the student will be acquainted with the various therapy models and interventions. The aim of the course is to enable students to extend their knowledge through clinical cases throughout the spectrum of developmental communication disorders and in the various diagnoses that have symptomatology that falls into those disorders.</p>				
Learning Outcomes	<p>By the end of this course it is expected that the students will:</p> <ol style="list-style-type: none"> 1. Evaluate and critically summarise knowledge about clinical decisions. 2. Synthesize clinical features of various diagnostic categories on a clinical basis. 3. Appraise and criticize the clinical procedures of assessment and diagnosis as well as therapeutic intervention in Developmental Communication Disorders Sciences. 4. Integrate information on the theoretical background that drives clinical decisions and modern clinical services provision. 				
Prerequisites	None		Required		

Course Content	The course will focus on presenting clinical cases and through the discussion that follows, it will be possible to cover issues related to: a. the principles of assessment and planning of therapy intervention as provided by the World Health Organization (ICF) b. the therapy models proposed and justified in the relevant literature c. therapy interventions based on theoretical bases d. symptomatology of various diagnostic categories in the spectrum of communication disorders.
Teaching Methodology	Lectures, Problem Based Learning, Role- Play, Exercises
Bibliography	<ol style="list-style-type: none"> 1. Dwight, D. M. (2015). <i>Here's how to do therapy: Hands-on core skills in speech-language pathology</i>. Plural Pub.. 2. Κλινικές περιπτώσεις από την Κλινική Αποκατάστασης 3. Δημοσιευμένα άρθρα
Assessment	30% mid-term exam, 20% individual assignment (based on a case study), 50% final exam
Language	Greek

Course Title	Interdisciplinary Approach to the Rehabilitation of Children with Craniofacial Anomalies				
Course Code	CSD 509				
Course Type	Elective				
Level	Master's				
Year / Semester	1st year / 2nd semester				
Teacher's Name	Anastasios Georgiou				
ECTS	6	Lectures / week	1 three-hour lecture	Laboratories / week	
Course Purpose and Objectives	The aim of the course is to provide knowledge of pathogenic etiology, its assessment and intervention in children with craniofacial abnormalities.				

	Attention is given to the significance and contribution of the interdisciplinary approach.		
Learning Outcomes	<p>By the end of this course it is expected that the students will:</p> <ol style="list-style-type: none"> 1. Appraise, compare and elaborate on the embryonic development of the craniofacial area (head, face, neck). 2. Document and categorise the craniofacial abnormalities, including syndromes and cleft lip and palate. 3. Classify and name the types of clefts. 4. Apply and transfer specific methods used to evaluate and treat voice and resonance disorders and disfunction of velopharyngeal mechanism. 5. Practice effectively and autonomously within multidisciplinary team, working with other specialists in the treatment of disorders associated with craniofacial abnormalities. 		
Prerequisites	None	Required	
Course Content	<p>The course will include a series of lectures presented by specialists such as orthodontics, plastic surgeons, geneticists, counsellors, feeding and ingestion specialists, embryologists etc. The anatomy and physiology of the oral and nasal structures (nose, nasal cavity, upper lip, oral cavity, hard palate, , uvula) are discussed and the genetic factors and mechanisms that justify syndromes and pathogenesis causing craniofacial abnormalities will be presented (Velocardiofacial syndrome, Crouzon, Van Der Woude, Pierre-Robin, Abert, Stickler). Concomitant speech disorders are presented and in particular articulation disorders, resonance of children with craniofacial abnormalities, as well as describing interdisciplinary processes and methods in optimal rehabilitation. Also, discussion of the course of assessment, preoperative (Nasoalveolar molding) and postoperative complications of craniofacial abnormalities, postoperative rehabilitation and types of pharyngeal prostheses are described according to recent methods.</p>		
Teaching Methodology	Lectures, Individual & Group Presentations, Video, Clinical Observations at Interdisciplinary Rehabilitation Centers, Lecture Series		
Bibliography	<ol style="list-style-type: none"> 1. Αργυρίδης,Μ.,(2018). <i>Η ψυχολογία των παιδιών με σχιστίες και τις οικογένειές τους</i> 2. American Society of Human Genetics,(2014). <i>Scientists identify mutation associated with cleft palate in humans and dogs</i>. Medical News today 		
Assessment	20% mid-term exam, 30% assignment, 50% final exam		
Language	Greek		

THIRD SEMESTER

Course Title	Seminar on Research Methodology in Developmental Communication Sciences and Disorders				
Course Code	CSD 510				
Course Type	Compulsory				
Level	Master's				
Year / Semester	2 nd year / 3 rd semester				
Teacher's Name	Dr. Iliada Pampoulou				
ECTS	6	Lectures / week	1 three-hour lecture	Laboratories / week	
Course Purpose and Objectives	The course will be taught in seminar form and aims to make the students aware of specific issues of communication disorders that occur throughout the age span. Special areas of interest in communication disorders compatible with the subject of the postgraduate program will be presented. Emphasis will be placed on cutting-edge issues, intervention methods as well as clinical case studies, evidenced based practice, intervention studies, etc				
Learning Outcomes	By the end of this course it is expected that the students will: 1. Consider and compare specific areas of pathological conditions for the dissertation. 2. Evaluate the clinical literature for diagnosis and intervention in communication disorders. 3. Interpret the methodology and design of a research study 4. build the necessary skills to evaluate phonological ability and rehabilitation of disorders based on contemporary research findings and intervention methods. 5. Classify and synthesize the various pathologies and severity of disorders based on the ICF system.				
Prerequisites	All courses completed so far due to program requirements		Required		
Course Content	The discussion of various theories on various pathologies and research and clinical frameworks that support differential diagnosis, the emergence of a				

	pathological communication profile and the treatment outcome. This will be followed by in-depth presentation of the parameters describing the symptoms of specific communication disorders (voicing, ingestion, neurocognitive pathology, dementia, autism, genetic syndromes, developmental language and speech disorder, speech apraxia, neurogenic speech disorders, alternative communication etc.) as well as assessment techniques, either in speech therapy context or medical context. Research findings are used to explain the focus of and design of the intervention.
Teaching Methodology	Lectures, web aids, seminars, demonstration of applications, guest speakers, individual meetings
Bibliography	<ol style="list-style-type: none"> 1. Lecture notes and academic research papers 2. DSM-V manual 3. I
Assessment	Mid-term exam 30%, presentation at end of course and written individual report 70%
Language	Greek

Course Title	Evidence-based practice in Developmental Communication Disorders				
Course Code	CSD 511				
Course Type	Compulsory				
Level	Master's				
Year / Semester	2nd year / 3rd semester				
Teacher's Name	Dr. Maria Kambanaros				
ECTS	6	Lectures / week	1 three-hour lecture	Laboratories / week	
Course Purpose and Objectives	<p>Evidence-based practice (EBP) ensures that the latest research evidence from high quality scientific studies is used to inform expert clinician management of assessment and treatment communication and swallowing disorders in conjunction with client needs and values. Evidence-based practice is the combination of 3 equally important components across a time span of 13 weeks in the following thematic components: Getting Started in EBP, how to turn clinical questions into research, Carrying out Research with a specific focus on:</p> <ol style="list-style-type: none"> 1. High-quality published research 				

	<ol style="list-style-type: none"> Clinician skills and knowledge Client preferences and values Discuss research methodology in single case studies across variable pathologies 		
Learning Outcomes	<p>By the end of this course it is expected that the students will:</p> <ol style="list-style-type: none"> Critically appraise principles of EBP. Evaluate and contrast the processes involved and the practical implications. Synthesize previous knowledge to develop and expand a protocol to guide his/her investigations in the clinical setting. 		
Prerequisites	Basic statistical knowledge and research methodology recommended	Required	
Course Content	<p>The course will have focus on topics related Practice-based evidence. What is it and why do we need it? The process of gathering evidence Practicalities in clinical research practice Does my intervention make a difference to my client's impairment? How does my intervention affect my client's quality of life? The perspectives of others: What do people think of speech and language therapy intervention and services? Sharing your findings with colleagues and the research community.</p>		
Teaching Methodology	Lectures, Tutorials, Group work		
Bibliography	<p>Dobinson, C., & Wren, Y. (2013). Creating Practice-based evidence. A guide for SLTs. J&R Press Ltd.</p> <ol style="list-style-type: none"> Published articles on EBP from journals in MEDLINE 		
Assessment	30% mid-term exam, 20% (individual) assignment, 50% final exam		
Language	English		

Course Title	Auditory Rehabilitation in Deafness
Course Code	CSD 512

Course Type	Compulsory				
Level	Master's				
Year / Semester	2nd year / 3rd semester				
Teacher's Name	Dr. Areti Okalidou				
ECTS	8	Lectures / week	1 three-hour lecture	Laboratories / week	2 hours
Course Purpose and Objectives	<p>The aim of the course is to gain specialised knowledge about the different profiles of auditory loss, throughout the age range, focusing on age-related communication difficulties as well as on methods of hearing/auditory and speech through oral and aural rehabilitation. Through experiential learning and bibliographic research, the course aims to give a deeper understanding of the hearing-impaired individuals in their academic and professional lives and their socio-emotional development and adjustment. Regarding hearing rehabilitation, modern technologically advanced hearing aid systems and ways of managing will be studied while understanding the interaction between sound acoustics and the hearing of the individual. In terms of communication, assessment strategies and procedures will be studied, mainly in children with hearing aids or cochlear implants, and a critical review of the results of international literature will be carried out, with a) the use of different communication methods (manual, oral, aural and combination of all modalities in the form of total communication) .Finally, case studies and topics of children's management in the school environment as well as issues of hearing prevention will be discussed.</p>				
Learning Outcomes	<p>By the end of this course it is expected that the students will:</p> <ol style="list-style-type: none"> 1. Interpret audiological, audiometric and hearing findings, understand the functions of various types of hearing aids, and be able to handle hearing aids and minor technical challenges (hearing aid adjustments). 2. Design and develop rehabilitation intervention plans and hearing prevention protocols. 3. Critically apply hearing assessment and aural rehabilitation protocols. 4. Delineate best practices of communication and targeted intervention methods for case studies, based on the individual's skills profile and needs, including the use of hearing aids, cochlear implants, lip reading, etc. 5. Demonstrate critical thinking and make appropriate assessments by analyzing and synthesizing information related to the person's pathology and hearing loss profile. 				

Prerequisites	None	Required	Yes
Course Content	<ul style="list-style-type: none"> • The course material includes topics on hearing problems, classification, causes, audiological assessment and interpretation of audiogram. • Implications of hearing loss on the development and functioning of the individual, across the age span and socio-emotional development. • Topics on neurobiology of hearing and deafness and neuroplasticity. • Technological systems of auditory rehabilitation and hearing gains (hearing aids, FM systems, BAHA and cochlear implants), user selection criteria, basic functions of their operation and managing minor technical challenges. • Development of speech and communication in hearing impaired children, difficulties in the perception and production of speech, and multisensory perception, residual hearing and lip reading. • Methods of communication for hearing impaired people • Speech therapy intervention in hearing-impaired children: principles of auditory-linguistic therapy, sensory channels of production and prevention and feedback mechanisms, support models and parental co-operation, analysis of case studies. • Cochlear implants: candidates for implants and modern trends, preoperative and postoperative testing, description of the functions of cochlear implants and interdisciplinary team, international practices and pediatric models of long-term support programmes before and during school attendance. • Speech rehabilitation after cochlear implantation: models for developing listening skills, speed learning, three-dimensional cochlear implant recovery model in children, research findings on the effectiveness of cochlear implantation • Clinical protocols and evaluation tools for assessment of children with hearing loss and cochlear implants • Environmental management of hearing and prevention of hearing problems 		
Teaching Methodology	Lectures, Tutorials, Group Presentations		
Bibliography	<p>Greek and English</p> <ol style="list-style-type: none"> 1. Knoors, H. & Marschark, M. επιμ. Λαμπροπούλου, Β., Οκαλίδου, Α. και Χατσηκακού, Κ. (2015). Διδασκαλία Κωφών και Βαρήκων: Αναπτυξιακή και ψυχολογική παρέμβαση. Αθήνα: Εκδόσεις Πεδίο. 		

