

EUROPEAN INSTITUTIONS AND ECONOMY: COURSE OUTLINE

(1) GENERAL

SCHOOL	ECONOMIC SCIENCES		
ACADEMIC UNIT	ACCOUNTING AND FINANCE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	AF 502	SEMESTER	6th
COURSE TITLE	EUROPEAN INSTITUTIONS AND ECONOMY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and Practice Exercises	3	5	
TOTAL	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialty Course (M.E.)		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	IT CAN BE OFFERED		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 		
<ul style="list-style-type: none"> • Understanding the institutions and functioning of the European Union. • The position of the European Union in the World Economy • The European Economy through the EU member states • EU funding and financing programs and consequently financing programs in Greece 		
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> </td> <td style="width: 50%; vertical-align: top;"> <i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>
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The student with the integrated theoretical training and acquisition of specific knowledge and skills is expected to be able to proceed with:

- In the analysis of the institutions of the European Union
- In the analysis and understanding of the European Economy
- Understanding European funding programs and therefore studying EU funding programs

(3) SYLLABUS

The syllabus of the course can be adapted according to the needs of the course.
Basic lines are:

The European Union of 28 countries

- The evolution of the European Union
- The European Union in the world economy
- The data of the Member States of the European Union

The institutions and bodies of the European Union

- Institutions
- Financial institutions
- Organizations of the European Union
- Advisory bodies

Funding of Greece from the European Union

- The budget of the European Union
- The evolution of Greece-EU financial relations
- The philosophy of financing
- Programs - financing frameworks of Greece

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face and Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Learning process support through the electronic platform e-class	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<i>Activity</i>	<i>Semester workload</i>
	Lectures 27	50
	Practice Exercises 27	50
	Independent Study 54	50
	Course total	150
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>I. The evaluation of students is done in two ways:</p> <p>11. Preparation of Assignments (30%). The elaboration of a work requires intensive engagement of the student with the subject.</p> <p>12. Written final exam (70%).</p> <p>II. Language of Assessment: Greek.</p>	

(5) SUGGESTED BIBLIOGRAPHY

- Suggested bibliography:

- Karafolas, S. and V. Ragias, 2021, Economic crisis effects on investment plans: the case of the LEADER program in the region of West Macedonia, Greece, *13th International Conference of "Economies of the Balkan and Eastern European Countries"*, EBEEC 2021, May 14-16, 2021, Pafos, Cyprus.
- Karafolas, S.* and M. Woźniak, 2014, "Financial Sources and Instruments for Public Grants and Financial Facilities of Smes in EU", *International Journal of Social, Management, Economics and Business Engineering*, 8(8), 2540 - 2546
- Karafolas, S., and V. Ragias, 2014, "The LEADER+ Initiative (LEADER+)", DIFASS Good Practice Fact Sheet No 21, Workshop Theme: Mixed Grant/Non Grant Schemes, Sardinia 19th – 20th June 2013, www.difass.eu/downloads, 1.07.2014.
- Karafolas, S., 2013, "Public financial support to investments in rural areas: the case of the region of Thessaly in Greece", *International Journal of*

Economic Sciences and Applied Research, 2013, 6 (2), pp. 81-101

Internet sources:

- European Union: www.europa.eu
- *European Central Bank*: www.ecb.europa.eu
- *European Investment Bank*: www.eib.org
- *For the budget of the EU* : http://europa.eu/pol/financ/index_el.htm

Important data are sites of : Eurostat,

With regard Greece's financing from EU : <http://www.espa.gr/>

- *Related academic journals:*