2. Κουρμπέτης, Β. και Χατζοπούλου, Μ. (2010). Μπορώ και με τα μάτια μου: Εκπαιδευτικές προσεγγίσεις και πρακτικές για κωφούς μαθητές. Αθήνα: Εκδόσεις Καστανιώτη.
3. Moores, D. (2007). Εκπαίδευση και Κώφωση (επιμέλεια Α. Ζώνιου-Σιδέρη και Ε. Ντεροπούλου-Ντέρου, Αθήνα: Ελληνικά Γράμματα.
4. Νικολόπουλος, Θ. Π. και Παπαδημητρίου, Ν. (2008). Βαρηκοΐα-κώφωση: Επίδραση στην ανάπτυξη της προφορικής επικοινωνίας-αποκατάσταση με ακουστικά βαρηκοΐας και κοχλιακά εμφυτεύματα. Στο Δ. Νικολόπουλος (Επιμ.), *Γλωσσική Ανάπτυξη και Διαταραχές*. Αθήνα: Τόπος.
5. Οκαλίδου, Α. (2002). Βαρηκοΐα-Κώφωση: Μελέτη της Παραγωγής του Λόγου και Θεραπευτική Παρέμβαση. Αθήνα: Ελληνικά Γράμματα.
6. Οκαλίδου, Α. (2010). Η ενίσχυση των δεξιοτήτων ακρόασης λόγου κωφών παιδιών με κοχλιακό εμφύτευμα μέσα από μία παιδοκεντρική, παρεμβατική δόμηση του εκπαιδευτικού προγράμματος. Στο (Ν. Πολεμικός, Μ. Καϊλα, Ε. Θεοδωροπούλου και Β. Στρογγυλός (επιμέλεια), *Εκπαίδευση παιδιών με ειδικές ανάγκες: Μία πολυπρισματική προσέγγιση*. Αθήνα: Εκδόσεις Πεδίο, Μ. Καϊλα & Γ. Κλεφταράς, σελ. 63-90.
7. Οκαλίδου, Α. (2010). Μία διαχρονική μελέτη της ανάπτυξης της ομιλίας σε παιδί με κοχλιακό εμφύτευμα. Στο Ι. Βογινδρούκας, Α. Οκαλίδου, Στ. Σταυρακάκη (επιμέλεια), *Αναπτυξιακές Γλωσσικές Διαταραχές: από τη βασική έρευνα στην κλινική πράξη*. Θεσσαλονίκη: Επίκεντρο, σελ. 347-368.
8. Μαλανδράκη, Γ. και Οκαλίδου, Α. (2007). Η εφαρμογή του PECS σε παιδί σχολικής ηλικίας με κώφωση και αυτισμό. Στο Ι. Βογινδρούκας και Γ. Καλομοίρης, *Αυτισμός: Θέσεις και Προσεγγίσεις*. Θεσσαλονίκη: Π.Σ.Λ.-Ταξιδευτής.
9. Οκαλίδου, Α. & Λαμπροπούλου, Β. (Επιμ.) (2008). *Οδηγός για γονείς παιδιών με κοχλιακά εμφυτεύματα*. Μέτρο 1.1., Ενέργεια 1.1.4., Κατηγορία Πράξεων Α, Τίτλος Πράξης Η ενίσχυση των δεξιοτήτων ακρόασης λόγου κωφών παιδιών με κοχλιακό εμφύτευμα μέσα από μία παιδοκεντρική παρεμβατική δόμηση του εκπαιδευτικού προγράμματος. Υλοποίηση υποέργου 2: Ανάπτυξη και παραγωγή εκπαιδευτικού υλικού. Πάτρα: Λογότυπο.
10. Λαμπροπούλου, Β., Οκαλίδου Α. και Κυριαφίνης, Γ. (Επιμ.) (2008). *Οδηγός εκπαιδευτικών για παιδιά με κοχλιακά εμφυτεύματα*. Μέτρο 1.1., Ενέργεια 1.1.4., Κατηγορία Πράξεων Α, Τίτλος Πράξης Η ενίσχυση των δεξιοτήτων ακρόασης λόγου κωφών παιδιών με κοχλιακό εμφύτευμα μέσα από μία παιδοκεντρική παρεμβατική δόμηση του εκπαιδευτικού προγράμματος. Υλοποίηση υποέργου 2: Ανάπτυξη και παραγωγή εκπαιδευτικού υλικού. Πάτρα: Λογότυπο.
11. Estabrooks, W. (1998). Cochlear implants for kids. Alexander Graham Bell Association for the deaf and hard of hearing. Inc, Washington.
12. Fagan, M. K., & Pisoni, D. B. (2010). Hearing experience and receptive vocabulary development in deaf children with cochlear implants. *Journal of Deaf Studies and Deaf Education*, 15(2), 149-161.

	<p>13. Geers, A., Tobey, E., Moog, J., & Brenner, C. (2008). Long-term outcomes of cochlear implantation in the preschool years: From elementary grades to high school. <i>International Journal of Audiology</i>, 47(sup2), S21-S30.</p> <p>14. Houston, D. M., Carter, A. K., Pisoni, D. B., Kirk, K. I., & Ying, E. A. (2005). Word learning in children following cochlear implantation. <i>The Volta Review</i>, 105(1), 41.</p> <p>15. Kirk, K. I., Miyamoto, R. T., Lento, C. L., Ying, E., O'Neill, T. A. R. A., & Fears, B. (2002). Effects of age at implantation in young children. <i>The Annals of otology, rhinology & laryngology. Supplement</i>, 189, 69-73.</p> <p>Ling, D. (1976). <i>Speech and the hearing-impaired child: Theory and practice</i>. Alex Graham Bell Assn for Deaf.</p> <p>16. Most, T., & Peled, M. (2007). Perception of suprasegmental features of speech by children with cochlear implants and children with hearing aids. <i>Journal of deaf studies and deaf education</i>, 12(3), 350-361.</p> <p>17. Niparko, J. K., Tobey, E. A., Thal, D. J., Eisenberg, L. S., Wang, N. Y., Quittner, A. L., & CDaCI Investigative Team. (2010). Spoken language development in children following cochlear implantation. <i>Jama</i>, 303(15), 1498-1506.</p> <p>18. Svirsky, M. A., Robbins, A. M., Kirk, K. I., Pisoni, D. B., & Miyamoto, R. T. (2000). Language development in profoundly deaf children with cochlear implants. <i>Psychological science</i>, 11(2), 153-158.</p> <p>19. Sharma, A., Dorman, M. F., & Spahr, A. J. (2002). A sensitive period for the development of the central auditory system in children with cochlear implants: implications for age of implantation. <i>Ear and hearing</i>, 23(6), 532-539.</p> <p>20. Tomblin, J. B., Peng, S. C., Spencer, L. J., & Lu, N. (2008). Long-term trajectories of the development of speech sound production in pediatric cochlear implant recipients. <i>Journal of Speech, Language, and Hearing Research</i>, 51(5), 1353-1368.</p> <p>21. Watson, L. M., Archbold, S. M., & Nikolopoulos, T. P. (2013). Children's communication mode five years after cochlear implantation: Changes over time according to age at implant. <i>Cochlear Implants International</i>, 7(2), 77-91.</p>
Assessment	30% mid-term exam, 20% assignment, 50% final exam
Language	Greek

Course Title	Psychopathology and Cognitive Development
Course Code	CSD 513
Course Type	Elective
Level	Master's

Year / Semester	2nd year / 3rd semester				
Teacher's Name	Professor Andreas Demetriou				
ECTS	6	Lectures / week	1 three-hour lecture	Laboratories / week	
Course Purpose and Objectives	The course covers the child's mental development in the area of psychopathology which is the basis of various disorders. Emphasis is placed on various psychological disorders and their crisscross with developmental communication disorders. The criteria for evaluating these disorders are discussed as well as their characteristics, possible aetiology and procedures of diagnosis and assessment are made.				
Learning Outcomes	<p>By the end of this course it is expected that the students will:</p> <ol style="list-style-type: none"> 1. Distinguish the pillars of mental/cognitive development. 2. Analyse information processing characteristics. 3. Assess the criteria by which diagnoses are made, to critically evaluate their features. 4. Assess psychological disorders as a consequence of psychosocial, biological, hereditary and communicative challenges. 5. Synthesise and implement treatments that are considered effective for various psychological conditions. 				
Prerequisites			Required		
Course Content	<p>The course will focus on three main topics (modules) that discuss cognitive development. Description of how the human mind develops from birth to early adulthood. We will thoroughly record (a) basic information processing skills such as attention control, mental flexibility and work memory, (b) reasoning and (c) self-awareness in all these processes and how all of these change with age. The second module focuses on brain development. We will also discuss the various areas of brain organisation and functioning, such as volume, connectivity and neural oscillation, and how these change with age. Research findings and theory show how intellectual development and brain development interact. Finally, the course refers to various situations in developmental psychopathology, such as the attention deficiency hyperactivity disorder (ADHD), disorders in the autism spectrum (ASD), and their relationship will be highlighted with typical and atypical cognitive and mental development and with communication disorders.</p>				

Teaching Methodology	Lectures, presentations, field trips, case studies
Bibliography	<p>Demetriou, A., & Spinouts, G. (2018). <i>Growing minds: A general theory of intelligence, brain, And education</i>. London: Routledge.</p> <p>Haier, R. (2017). <i>The neuroscience of intelligence</i>. Cambridge: Cambridge University Press.</p> <p>Wear, C., Keri, P. K., & Ludlow, A. (2012). <i>Developmental Psychopathology</i> (6th edition). New York: McGraw-Hill.</p>
Assessment	30% mid-term exam, 50% final exam, 20% presentation of individual project
Language	Greek

Course Title	Research Methodology and Biostatistics				
Course Code	CSD 514				
Course Type	Elective				
Level	Master's				
Year / Semester	2nd year / 3rd semester				
Teacher's Name	Dr. Costas Christophi				
ECTS	6	Lectures / week	1 three-hour lecture	Laboratories / week	
Course Purpose and Objectives	<p>The objective of this course is to introduce the basic biostatistical techniques which are essential for analyzing data arising in health data and introduce the practical application of regression analysis with the primary models covered in the course being that of linear regression and logistic regression. Statistical reasoning will be emphasized through problem solving and applications.</p>				
Learning Outcomes	<p>By the end of this course it is expected that the students will:</p> <ol style="list-style-type: none"> 1. Apply critically descriptive and inferential techniques used in statistics. 2. Consider potential errors and limitations when reading journal articles. 3. Apply critical judgment about which statistical technique to use in a given situation. 4. Carry out multiple linear and logistic regression analysis independently. 				

Prerequisites	Statistics and research methodology courses recommended	Required	
Course Content	The primary mode of teaching will be in-class lecturing. During the lectures discussion will be encouraged through questions and problem solving to demonstrate different ideas and techniques covered. This course will also provide an introduction with relevant demonstrations to the SAS statistical package on a Windows platform. To this extend several workshops will be conducted so that students become familiar with both the software and the interpretation of the output. For homework (and exam) problems that do not require the use of a computer a hand calculator is highly recommended.		
Teaching Methodology	Lectures, workshops, reports, exercises,		
Bibliography	<ul style="list-style-type: none"> Fundamentals of Biostatistics, 6th Edition, 2010. Bernard Rosner; Duxbury Thomson Learning Applied Regression Analysis and Other Multivariable Methods, 4th Ed., 2013. D. Kleinbaum, L. Kupper, A. Nizam, and K. Muller; Duxbury Applied <p><i>Other recommended reference books:</i></p> <ul style="list-style-type: none"> Principles of Biostatistics, 2nd Edition, 2000. Marcello Pagano, Kimberlee Gauvreau; Duxbury Applied Logistic Regression Analysis, 2nd Edition, 2001. David D. Hosmer and Stanley Lemeshow; Wiley Pubs. 		
Assessment	30% midterm, 50% final exam, 30% assignments		
Language	English		

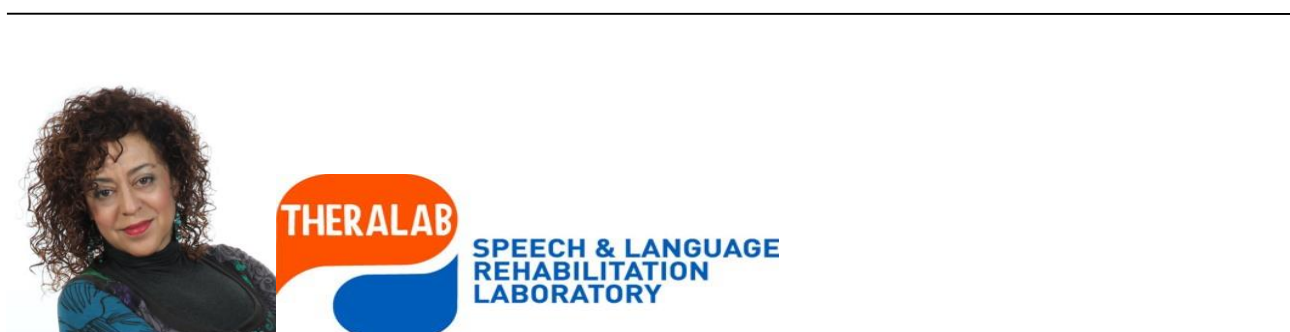
FOURTH SEMESTER

Course Title	Master's Thesis or Independent Study in Developmental Communication Sciences and Disorders
Course Code	CSD 515
Course Type	Compulsory
Level	Μεταπτυχιακό επιπέδου Μάστερ

Year / Semester	2 nd year / 4 th semester				
Teacher's Name	Faculty Members of the Master's Programme				
ECTS	30	Lectures / week	3	Laboratories / week	
Course Purpose and Objectives	The successful outcome of writing a postgraduate dissertation or writing a research paper on the basis of an independent study-theme by collecting, analysing, coding and interpreting primary data or information on a systematic bibliographic review and / or meta-analysis				
Learning Outcomes	<p>By the end of this course it is expected that the students will:</p> <ol style="list-style-type: none">1. Determine a dissertation topic considering innovation and prepare an original memorandum justifying your choice.2. Synthesize from the relate literature for the collection of information related to the subject of the dissertation.3. Develop and articulate an appropriate methodology and / or research tools acceptable to the scientific community.4. Autonomously carry out research planning and draw models for data analysis and make use of statistical software to synthesize new knowledge.5. Compose a final thesis, parts of which can be submitted for review and publications in scientific journals.6. Application of newly acquired knowledge with responsibility and autonomy in complex and unpredictable environments.				
Prerequisites	Successful examination in all compulsory and elective courses of the programme		Required		
Course Content	Develop a research dissertation under the guidance of one or more faculty members of the postgraduate programme. In all phases/stages of the dissertation, methodologies and / or research tools acceptable to the scientific community should be applied. The dissertation will be a complete textbook, parts of which may be submitted for review and publication in scientific journals.				

	<p>The topic of the postgraduate dissertation will be selected during the first semester and will be directly related to the course of research methods and specialization course(s). This practice is expected to promote the continuous interaction of teachers and students, as well as to ensure the high quality of the dissertation. The writing of the dissertation will begin in June and the final draft will be submitted in September.</p> <p>The program may allow the student the choice of a/number of incidences through clinical case-study/ies in various clinical settings, mainly at the Rehabilitation Clinic at CUT and at different clinical setting in Cyprus (i.e. Hospital, Research/Clinical Institutes Genetics, Neurology etc. This practice will provide the student with the opportunity for further elaboration and enrichment of clinical skills as well as immediate clinical contact on the basis of which either a dissertation or further clinical practice in the form of an internship. This can be based on supervision, which at the end of the semester will require a detailed written clinical case study/ies reports and THESES. The case study report will begin in January and the final draft will be submitted in September.</p>
Teaching Methodology	Individual meetings, group meetings, student support teams, student teaching
Bibliography	<ol style="list-style-type: none"> 1. Friedland, A.J., and Folt, C.L. (2009): Writing Successful Science Proposals, 2nd Ed., Yale University Press, NH 2. Bui, Y. N. (2014): How to Write a Master's Thesis, 2nd Ed., SAGE Publications
Assessment	Master's thesis 100%
Language	Greek

ANNEX 3 – DETAILED BIOGRAPHICAL NOTES



Kakia Petinou, BSc M.Ed., Ph.D., SLP

Kakia Petinou is an Associate Professor and Head of the Department of Rehabilitation Sciences, School of Health Sciences, program of Speech and Language Pathology at the Technological University Cyprus as well as founder and director of the research laboratory “TheraLab” at Cyprus University of Technology. She holds a Bachelor of Science and a Master’s degree in Communication Sciences and Disorders from the University of Georgia, USA as well as a Ph.D. in the field of Speech and Hearing Sciences and Developmental Psycholinguistics from the City University of New York, Graduate Center, NY, USA. She was a Lecturer in the Department of Communication Sciences and Disorders (Faculty of Health Sciences) at Yeshiva University, Albert Einstein College of Medicine, USA where she also completed her post-doctoral training with Richard Schwartz, Robert Ruben and Isabelle Rapin (1999–2001). In addition, she was a Visiting Lecturer at the University of Cyprus. Between 2004 and 2012 she was appointed as Associate Professor of Linguistics and Speech and Language Pathology at the European University Cyprus. She also served as a scientific collaborator at The Cyprus Institute of Neurology and Genetics (Department of Clinical Genetics) and has been the Principal Investigator (PI) of various funded research programmes in Cyprus and in Europe. She is a holder of the Certificate of Clinical Competence of the American Speech Language and Hearing Association, member of the International Clinical Phonetics and Linguistics Association, the Society for Research in Child Development, and an active member of the scientific committee of the International Association of Logopedics and Phoniatrics (IALP) (Pediatric Unit of Research of Linguistic Growth). She is also a registered member of the Cyprus Association of Speech Therapy. She has published her research in various scientific journals and has participated in various international congresses. Her research interests lie in typical and atypical language development of toddlers and children with a focus on late talkers, early speech correlates of developmental apraxia of speech, phonological and semantic interface, systematic intervention in speech sound disorders and clinical practices in ASD. Her research interests lie also on the development of valid and reliable assessment tools for evaluation, diagnosis and intervention of speech and language disorders in children.



Maria Kambanarou, B.Sc., M.Ed., Ph.D., SLP

Dr. Kambanaros is a certified bilingual English–Greek Speech Therapist with more than 25 years of clinical and academic experience in Greece and Cyprus. She received her bachelor’s degree in speech pathology and later her Ph.D. from Flinders University of South Australia, School of Medicine, Department of Speech Pathology and Audiology. She is an honorary member of the Association of Speech Pathologists and Speech Therapists, Greece. She is also a member of the International

Association of Logopedics & Phoniatrics (IALP), Speech Pathology Australia (SPA), the Royal College of Speech and Language Therapists (RCSLT), the Registered Association of Speech & Language Pathologists of Cyprus, and an associate member of the Academy of

Aphasia. In addition, she is a member of the IALP Multilingual Affairs Committee. Dr. Kambanaros is the author of the highly successful book on diagnostic issues in speech therapy (Διαγνωστικά Θέματα Λογοθεραπείας Athens: ELLIN Publishing Co.) which has been adopted as the standard university textbook in Speech and Language Therapy programmes in Greece and Cyprus, with over 3,000 copies sold to date. She is highly committed to developing tools and valid diagnostic measures for assessing language impairments in multilingual individuals. Her research interests are related to acquired and developmental language impairments in bi-multilingual speakers with an emphasis on assessment and treatment outcomes. Specifically, her work focuses on word retrieval impairments that is, difficulties with accessing words for children with developmental language disorders and adults with acquired language deficits after brain injury or pathology. She is particularly interested in how speakers retrieve verbs (action words) and nouns (concrete objects) on naming tasks and in spontaneous language. Her research so far has shown that verbs appear more difficult to retrieve compared to nouns for most language-impaired individuals with different conditions (e.g., aphasia, schizophrenia, specific language impairment, and more) across some, but not all, language tasks. Dr. Kambanaros also assumes the role of Clinical Assessor & Therapist for the Cyprus Acquisition Team, a cross-institutional research initiative in Cyprus (<http://www.research.biolinguistics.eu/CAT>). Here she is involved in all research projects carried out in the team. In addition, she was a Management Committee member of COST Action IS0804 on SLI in bilingual children (<http://www.bi-sli.org>) and is currently involved in working group 2 of COST Action 0812 on aphasia (http://www.cost.eu/domains_actions/isch/Actions/IS1208). Dr. Kambanaros is active in disseminating her research findings in international peer-reviewed journals with high impact factors (<http://kambanaros.biolinguistics.eu>).



Eleni Theodorou, B.Sc., M.Ed., Ph.D., SLP

Eleni Theodorou is a Speech Therapist at the Cyprus University of Technology. She holds a Bachelor of Science degree in Speech Therapy from the University of Patras, Greece, and a Master's degree in Language and Communication Disorders in Children from the University of Sheffield, Faculty of Communication Science. She also holds a Ph.D. in the subject of detection and diagnosis of Specific Language Impairment in Greek Cypriots, awarded with Excellence by the University of Cyprus. She is also a certified trainer in the MAKATON Vocabulary Development System, which can be applied to people with severe communication and learning difficulties. She served as a speech therapist at the Cyprus Ministry of Health, Limassol General Hospital, and a special scientist at European University of Cyprus. At the same time, she held the position of Special Coordinator of Education and Logopathologist in pre-primary, primary and special education at the Ministry of Education and Culture, Cyprus. She is now a lecturer at the Rehabilitation Department of the Cyprus University of Technology. She is also a registered member of the Cyprus Association of Speech Therapy.



Eliada Pampoulou, B.Sc., M.Ed., Ph.D., SLP

Dr Pampoulou is a Speech and Language Therapist from her first degree (Higher Technological Education Institute of Patras, 2004) and an Assistive Technology Specialist through having completed her MSc (King's College London, 2006). Her Ph.D. thesis (King's College London, 2015) brought together these fields, whereby she explored the experiences of professionals regarding their work with graphic symbols, such as Makaton, PCS and Widgit symbols. For her tertiary qualifications she received four different funding awards. The most recent funding pertained to her Ph.D. research project, which was co-funded by the Republic of Cyprus and the European Regional

Development Fund of the European Union through the Research Promotion Foundation of Cyprus. As a speech and language therapist and specialist in assistive technology, Dr Pampoulou worked both in Cyprus in England in both the public and private sectors, supporting people with complex communication needs of different ages. Drawing on her clinical experience, she has created two communication books, one for children and another for adults (Pampoulou and Constanta, 2016). Additionally, she worked in England in one of the pioneering companies in the development of graphic symbols for special education, where during her employment she had the opportunity to work with a number of graphic symbol developers from both the UK and USA. Dr Pampoulou's research interests directly relate to the still novel area in Cyprus of Augmentative and Alternative Communication (AAC). Specifically, her focus is on the quality of AAC assessment and intervention outcomes as well as AAC systems acceptance. One of her current pioneering research projects is the development of an assessment tool for the selection of the most appropriate corpus/es of graphic symbols for AAC experts to use during the assessment process (Pampoulou and Fuller). It is Dr Pampoulou's aspiration that through her research work she will continue supporting people with complex communication needs in order to communicate their thoughts and ideas effectively, thus increasing their chances of reaching their maximum potential. As part of her contribution to the wider society, she has run a number of seminars and workshops in which she has been training both professionals and parents on issues concerning the AAC field. As an advocate of AAC, in 2018, she created a video (link provided below) with her undergraduate students as part of AAC awareness month, which is celebrated every October across the globe.



Despo Minaidou, M.S., CCC-SLP, Registered Speech Therapist

Despo Minaidou is a registered speech therapist from Nicosia. She has a Bachelor of Science in "Teacher of the Speech and Hearing Handicapped" from Long Island University - C.W. Post Campus in New York, USA. She also attended The Pennsylvania State University, USA for postgraduate studies with a partial scholarship from C.A.S.P. (Cyprus

American Scholarship Program) of Fulbright, where she graduated with a Master's of

Science in Communication Disorders in 1988. From June 1988 to May 1989, she worked in Baltimore, Maryland, on a contract basis as a specialist speech therapist at the Montebello Rehabilitation Hospital – part of the University of Maryland Medical Systems. Since June 1989 she holds the Certificate of Clinical Competence from the American Organization of Speech Therapists (ASHA) and since September 2005 she is the holder of the Certificate of Registration of a Speech Therapist by the Registration Council of Speech-Language Pathologists, Cyprus. She is also a member of the Association of Cyprus Therapists and from 1990 she maintained her own private office in Nicosia where she provided therapy for adults and children with speech, language and communication disorders as well as eating / dysphagia disorders. Since August 2013 she works as Special Teaching Staff at the Department of Rehabilitation Sciences, Cyprus University of Technology. She is an active member of the Cyprus Association of Registered Speech-Language Pathologists and served as chairman for two terms.



Nikos Konstantinou, B.Sc., M.Sc., Ph.D

Nikos Konstantinou is an Assistant Professor at the Department of Rehabilitation Sciences, Cyprus University of Technology. He has worked as a Researcher at the Center for Applied Neuroscience, University of Cyprus and as a visiting professor at the Department of Psychology, University of Cyprus. He holds a Bachelor of Science from Louisiana State University, Baton Rouge, LA, USA and a Master's in Cognitive-Developmental-Educational Psychology from the University of Cyprus, and a PhD from the University College London, UK, in Cognitive Neuroscience. He has taught undergraduate and postgraduate courses: Brain Imaging and Stimulation, Fundamental Brain and Cognitive Processes, Developmental Psychology, Cognitive Neurosciences, Biopsychology I and II, Psychopharmacology, Brain and Behavior, Statistics, Psychology Research Methodology, Psychophysiology, Neuroscience in Education, Memory, Experimental Psychology at the Cyprus University of Technology, the University of Cyprus and the University of Nicosia. He has experience in the development of new postgraduate academic programs by participating in the development and evaluation of the MSc course in Brain and Cognitive Sciences at the Cyprus University of Technology. At the same time, he is an external Review Journalist in: Journal of Cognitive Neuroscience, Journal of Experimental Psychology: Human Perception & Performance, Neuropsychology, Psychonomic Bulletin and Review, PLOS ONE, Journal of Cognitive Psychology, Quarterly Journal of Experimental Psychology, Attention, Psychophysics and Rehabilitation Psychology. Dr. Nikos Konstantinou is also trained in neuropsychological tests to assess the extent of damage to specific cognitive functions due to trauma, stroke or aging: Rey Auditory Verbal Learning Test (Mitrushina, et al., 1999), Digit Span Forward and Backward, Wechsler Memory Scale (Smith, 1973), Trail Making Tests A and B (Wechsler, 1997), Rey Complex Figure Test (Rey 1993), Visual Span Forward and Backward (Wechsler, 1997) (WAAT-II, Wechsler, 2005), the Peabody Picture Vocabulary Test (Dunn & Dunn, 2007), the Oral Word Test Association (COWAT, Kosmidis et al. He is also trained in software for

designing, compiling and analyzing behavioral data: MATLAB (Toolboxes: SPM, Cogent, Psychtoolbox, Statistics and Machine Learning Toolbox), E-Prime: Experiment operating system and OpenSesame: Python. At the same time, he is a trainer for the Repetitive Transcranial Magnetic Stimulation (RTMS). More specifically, he is a Certified User of Magnetic Stimulator Devices in for recovery/rehabilitation after stroke and assessor of the nature of stroke damage. He is also a trained user of Neuro-Navigation Software: Brainsight (Rogue Resolutions), Visor2 (ANT Neuro); has been trained in Magnetic Resonance Imaging (fMRI, VBM, DTI).



Konstantinos Makris, PhD

Dr. Makris supervises the Water and Health laboratory in the Cyprus International Institute for Environmental and Public Health. He is currently serving as the Dean of the School of Health Sciences at the Cyprus University of Technology. He has held an appointment as adjunct assistant professor of environmental health at the Dept. of Environmental Health, Harvard University, USA (2009-2015). Dr. Makris leads the exposome-based water and health lab which aims to minimize the human health risk

associated with chronic exposures to environmental stressors. Towards this goal, his team applies improved exposure assessment protocols that refine the degree of association with metabolic health outcomes, participating in human studies in Cyprus, Greece, France, Kuwait, the Netherlands, and Norway. His laboratory is equipped with state-of-the art instrumentation valued at >0.5M euros to generate its own biomarker and metabolomics data. Since 2009, Prof. Makris has received > 1.5 million euros in external funding from the EU, the Cyprus RPF, the BBMRI-LPC biobanking network in the EU, and the National Institutes of Environmental Health Sciences Center at Harvard University. He has produced over 85 peer-reviewed journal articles and >40 conference proceedings. He was one of the two investigators that conducted the cancer cluster investigation for the Astrasol brain cancer case in Cyprus. Prof. Makris was invited by the Cyprus Parliament Senate Committee on Environment and Health to provide expert testimony about the environmental health consequences for the surrounding populations after the Mari tragedy/explosion and has also served as a member of the scientific advisory committee to the Ministry of Health concerning arsenic exposures in Cyprus. Prof. Makris has been invited by >10 universities and organizations in the USA/EU to deliver research talks, such as in Harvard University, Emory University, University of Alberta, University of Delaware, etc. and he has presided 6 symposia in international conferences.

Costas Christophi, PhD

Prof. Christophi is a Biostatistician. His research group has worked on obesity and diabetes; smoking and health; and several other important topics in Public Health. He is an Assistant Professor at CUT and holds an appointment as Adjunct Assistant Professor of Environmental Health at Harvard. Working with collaborators from Harvard and from the Cyprus Ministry of Defense, his group initiated an epidemiological investigation of the health

of young Cypriot males who were serving in the Cypriot armed forces. Their intent was to study the relationships between genetics, environment, metabolism and obesity in these young recruits.



Andrie Panayiotou, PhD

Dr. Panayiotou is an epidemiologist with interests in the epidemiology of cardiovascular disease. Her work focuses on identifying risk factors and biomarkers which can be used to better identify individuals with pre-clinical atherosclerosis. The identification and early treatment of such individuals is essential to the success of efforts to reduce the impact of ischemic heart disease on mortality and morbidity in Cyprus. Since joining CII in 2011, Dr. Panayiotou has established the Cardiovascular Epidemiology and

Genetics Research Laboratory (<http://cveglab.cut.ac.cy>). She is coordinating a population study in Cyprus, which contributes data to several European and international research consortia. This collaboration has enabled the Cypriot population to be included in important ongoing studies of cardiovascular disease and has resulted in scientific publications in several high impact journals such as *Circulation* and the *Journal of the American College of Cardiology*. Using data from Cyprus, Dr. Panayiotou has found evidence of shorter average telomere length (a marker of biologic aging in cells) among Cypriots than among other European populations studied. This finding confirms the more general result that populations in Southern Europe (e.g., Italy) have shorter average telomere length than populations in Northern Europe (e.g., Belgium), despite having longer life expectancies.



Stefania Papatheodorou, PhD

Assistant Professor Stefania Papatheodorou is an obstetrician and gynecologist, with interest in prenatal diagnosis of fetal defects, diagnosis and prevention of preterm labor, pregnancy establishment and pregnancy loss. Her research uses the methods of meta-analysis and systematic review to provide accurate information and high quality evidence that can – (i)

improve the health and welfare of infants, mothers and their families; (ii) promote the effective use of resources in the provision of perinatal services, and ultimately; (iii) improve the health of individuals and entire communities. She has been conducting quantitative and qualitative assessments of individual epidemiologic studies, and has been using meta-analysis, subgroup analysis and meta-regression to quantify, understand and exploit the heterogeneity in epidemiologic findings. While one focus of her work is perinatal medicine, other topics in public health are also of interest. Dr. Papatheodorou has recently initiated a

secondary analysis of publicly-available data from the US National Health and Nutrition Examination Study (NHANES). Her goal in this work is to understand the roles and inter-relationships of sex hormones, insulin-like growth factors (IGF) and IGF binding proteins as determinants of the causation and progression of a variety of chronic diseases, including cancer. Dr. Papatheodorou is also a member of a consortium studying the role of genetic factors in aggressive prostate cancer. In this study, using data from two large epidemiological cohort studies (BPC3 and PRACTICAL), she has identified three new single nucleotide polymorphisms (SNPs) that are associated with aggressive prostate cancer. Two of the genetic polymorphisms are novel and are associated with non-malignant traits – such as pulmonary function and glycine metabolism. Her work using advanced methods (such as the excess significance test and the credibility ceiling) to address concerns about the inflation of bias in estimates derived using meta-analysis has yielded several publications in high impact factor journals – such as the Journal of the National Cancer Institute (impact factor 14.5) and the Journal of Clinical Epidemiology (impact factor 5.3). Dr Papatheodorou's interest the effects of climate change in the health of the population led to the financing of the research proposal LIFE-MEDEA which aims to quantify the effects of dust storms in vulnerable populations.

SCIENTIFIC COLLABORATORS AND POST DOCTORAL



Kyriaki Kyriakou, B.Sc., M.Ed., Ph.D. SLP

Kyriaki Kyriakou teaches the course "Dysphagia," a speech therapy program at the Department of Rehabilitation Sciences, at Cyprus University of Technology. She holds a Bachelor of Science degree in Linguistics and French from Brock University, St. Louis. Catharines, Ontario. She also holds a graduate degree from the University of the District of Columbia, Washington, DC, on Communication Disorders and a PhD from Nova Southeastern University, Fort Lauderdale, FL, in Logopathology with a cognitive focus on the benefits of the optical system over the electronic microphone in voice enhancement. She has a long academic, clinical and research experience. As a lecturer at Fort Lauderdale, Nova Southeastern University, she taught the course "Flow Disorders Διαταραχές ροής Disfluencies" and at Gallaudet University, Dept. Of Hearing, Speech and Language Sciences, Washington, DC she taught the course " Τραυλισμός ". Before that she was an associate professor at the University of the Columbia, Dept. Of Communication Disorders, Washington, DC. In clinical practice, she was a licensed logopathist, in Inna VNA Home Health, Springfield, VA, Sylvan Education Solutions, Meadow Hall Elementary School, Rockville, MD and Cedar Lane Elementary School, Ashburn, VA, Adventist Healthcare-Shady Grove Nursing and Rehab Center , Rockville, MD, Select Medical Rehab, Inc., Annandale, VA and Rehab Care, Inc., DunnLoring, VA. while previously he was a clinical associate of speech therapy at The Chesapeake Center, Inc., Springfield, VA and a certified clinician at The Chesapeake Center, Inc., Springfield, VA. Kyriaki Kyriakou is a member of the Cyprus Association of Registered Speech Language Pathologists, the American

Speech-Language-Hearing Association (ASHA) and the National Stuttering Association (NSA). In addition, she received Honorary Distinctions for the Recognition List at her Undergraduate Diploma at Brock University in 1997. She earned the Academic Achievement Prize for her postgraduate degree at the University of the District of Columbia in 2001 and earned her PhD from Nova Southeastern University, 2011, also took the title of "Student of the Year".



Georgiou Anastasios, PhD

Dr. Georgiou Anastasios studied Speech & Language Therapy and Biological Sciences and holds a PhD in Rehabilitation Sciences from Cyprus University of Technology. During his doctoral studies, he investigated the short- and long term efficacy of Neuronavigated Transcranial Magnetic Stimulation (TMS) on chronic post-stroke aphasia rehabilitation. His research interests lie primarily in the field of

TMS for post-stroke aphasia rehabilitation using advanced neuroimaging techniques (e.g. fMRI). Dr. Georgiou also has a strong interest in dysphagia in neurological patients. His personal interests include classical piano, magic tricks and foreign languages.

VISITING PROFESSORS

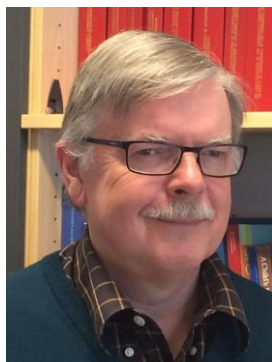


Andreas Demetriou, Ph.D (Following personal communication with the Co-ordinator of MSc Communication Disorders Sciences, Dr. Demetriou will support the Pro Gratis Volunteer Program with an elective course). Dr. Demetriou studied

psychology at the Aristotle University of Thessaloniki, where he received both his BA (1975) and his PhD (1983) and the University of New South Wales, Australia. He was a professor

of developmental psychology at the Department of Psychology of Aristotle University (1975-1996) and Professor of the University of Cyprus (1996-2008). He served in many top academic or administrative positions, such as Vice-Rector and Acting Rector of the University of Cyprus (1999-2002), founding President of the Cyprus University of Technology (2004-2008), and President of the Conference of Rectors of the Universities of Cyprus (2006-2008). He was also the Minister of Education and Culture of Cyprus (2008-2011). He is also a fellow of Academia Europaea and the International Academy of Education, an Honorary Doctor of Middlesex University London and an Honorary Professor of the Northeastern Normal University, China. He is a member of many learned societies including the European Association for Research on Learning and Instruction, the

International Society for the Study of Behavioral Development, the Society for Research in Child Development, and the Association for Psychological Science. He is or served as editor or board member of many journals, including the *Advances in Learning and Instruction*, *Learning and Instruction: The Journal of the European Association for Research on Learning and Instruction*, *Developmental Science*, *Cognitive Development*, and the *British Journal of Educational Psychology*. He was also the founding editor of *Psychology: The Journal of the Hellenic Psychological Society*. He taught as Visiting Fellow or Professor at several Universities, including the Universities of Porto, Portugal, Lubljana and Maribor, Slovenia, Fribourg, Switzerland, and the University of Melbourne, Australia, and lectured as invited lecturer for technical seminars on cognitive development at more than 50 Universities all over the world, including the Universities of Stanford, Harvard, Yale, McGill, Toronto, Munich, Leiden, Gothenburg, Wurtzburg, Edinburgh, Leuven, etc. He has published more than 170 books and articles in technical journals presenting his work on cognitive development. This work, which was funded by many national and international foundations, including the Jacobs Foundation, advances a new comprehensive theory of cognitive development. These publications include the following: (1) *The Architecture and Dynamics of Developing Mind* (1993, with A. Efklides and M. Platsidou) and (2) *The Development of Mental Processing* (2002, with C. Christou, G. Spanoudis, and M. Platsidou) in the series *Monographs of the Society for Research in Child Development*, (3) *Life-span Developmental Psychology* (1998, Wiley, with W. Doise, and C. F. M. van Leeuwen), (4) *Unity and Modularity in the Mind and the Self* (2001, Routledge, with S. Kazis) and (5) *Cognitive Developmental Change* (2004, Cambridge University Press, with A. Raftopoulos). The journals *New Ideas in Psychology* (1998), *Developmental Review* (1999) and *Developmental Science* (1999) devoted special issues in the discussion of his theory of cognitive development. Recently, he published (with G. Spanoudis and A. Mouyi) a monograph-length article in *Educational Psychology Review* titled "Educating the developing mind: Towards an overarching paradigm" (2011), which elaborates on the implications of cognitive developmental science for education. Commentaries were also published on this essay. As a Minister of Education and Culture, he led a large program of reforms in Cypriot education which resulted in the development of new curricula across all subjects and grades, from preschool to senior high school.



Martin Ball, Ph.D.

Dr Martin J. Ball is Honorary Professor in the School of Linguistics and English Language at Bangor University, Wales. Until recently he was Professor of Clinical Linguistics and Phonetics at Linköping University, Sweden, having formerly held the position of Hawthorne-BoRSF Endowed Professor in the Department of Communicative Disorders, at the University of Louisiana at Lafayette. He received his bachelor's degree with honours in Linguistics and English from the University of Wales (Bangor); his Master's degree in phonetics and linguistics from the University of Essex; his Ph.D. from the University of Wales (Cardiff), and

a DLitt degree from Bangor University. Dr Ball has authored and edited over 35 books, 50 contributions to collections and 100 refereed articles in academic journals. He has also presented at conferences around the world. He is co-editor of the journal *Clinical Linguistics and Phonetics* (Taylor & Francis); and of the book series *Studies in Phonetics and Phonology* (Equinox), *Communication Disorders across Languages* (Multilingual Matters), and *Language and Speech Disorders* (Psychology Press). His main research interests include sociolinguistics, clinical phonetics and phonology, and the linguistics of Welsh. He has been President of the International Clinical Phonetics and Linguistics Association; he is an honorary Fellow of the UK Royal College of Speech and Language Therapists, and a Fellow of the Learned Society of Wales. His most recent books are *Principles of Clinical Phonology* (Routledge, 2016) and *Challenging Sonority* (co-edited with N. Müller, Equinox, 2016).



Fofi Constantinidou, Ph.D., CCC-SLP

Fofi Constantinidou, Ph.D., CCC-SLP received her doctoral degree in 1995 from the University of Cincinnati in the area of speech-language pathology with concentration in clinical cognitive neuroscience and neuropsychology. She joined the faculty in the department of Speech Pathology and Audiology at Miami University in 1995 as assistant professor; she was promoted to associate professor in 2001 and to full professor in 2007. Constantinidou joined the Department of Psychology at the University of Cyprus in 2006 and she served as department chair between 2008-2012. In 2008 she created the Neuro Cognitive Research Laboratory at the University of Cyprus. Since 2010, she directs the newly established Center of Applied Neuroscience at the UCY. Her interests center in acquired adult neurological disorders (e.g., brain injury, aging, and stroke) and their effects on intellectual and cognitive abilities, in particular learning, memory, executive systems, and categorization. Dr. Constantinidou has received several grants for her work on the Categorization Program (CP), a hierarchical cognitive rehabilitation program for patients with traumatic brain injury. She publishes her work in top tier journals and routinely presents at national and international conferences. She is currently the Chair of the International Networking Group of the American Congress of Rehabilitation Medicine (ACRM) and member of the Board of Governors of ACRM. In 2013 she was the recipient of the Experienced Researcher Award of the Cyprus Research Promotion Foundation. In 2014 she was honored with the title of Fellow by the American Speech Language Hearing Association and the American Congress of Rehabilitation Medicine.



Areti Okalidou, Ph.D., CCC-SLP

Areti Okalidou is a speech-and-hearing pathologist, and an Associate Professor of Logopathology and Language Education at the Department of Educational and Social Policy of the University of Macedonia. After graduating from the Pedagogical Academy of Thessaloniki she continued her studies in psychology and logopathology with a scholarship from US universities. She completed her doctoral dissertation at the internationally renowned Graduate Centre of Speech-Language-Hearing Sciences of the City University of New York, for which she received an excellence award from New York State. She worked as an Assistant Professor at the

Department of Speech Therapy of ATEI Patras and as a logopathologist at schools, hospitals and special education centers in the USA and in Greece. Her research interests focus on the production and development of phonetics / phonology, on clinical issues with regards to phonetics and especially on the production of speech by children with hearing problems and cochlear implants. She is the author of "Hearing and Deafness: Study of speech production and therapeutic intervention", editions "Ellinika Grammata".

ANNEX 4 – INFRASTRUCTURE

- The Rehabilitation Clinic is the first public Rehabilitation Clinic in Cyprus, which operates within the framework of the Department of Rehabilitation Sciences of the Cyprus University of Technology and offers the first undergraduate program in the field of Logotherapy / Logopathology at a public university. The Rehabilitation Clinic is a training centre for students of the Department of Rehabilitation Sciences and provides them with a model of good practice by integrating educational / theoretical experience with clinical education and practice. Through the clinic, it is possible to conduct first class research in the field of Rehabilitation in order to attract external research funding (national and international). The clinic has fully equipped laboratories for various types of diagnosis and treatment, auditory lab, state-of-the-art equipment to serve people with communication difficulties and labs for early intervention programs.
- The Department has fully equipped computer labs, special areas for team and individual work, and other research facilities. The Department regularly evaluates the adequacy and suitability of its research labs and informs the University authorities for further necessary actions.
- The Department has specific procedures in place for the continuous upgrading and maintenance of its laboratories and equipment and for the unobstructed access the labs by the students.

- The offices and conference room of the department's faculty members (academic staff, special teaching staff, special scientists) are housed in the ZT3 building, 15 Vragadinou str. The CUT Rehabilitation Clinic is housed on the 2nd Development Pole of the University behind the Old Limassol Hospital and is able to provide clinical services to adults and children in Limassol and the wider area. The clinic is a training centre providing students of the Rehabilitation Sciences Department with a model of good practice, a framework that integrates educational / theoretical experience with clinical education and practice.
- The clinic has a fully equipped lecture room, research laboratories offering various types of diagnosis and treatment, state-of-the-art technology specifically designed to cater for people with communication difficulties and offers extensive early intervention programs by the THERAPO LAB, the SPEECH DIAGNOSIS & TREATMENT LAB (DIATHLO). The Research and Rehabilitation of Neurological Communication Disorders Lab will develop research activity with a central focus on the rehabilitation of people with communication problems through the use of new neural stimulation technologies such as the Repetitive Transcranial Magnetic Stimulation (RTMS).
- Pictures from the Clinic and Labs





ANNEX 5 – QUALITY STANDARDS AND INDICATORS

1. ΑΠΟΤΕΛΕΣΜΑΤΙΚΟΤΗΤΑ ΔΙΔΑΚΤΙΚΟΥ ΕΡΓΟΥ – ΔΙΑΘΕΣΙΜΟΙ ΠΟΡΟΙ		
1.1	Οργάνωση διδακτικού έργου	ΝΑΙ / ΟΧΙ
1.1.1	Τα κριτήρια εισδοχής φοιτητών/τριών στο πρόγραμμα σπουδών βασίζονται σε σαφείς κανονισμούς και στη συνεπή εφαρμογή τους.	
1.1.2	Ο αριθμός φοιτητών κατά μάθημα επιτρέπει την επικοινωνιακή διδασκαλία και επικοινωνία και συγκρίνεται θετικά με τα ισχύοντα διεθνή πρότυπα ή/και διεθνείς πρακτικές.	

1.1.3	Η οργάνωση της εκπαιδευτικής διαδικασίας εξασφαλίζει την ποιοτική υλοποίηση των στόχων του προγράμματος σπουδών και την επίτευξη των μαθησιακών αποτελεσμάτων. Συγκεκριμένα λαμβάνονται υπόψη:		
	1.1.3.1	Η εφαρμογή συγκεκριμένου ακαδημαϊκού ημερολογίου και η έγκαιρη δημοσιοποίησή του.	
	1.1.3.2	Η γνωστοποίηση αναλυτικών περιγραμμάτων σπουδών τους φοιτητές/τριες και η εφαρμογή τους από τους διδάσκοντες.	
	1.1.3.3	Οι επικαιροποιημένες ιστοσελίδες των μαθημάτων με συμπληρωματικό εκπαιδευτικό υλικό	
	1.1.3.4	Οι διαδικασίες εκπόνησης πτυχιακών και μεταπτυχιακών εργασιών / πρακτικής άσκησης	
	1.1.3.5	Οι διαδικασίες διεξαγωγής και η μορφή εξετάσεων και αξιολόγησης φοιτητών/τριών.	
	1.1.3.6	Η αποτελεσματική ενημέρωση των φοιτητών/τριών και διευκόλυνση της συμμετοχής της στη βελτίωση της εκπαιδευτικής διαδικασίας.	
1.1.4	Παρέχονται στους φοιτητές/τριες του προγράμματος σπουδών, επαρκείς και σύγχρονοι μαθησιακοί πόροι περιλαμβανομένων:		
	1.1.4.1	των εγκαταστάσεων	
	1.1.4.2	της βιβλιοθήκης	
	1.1.4.3	της υποδομής	
	1.1.4.4	της φοιτητικής μέριμνας	
	1.1.4.5	της ακαδημαϊκής καθοδήγησης	
1.1.5	Εφαρμόζεται πολιτική τακτικής και αποτελεσματικής επικοινωνίας διδασκόντων – φοιτητών.		
1.1.6	Οι διδάσκοντες κάθε μαθήματος παρέχουν έγκαιρη και αποτελεσματική ανατροφοδότηση στους φοιτητές τους.		
1.1.7	Οι θεσμοθετημένοι μηχανισμοί για τη στήριξη των φοιτητών και την επικοινωνία με το διδακτικό προσωπικό είναι αποτελεσματικοί.		

1.1.8	Οι μηχανισμοί ελέγχου της επίδοσης των φοιτητών είναι αποτελεσματικοί.	
1.1.9	Οι μηχανισμοί στήριξης των φοιτητών/τριών με προβληματική ακαδημαϊκή επίδοση είναι αποτελεσματικοί.	
1.1.10	Οι διαδικασίες ακαδημαϊκής συμβουλευτικής (mentoring) είναι διαφανείς και αποτελεσματικές σε προπτυχιακά και μεταπτυχιακά προγράμματα και λαμβάνονται υπόψη στον υπολογισμό του ακαδημαϊκού φόρτου.	
1.1.11	Στο πρόγραμμα σπουδών εφαρμόζεται αποτελεσματική πολιτική για την πρόληψη και εντοπισμό της λογοκλοπής.	
1.1.12	Στο πρόγραμμα σπουδών οι μηχανισμοί διαχείρισης παραπόνων και επίλυσης διαφορών είναι ικανοποιητικοί.	
<p>Αιτιολογήστε και σημειώστε τα επιπρόσθετα σχόλια που πιθανόν να έχετε για το κάθε κριτήριο / δείκτη.</p> <p>Σημειώστε επίσης:</p> <p>α) τον προσδοκώμενο αριθμό Κύπριων και αλλοδαπών φοιτητών στο πρόγραμμα σπουδών.</p> <p>β) από ποιες χώρες αναμένεται ο μεγαλύτερος αριθμός φοιτητών.</p> <p>γ) τον μέγιστο προγραμματισμένο αριθμό φοιτητών κατά τμήμα.</p>		
1.2	Διδασκαλία	ΝΑΙ / ΟΧΙ
1.2.1	Η μεθοδολογία του κάθε μαθήματος είναι κατάλληλη για την επίτευξη του σκοπού του μαθήματος και των επιμέρους θεματικών ενοτήτων.	
1.2.2	Η μεθοδολογία του κάθε μαθήματος είναι κατάλληλη για ενήλικες.	
1.2.3	Γίνεται συνεχής-διαμορφωτική αξιολόγηση και ανατροφοδότηση των φοιτητών σε τακτά διαστήματα.	

1.2.4	Το σύστημα και τα κριτήρια αξιολόγησης και ανατροφοδότησης των επιδόσεων των φοιτητών/τριών στα μαθήματα είναι σαφή, επαρκή και σε γνώση των φοιτητών/τριών.	
1.2.5	Εφαρμόζονται εκπαιδευτικές δραστηριότητες που ενθαρρύνουν την ενεργό συμμετοχή των φοιτητών/τριών στη μαθησιακή διαδικασία.	
1.2.6	Στη διδασκαλία υιοθετείται η χρήση σύγχρονων εκπαιδευτικών τεχνολογιών που συνάδουν με διεθνή πρότυπα, συμπεριλαμβανομένης πλατφόρμας ηλεκτρονικής υποστήριξης μάθησης.	
1.2.7	Το διδακτικό υλικό (βιβλία, εγχειρίδια, επιστημονικά περιοδικά, βάσεις δεδομένων και διδακτικές σημειώσεις) πληροί τις προδιαγραφές που προβλέπει η μεθοδολογία των επιμέρους μαθημάτων του προγράμματος σπουδών και επικαιροποιείται σε τακτά χρονικά διαστήματα.	
Αιτιολογήστε και σημειώστε τα επιπρόσθετα σχόλια που πιθανόν να έχετε για το κάθε κριτήριο / δείκτη.		
1.3	Διδακτικό Προσωπικό	ΝΑΙ / ΟΧΙ
1.3.1	Ο αριθμός του ακαδημαϊκού προσωπικού, πλήρους και αποκλειστικής απασχόλησης, και τα γνωστικά αντικείμενα του προσωπικού αυτού υποστηρίζουν επαρκώς το πρόγραμμα σπουδών.	
1.3.2	Οι διδάσκοντες κάθε μαθήματος έχουν συναφή τυπικά κι ουσιαστικά προσόντα για τη διδασκαλία του μαθήματος, όπως περιγράφονται στις σχετικές νομοθεσίες, περιλαμβανομένων των ακόλουθων:	
1.3.2.1	Εξειδίκευση στα διδασκόμενα μαθήματα, με προτίμηση διδακτορικό στο θέμα.	
1.3.2.2	Δημοσιεύσεις στο γνωστικό αντικείμενο	
1.3.3	Τα γνωστικά αντικείμενα των Επισκεπτών Καθηγητών υποστηρίζουν επαρκώς το πρόγραμμα σπουδών.	

1.3.4	Το Ειδικό Διδακτικό Προσωπικό και οι Ειδικοί Επιστήμονες έχουν τα απαιτούμενα προσόντα, επαρκή επαγγελματική πείρα και εξειδίκευση για τη διδασκαλία περιορισμένου αριθμού μαθημάτων του προγράμματος σπουδών.	
1.3.5	Σε κάθε πρόγραμμα σπουδών, το Ειδικό Διδακτικό Προσωπικό δεν υπερβαίνει το 30% του διδακτικού ερευνητικού προσωπικού.	
1.3.6	Το διδακτικό προσωπικό κάθε ιδιωτικής (ΙΣΤΕ) και δημόσιας σχολής, κατά ποσοστό όχι μικρότερο του 70%, κατέχει αναγνωρισμένο ακαδημαϊκό τίτλο κατά μία βαθμίδα ανώτερο από το επίπεδο του προγράμματος στο οποίο διδάσκει.	
1.3.7	Ο λόγος του αριθμού μαθημάτων του προγράμματος σπουδών που διδάσκεται από ακαδημαϊκό προσωπικό πλήρους και αποκλειστικής απασχόλησης προς τον αριθμό των μαθημάτων που διδάσκεται από ακαδημαϊκό προσωπικό μερικής απασχόλησης διασφαλίζει την ποιότητα σπουδών του προγράμματος σπουδών.	
1.3.8	Ο λόγος του αριθμού φοιτητών προς το συνολικό αριθμό του διδακτικού προσωπικού είναι επαρκής για την υποστήριξη και τη διασφάλιση της ποιότητας του προγράμματος σπουδών.	
1.3.9	Ο χρόνος διδασκαλίας του ακαδημαϊκού προσωπικού δεν περιορίζει τη διεξαγωγή έρευνας, τη συγγραφή και την κοινωνική προσφορά.	
1.3.10	Οι μελλοντικές αποχωρήσεις / συνταξιοδοτήσεις, αναμενόμενες προσλήψεις και εξελίξεις του ακαδημαϊκού προσωπικού εξασφαλίζουν την ομαλή υλοποίηση του προγράμματος σπουδών σε ορίζοντα πενταετίας.	
1.3.11	Ο Συντονιστής του προγράμματος έχει τα προσόντα και την εμπειρία για να συντονίζει με επάρκεια το πρόγραμμα σπουδών.	

Αιτιολογήστε και σημειώστε τα επιπρόσθετα σχόλια που πιθανόν να έχετε για το κάθε κριτήριο / δείκτη.

2. ΠΡΟΓΡΑΜΜΑ ΣΠΟΥΔΩΝ ΚΑΙ ΤΙΤΛΟΙ ΣΠΟΥΔΩΝ

2.1	Σκοπός και μαθησιακά αποτελέσματα του Προγράμματος Σπουδών	ΝΑΙ / ΟΧΙ
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2.1.1	Ο σκοπός και οι στόχοι του προγράμματος σπουδών διατυπώνονται σε μορφή αναμενόμενων μαθησιακών αποτελεσμάτων και συνάδουν με την αποστολή και τη στρατηγική του ιδρύματος.	
2.1.2	Ο σκοπός του προγράμματος και τα μαθησιακά αποτελέσματα αξιοποιούνται ως οδηγός για τον σχεδιασμό του προγράμματος σπουδών.	
2.1.3	Ο τίτλος και το πρόγραμμα σπουδών ανταποκρίνονται στις βασικές πρόνοιες των αντίστοιχων Επαγγελματικών και Επιστημονικών Σωμάτων, για σκοπούς εγγραφής στα σώματα αυτά.	
2.1.4	Το περιεχόμενο του προγράμματος, οι μορφές αξιολόγησης, τα διδακτικά υλικά και ο εξοπλισμός οδηγούν στην επίτευξη του σκοπού του προγράμματος και στη διασφάλιση των αναμενόμενων μαθησιακών αποτελεσμάτων.	
2.1.5	Τα αναμενόμενα μαθησιακά αποτελέσματα του προγράμματος σπουδών είναι γνωστά στους φοιτητές/τριες και στα μέλη του ακαδημαϊκού και διδακτικού προσωπικού.	
2.1.6	Η μαθησιακή διαδικασία είναι κατάλληλα σχεδιασμένη, ώστε να επιτυγχάνονται τα επιδιωκόμενα μαθησιακά αποτελέσματα.	
2.1.7	Ο τίτλος σπουδών που απονέμεται στους/στις φοιτητές/τριες ανταποκρίνεται στον σκοπό και στα μαθησιακά αποτελέσματα του προγράμματος.	
Αιτιολογήστε και σημειώστε τα επιπρόσθετα σχόλια που πιθανόν να έχετε για το κάθε κριτήριο / δείκτη.		
2.2	Δομή και Περιεχόμενο του Προγράμματος Σπουδών	ΝΑΙ / ΟΧΙ
2.2.1	Τα αναλυτικά προγράμματα των μαθημάτων καθορίζουν με σαφήνεια τα επιδιωκόμενα μαθησιακά αποτελέσματα, το περιεχόμενο, τις διδακτικές και μαθησιακές προσεγγίσεις και τον τρόπο αξιολόγησης της επίδοσης των φοιτητών/τριών.	
2.2.2	Εφαρμόζεται το Ευρωπαϊκό Σύστημα Συσώρευσης και Μεταφοράς Πιστωτικών Μονάδων (ECTS) και υπάρχει πραγματική αντιστοιχία	

	πιστωτικών μονάδων και φόρτου εργασίας κατά μάθημα και κατά εξάμηνο για τον φοιτητή, είτε αυτός παρακολουθεί συγκεκριμένο πρόγραμμα σπουδών είτε είναι εγγεγραμμένος και φοιτά παράλληλα σε περισσότερα προγράμματα σπουδών, σύμφωνα με την ευρωπαϊκή πρακτική στα ιδρύματα ανώτερης εκπαίδευσης.	
2.2.3	Το πρόγραμμα σπουδών είναι δομημένο με συνεκτικό τρόπο και ακολουθία, ώστε έννοιες που λειτουργούν ως προϋποθέσεις να προηγούνται της διδασκαλίας άλλων πιο σύνθετων και γνωστικά πιο απαιτητικών εννοιών.	
2.2.4	Ο τίτλος του προγράμματος, τα μαθησιακά αποτελέσματα, και το περιεχόμενο είναι συμβατά μεταξύ τους.	
2.2.5	Το πρόγραμμα σπουδών πέραν των μαθημάτων στα κύρια γνωστικά αντικείμενα, περιέχει ικανοποιητικό αριθμό μαθημάτων γενικής εκπαίδευσης.	
2.2.6	Το περιεχόμενο των μαθημάτων και ενοτήτων και οι αντίστοιχες εκπαιδευτικές δραστηριότητες είναι κατάλληλες για την επίτευξη των επιδιωκόμενων μαθησιακών αποτελεσμάτων σε ό,τι αφορά στις γνώσεις, στις δεξιότητες και στις ικανότητες που πρέπει να αναπτύσσουν οι φοιτητές/τριες.	
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2.2.7	Ο αριθμός και το περιεχόμενο των μαθημάτων του προγράμματος είναι επαρκή για την επίτευξη των μαθησιακών αποτελεσμάτων.	
2.2.8	Το περιεχόμενο των μαθημάτων του προγράμματος αντικατοπτρίζει τα τελευταία επιτεύγματα / εξελίξεις στην επιστήμη, στις τέχνες, στην έρευνα και στην τεχνολογία.	
2.2.9	Δίνεται ευελιξία επιλογών / δυνατότητα προσαρμογής στις προσωπικές ανάγκες ή στις ανάγκες των φοιτητών/τριών με ειδικές ανάγκες.	
Αιτιολογήστε και σημειώστε τα επιπρόσθετα σχόλια που πιθανόν να έχετε για το κάθε κριτήριο / δείκτη.		

<p>Σημειώστε πόσοι αναμένεται να είναι οι φοιτητές με παράλληλη φοίτηση και σε άλλο ακαδημαϊκό ίδρυμα, με βάση την ως τώρα γνώση σας για φοιτητές με παράλληλη φοίτηση στα προγράμματα του ιδρύματός σας.</p>		
2.3	Διασφάλιση Ποιότητας του Προγράμματος Σπουδών	ΝΑΙ / ΟΧΙ
2.3.1	Οι ρυθμίσεις που αφορούν στη διασφάλιση της ποιότητας του προγράμματος σπουδών καθορίζουν σαφείς αρμοδιότητες και διαδικασίες.	
2.3.2	Διασφαλίζεται η συμμετοχή στις διαδικασίες του συστήματος διασφάλισης ποιότητας του προγράμματος σπουδών	
	2.3.2.1 των μελών του ακαδημαϊκού προσωπικού	
	2.3.2.2 των μελών του διοικητικού προσωπικού	
	2.3.2.3 των φοιτητών/τριών.	
2.3.3	Ο οδηγός, ή/και οι κανονισμοί διασφάλισης ποιότητας παρέχουν αναλυτικές πληροφορίες και στοιχεία για την υποστήριξη και διαχείριση του προγράμματος σπουδών.	
2.3.4	Η διαδικασία διασφάλισης ποιότητας αποτελεί ακαδημαϊκή διαδικασία και δεν υπόκειται σε περιορισμούς από μη ακαδημαϊκούς παράγοντες.	
<p>Αιτιολογήστε και σημειώστε τα επιπρόσθετα σχόλια που πιθανόν να έχετε για το κάθε κριτήριο / δείκτη.</p>		
2.4	Διαχείριση του Προγράμματος Σπουδών	ΝΑΙ / ΟΧΙ
2.4.1	Διενεργείται αποτελεσματική διαχείριση του προγράμματος σπουδών όσον αφορά στον σχεδιασμό, στην έγκριση, στην παρακολούθηση και στην αναθεώρησή του.	

2.4.2	Διασφαλίζεται ότι τα μαθησιακά αποτελέσματα μπορούν να επιτευχθούν στη βάση του προβλεπόμενου χρονοδιαγράμματος.	
2.4.3	Διασφαλίζεται ότι η διαδικασία διαχείρισης και ανάπτυξης των προγραμμάτων σπουδών είναι ακαδημαϊκή διαδικασία η οποία λειτουργεί χωρίς οποιεσδήποτε μη ακαδημαϊκές παρεμβάσεις.	
2.4.4	Η ακαδημαϊκή ιεραρχία του ιδρύματος (Πρύτανης, Αντιπρυτάνεις, Κοσμήτορες, Πρόεδροι και Συντονιστές προγραμμάτων, ακαδημαϊκό προσωπικό) έχουν την αποκλειστική ευθύνη για την ακαδημαϊκή αριστεία και την ανάπτυξη των προγραμμάτων σπουδών.	
2.4.5	Οι πληροφορίες που αφορούν στο πρόγραμμα σπουδών αναρτώνται δημόσια και περιλαμβάνουν:	
2.4.5.1	Τις διατάξεις αναφορικά με τις πιστώσεις μονάδων	
2.4.5.2	Τα αναμενόμενα μαθησιακά αποτελέσματα	
2.4.5.3	Τη μεθοδολογία	
2.4.5.4	Τις περιγραφές των μαθημάτων	
2.4.5.5	Τη δομή του προγράμματος	
2.4.5.6	Τα κριτήρια εισδοχής	
2.4.5.7	Τη μορφή και τις διαδικασίες αξιολόγησης των φοιτητών/τριών	
2.4.6	Η απονομή του τίτλου σπουδών συνοδεύεται από «Παράρτημα Διπλώματος»(diploma supplement) το οποίο είναι σύμφωνο με τις ευρωπαϊκές και διεθνείς προδιαγραφές.	
2.4.7	Διασφαλίζεται αποτελεσματικός μηχανισμός αξιολόγησης του προγράμματος σπουδών από τους/τις φοιτητές/τριες.	
2.4.8	Η αναγνώριση και η μεταφορά πιστωτικών μονάδων από προηγούμενη φοίτηση ρυθμίζεται με διαδικασίες και κανονισμούς οι οποίοι διασφαλίζουν ότι οι περισσότερες πιστωτικές μονάδες απονέμονται από το ίδρυμα που απονέμει τον τίτλο.	
<p>Αιτιολογήστε και σημειώστε τα επιπρόσθετα σχόλια που πιθανόν να έχετε για το κάθε κριτήριο / δείκτη.</p> <p>Σημειώστε σε περίπτωση πρακτικής άσκησης:</p> <ul style="list-style-type: none"> - Πόσες είναι οι πιστωτικές μονάδες για μαθήματα και πόσες για την πρακτική άσκηση 		

<ul style="list-style-type: none"> - Σε ποιο εξάμηνο γίνεται η πρακτική άσκηση - Αν η πρακτική άσκηση γίνεται στην χώρα στην οποία εδρεύει το Ίδρυμα που απονέμει τον τίτλο. 		
2.5	Διεθνής Διάσταση του Προγράμματος Σπουδών	ΝΑΙ / ΟΧΙ
2.5.1	Οι συνεργασίες του προγράμματος με άλλα ιδρύματα συγκρίνονται θετικά με αντίστοιχες συνεργασίες άλλων τμημάτων / προγραμμάτων σπουδών στον ευρωπαϊκό και διεθνή χώρο.	
2.5.2	Προσελκύονται επισκέπτες καθηγητές εγνωσμένου κύρους.	
2.5.3	Συμμετέχουν οι φοιτητές/τριες σε προγράμματα ανταλλαγών.	
2.5.4	Η ακαδημαϊκή φυσιογνωμία του προγράμματος σπουδών είναι συμβατή με αντίστοιχα προγράμματα σπουδών στον κυπριακό χώρο και διεθνώς.	
<p>Αιτιολογήστε και σημειώστε τα επιπρόσθετα σχόλια που πιθανόν να έχετε για το κάθε κριτήριο / δείκτη.</p> <p>Σχολιάστε, επίσης, τον βαθμό στον οποίο το πρόγραμμα συγκρίνεται θετικά με τα αντίστοιχα προγράμματα που λειτουργούν στην Κύπρο και στο εξωτερικό σε ιδρύματα της ίδιας βαθμίδας.</p>		
2.6	Σύνδεση με αγορά εργασίας και κοινωνία	ΝΑΙ / ΟΧΙ
2.6.1	Οι διαδικασίες οι οποίες εφαρμόστηκαν για την ανταπόκριση του προγράμματος στις επιστημονικές και επαγγελματικές δραστηριότητες των αποφοίτων είναι επαρκείς και αποτελεσματικές.	
2.6.2	Με βάση τη μελέτη βιωσιμότητας αναμένεται απορρόφηση των αποφοίτων σε ικανοποιητικό βαθμό.	

2.6.3	Τα οφέλη της κοινωνίας από το πρόγραμμα σπουδών είναι σημαντικά.	
Αιτιολογήστε και σημειώστε τα επιπρόσθετα σχόλια που πιθανόν να έχετε για το κάθε κριτήριο / δείκτη.		
3. ΕΡΕΥΝΗΤΙΚΟ ΕΡΓΟ ΚΑΙ Η ΣΥΝΕΡΓΕΙΑ ΜΕ ΤΗ ΔΙΔΑΣΚΑΛΙΑ		
3.1	Συνέργεια Έρευνας και Διδασκαλίας	ΝΑΙ / ΟΧΙ
3.1.1	Διασφαλίζεται ότι η διδασκαλία και η μάθηση έχει επαρκώς διαφωτιστεί από την έρευνα.	
3.1.2	Τα νέα αποτελέσματα της έρευνας είναι ενσωματωμένα στο περιεχόμενο του προγράμματος σπουδών.	
3.1.3	Παρέχονται επαρκείς και ικανοποιητικές εγκαταστάσεις και εξοπλισμός για τη στήριξη των ερευνητικών συνιστωσών του προγράμματος σπουδών τα οποία είναι διαθέσιμα και προσβάσιμα στο προσωπικό και στους φοιτητές/τριες.	
3.1.4	Τα αποτελέσματα της ερευνητικής δραστηριότητας του ακαδημαϊκού προσωπικού δημοσιεύονται σε διεθνή περιοδικά με το σύστημα κριτών, σε διεθνή συνέδρια, πρακτικά συνεδρίων εκδόσεις κλπ.	
3.1.5	Η εξωτερική, μη κρατική, χρηματοδότηση των ερευνητικών δραστηριοτήτων του ακαδημαϊκού προσωπικού συγκρίνεται θετικά με τη χρηματοδότηση των άλλων ιδρυμάτων στην Κύπρο και στο εξωτερικό.	
3.1.6	Η εσωτερική, χρηματοδότηση των ερευνητικών δραστηριοτήτων του ακαδημαϊκού προσωπικού συγκρίνεται θετικά με τη χρηματοδότηση των άλλων ιδρυμάτων στην Κύπρο και στο εξωτερικό.	
3.1.7	Η πολιτική, έμμεσης ή άμεσης, εσωτερικής χρηματοδότησης των ερευνητικών δραστηριοτήτων του ακαδημαϊκού προσωπικού είναι ικανοποιητική.	
3.1.8	Η συμμετοχή των φοιτητών/τριών, ακαδημαϊκού, εκπαιδευτικού και διοικητικού προσωπικού του προγράμματος σε ερευνητικές δραστηριότητες και έργα είναι ικανοποιητική.	

3.1.9	Η εκπαίδευση φοιτητών/τριών στην ερευνητική διαδικασία είναι επαρκής.	
<p>Αιτιολογήστε και σημειώστε τα επιπρόσθετα σχόλια που πιθανόν να έχετε για το κάθε κριτήριο / δείκτη.</p>		
<p>4. ΥΠΗΡΕΣΙΕΣ ΔΙΟΙΚΗΣΗΣ, ΦΟΙΤΗΤΙΚΗΣ ΜΕΡΙΜΝΑΣ ΚΑΙ ΥΠΟΣΤΗΡΙΞΗΣ ΤΟΥ ΔΙΔΑΚΤΙΚΟΥ ΕΡΓΟΥ</p>		
4.1	Διοικητικοί Μηχανισμοί	ΝΑΙ / ΟΧΙ
4.1.1	Υπάρχει Υπηρεσία Φοιτητικής Μέριμνας που υποστηρίζει τους φοιτητές/τριες στα ακαδημαϊκά και προσωπικά τους προβλήματα και δυσκολίες.	
4.1.2	Οι θεσμοθετημένοι διοικητικοί μηχανισμοί για παρακολούθηση και στήριξη φοιτητών είναι επαρκείς.	
4.1.3	Η απόδοση των μηχανισμών αυτών αξιολογείται στη βάση συγκεκριμένων κριτηρίων.	
<p>Αιτιολογήστε και σημειώστε τα επιπρόσθετα σχόλια που πιθανόν να έχετε για το κάθε κριτήριο / δείκτη.</p>		
4.2	Υποδομές / Υποστήριξη	ΝΑΙ / ΟΧΙ
4.2.1	Υπάρχουν κατάλληλα βιβλία και έγκριτα περιοδικά που υποστηρίζουν το πρόγραμμα.	

4.2.2	Υπάρχει υποστηρικτική πλατφόρμα εσωτερικής επικοινωνίας.	
4.2.3	Οι εγκαταστάσεις είναι επαρκείς σε αριθμό και μέγεθος	
4.2.4	Ο εξοπλισμός που χρησιμοποιείται στη διδασκαλία και την εκμάθηση (εργαστηριακός και ηλεκτρονικός εξοπλισμός, αναλώσιμα, κ.τ.λ.) είναι ποσοτικά και ποιοτικά επαρκής.	
4.2.5	Το διδακτικό υλικό (βιβλία, εγχειρίδια, επιστημονικά περιοδικά, βάσεις δεδομένων) είναι επαρκές και εύκολα προσβάσιμο από τους φοιτητές/τριες.	
4.2.6	Το διδακτικό υλικό (βιβλία, εγχειρίδια, επιστημονικά περιοδικά, βάσεις δεδομένων) ενημερώνεται με τις πιο πρόσφατες εκδόσεις, σε τακτά χρονικά διαστήματα.	
4.2.7	Παρέχονται, στο διδακτικό προσωπικό, δυνατότητες επιμόρφωσης σε μεθόδους διδασκαλίας, στην εκπαίδευση ενηλίκων και στις νέες τεχνολογίες στη βάση δομημένου πλαισίου μάθησης.	
Αιτιολογήστε και σημειώστε τα επιπρόσθετα σχόλια που πιθανόν να έχετε για το κάθε κριτήριο / δείκτη.		
4.3	Οικονομικοί Πόροι	ΝΑΙ / ΟΧΙ
4.3.1	Η διαχείριση και διάθεση των οικονομικών πόρων του προγράμματος σπουδών επιτρέπουν την ανάπτυξη του προγράμματος και του ακαδημαϊκού/εκπαιδευτικού προσωπικού.	
4.3.2	Η διάθεση των οικονομικών πόρων που αφορούν ακαδημαϊκά θέματα είναι αρμοδιότητα των θεσμικών ακαδημαϊκών οργάνων.	
4.3.3	Οι αμοιβές του ακαδημαϊκού και άλλου προσωπικού είναι ανάλογες με τις αμοιβές ακαδημαϊκού και άλλου προσωπικού αντίστοιχων ιδρυμάτων στην Κύπρο.	
4.3.4	Τα δίδακτρα των φοιτητών/τριών συνάδουν με τα δίδακτρα αντίστοιχων ιδρυμάτων	
Αιτιολογήστε και σημειώστε τα επιπρόσθετα σχόλια που πιθανόν να έχετε για το κάθε κριτήριο / δείκτη.		



Το πιο κάτω κριτήριο ισχύει επιπρόσθετα για τα εξ αποστάσεως προγράμματα σπουδών.

5.	ΕΞ ΑΠΟΣΤΑΣΕΩΣ ΠΡΟΓΡΑΜΜΑΤΑ	ΝΑΙ / ΟΧΙ
5.1	Οι διαδικασίες ανατροφοδότησης των διδασκόντων αναφορικά με την αξιολόγηση του διδακτικού τους έργου από τους φοιτητές είναι ικανοποιητικές.	
5.2	Η διαδικασία και οι προϋποθέσεις πρόσληψης ακαδημαϊκού / διδακτικού προσωπικού διασφαλίζουν ότι οι υποψήφιοι διαθέτουν τις απαραίτητες ικανότητες και εμπειρία για εξ αποστάσεως εκπαίδευση.	
5.3	Μέσα από θεσμοθετημένες διαδικασίες, παρέχεται κατάλληλη εκπαίδευση, καθοδήγηση και υποστήριξη στους διδάσκοντες, για να μπορέσουν να υποστηρίξουν αποδοτικά την εκπαιδευτική διαδικασία.	
5.4	Οι μηχανισμοί ελέγχου της επίδοσης των φοιτητών είναι ικανοποιητικοί.	
5.5	Παρέχεται κατάλληλη καθοδήγηση στους εκπαιδευόμενους από τους διδάσκοντες μέσα από θεσμοθετημένες διαδικασίες.	
5.6	Εξασφαλίζεται σε ικανοποιητικό βαθμό η ομαλή εξ αποστάσεως επικοινωνία εκπαιδευτικού προσωπικού και φοιτητών.	
5.7	Διασφαλίζεται η συνέπεια της αξιολόγησης, η ισότιμη εφαρμογή της σε όλους τους/τις φοιτητές/τριες και η τήρηση προκαθορισμένων διαδικασιών.	
5.8	Το διδακτικό υλικό (βιβλία, εγχειρίδια, επιστημονικά περιοδικά, βάσεις δεδομένων) πληροί τις προδιαγραφές που προβλέπει η μεθοδολογία της εξ αποστάσεως εκπαίδευσης και επικαιροποιείται σε τακτά χρονικά διαστήματα.	
5.9	Το πρόγραμμα διαθέτει κατάλληλες και επαρκείς υποδομές υποστήριξης της μάθησης.	
5.10	Οι υποστηρικτικές υποδομές είναι εύκολα προσβάσιμες.	
5.11	Οι φοιτητές ενημερώνονται και εκπαιδεύονται σχετικά με τα διαθέσιμες εκπαιδευτικές υποδομές.	

5.12	Οι διαδικασίες συστηματικού ελέγχου και βελτίωσης των υποστηρικτικών υπηρεσιών είναι συχνές και αποτελεσματικές.	
5.13	Οι υποδομές για εξ αποστάσεως εκπαίδευση είναι συγκρίσιμες με τις υποδομές Πανεπιστημίων στην Ευρωπαϊκή Ένωση και διεθνώς.	
5.14	Οι υπηρεσίες ηλεκτρονικής βιβλιοθήκης παρέχονται σύμφωνα με τη διεθνή πρακτική, ώστε να υποστηρίζονται οι ανάγκες των φοιτητών και των διδασκόντων.	
5.15	Οι φοιτητές/τριες και οι διδάσκοντες έχουν πρόσβαση στις απαραίτητες για το πρόγραμμα, το επίπεδο και τον τρόπο διδασκαλίας τους ηλεκτρονικές πηγές πληροφόρησης.	
5.16	Το ποσοστό του διδακτικού προσωπικού σε ένα πρόγραμμα σπουδών που προσφέρεται εξ αποστάσεως, το οποίο κατέχει διδακτορικό τίτλο, δεν είναι μικρότερο από 75%.	
<p>Αιτιολογήστε και σημειώστε τα επιπρόσθετα σχόλια που πιθανόν να έχετε για το κάθε κριτήριο / δείκτη.</p> <p>Σημειώστε αν ισχύουν τα πιο κάτω, βάζοντας √ στο τετραγωνάκι δίπλα από τη δήλωση. Σε περίπτωση που δεν ισχύουν οι δηλώσεις, σημειώστε τι ισχύει:</p>		
Ο ανώτατος αριθμός φοιτητών ανά τμήμα δεν υπερβαίνει τους 30 φοιτητές.		
Είναι απαραίτητη η διεξαγωγή γραπτών εξετάσεων με φυσική παρουσία υπό την εποπτεία του ιδίου του Ιδρύματος ή υπό την εποπτεία αξιόπιστων φορέων που λειτουργούν στις χώρες των διδασκομένων.		
Ο αριθμός των τμημάτων εξ αποστάσεως προγράμματος στα οποία διδάσκει το ακαδημαϊκό προσωπικό δεν υπερβαίνει τον αριθμό των μαθημάτων που διδάσκει το διδακτικό προσωπικό στα συμβατικά προγράμματα και ο διδακτικός φόρτος του διδάσκοντος συνυπολογίζεται.		

Το πιο κάτω κριτήριο ισχύει επιπρόσθετα για τα διδακτορικά προγράμματα σπουδών.

6.	ΔΙΔΑΚΤΟΡΙΚΑ ΠΡΟΓΡΑΜΜΑΤΑ ΣΠΟΥΔΩΝ	ΝΑΙ / ΟΧΙ
6.1	Διασφαλίζεται η ποιοτική παροχή διδακτορικών σπουδών μέσα από Κανονισμούς Διδακτορικών Σπουδών.	
6.2	Η δομή και το περιεχόμενο του διδακτορικού προγράμματος σπουδών είναι ικανοποιητικά και διασφαλίζουν την ποιοτική παροχή διδακτορικών σπουδών.	
6.3	Ο αριθμός του ακαδημαϊκού προσωπικού που θα υποστηρίξει το διδακτορικό πρόγραμμα σπουδών είναι επαρκής.	
6.4	Οι επιβλέποντες των διδακτορικών διατριβών έχουν τα ακαδημαϊκά προσόντα και την εμπειρία για την εποπτεία των συγκεκριμένων διατριβών.	
6.5	Η προσβασιμότητα των ενδιαφερόμενων μερών στους κανόνες διδακτορικών σπουδών είναι ικανοποιητική.	
6.6	Ο αριθμός των διδακτορικών φοιτητών τους οποίους επιβλέπει ένα ακαδημαϊκό μέλος είναι ικανοποιητικός για τη συνεχή και αποτελεσματική ανατροφοδότηση του φοιτητή και σύμφωνος με τα ευρωπαϊκά και διεθνή πρότυπα.	
6.7	Τα ερευνητικά ενδιαφέροντα των ακαδημαϊκών συμβούλων και επιβλεπόντων είναι ικανοποιητικά και καλύπτουν τα θεματικά πεδία έρευνας των διδακτορικών φοιτητών του προγράμματος.	
<p>Αιτιολογήστε και σημειώστε τα επιπρόσθετα σχόλια που πιθανόν να έχετε για το κάθε κριτήριο / δείκτη.</p> <p>Σημειώστε τον αριθμό διδακτορικών φοιτητών που επιβλέπει κάθε μέλος ΔΕΠ του προγράμματος και την ακαδημαϊκή βαθμίδα στην οποία βρίσκεται ο επιβλέπων.</p>		

Ονόματα και υπογραφές Προέδρου και Μελών της Επιτροπής Εσωτερικής Ποιότητας:

Όνομα:	Υπογραφή:

Ημερομηνία:

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