**Syllabus**

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| **Basic data of the subject** | | | | |
| **Academic unit:** | **Faculty of Engineering and Informatics** | | | |
| **Title of the subject:** | **Environmental Management and Environmental Conservation** | | | |
| **Level:** | **Master** | | | |
| **Course Status:** | **Core** | | | |
| **Year of studies:** | **II** | | | |
| **Number of hours per week:** | **4** | | | |
| **Value of Credits - ECTS:** | **6** | | | |
| **Time / location:** |  | | | |
| **Course lecturer:** | **Prof.Asoc.Dr. Melihate Aliu** | | | |
| **Contact details:** |  | | | |
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| **Course Description** | *The Environmental Management Program addresses a wide range of environmental compatibility issues by managing the environmental management system. This is done by developing, managing and coordinating quality environmental services, minimizing environmental risks and costs, and promoting environmental compliance and performance, Market Environmental Policy Principles, Market Based Solutions for Common Property Problems, Policy Instruments for Global Climate Change: Markets for Global Climate Change, Markets for Ecosystem Services, Impact of Regulators in Reduction of Cost* | | | |
| **Objectives of the course:** | *The purpose of the course is to provide corporate environmental policies that include a change in how a product is produced in response to environmental concerns; the introduction of a new "green" product as well as environmental management from the perspective of government regulators, private corporations, and non-profit organizations* | | | |
| **Expected learning outcomes:** | *Upon successful completion of this subject, student will be able to:*   * *analyze proactive corporate environmental strategies through a variety of case studies* * *Understand innovative market-based approaches to environmental policy, such as pollution permits.* * *evaluate the possibility of cost savings in companies by reducing their environmental impacts* * *able to become part of the teams for managing and protecting the environment where we live and work* | | | |
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| **Contribution to the student load (which must correspond with learning outcomes)** | | | | |
| **Activity** | | **Hour** | **Day/Week** | **In total** |
| Lectures with lab tutorials | | 4 | 15 | 60 |
| Internship | |  |  |  |
| Contacts with teacher / consultations | | 2 | 4 | 8 |
| Field exercises | |  |  |  |
| Midterm, seminars and projects. | | 15 |  | 15 |
| Homework | |  |  |  |
| Self-learning time student (at the library or at home) | | 3 | 15 | 45 |
| Final preparation for the exam | | 20 |  | 20 |
| Time spent on evaluation (tests, quiz and final exam) | | 1 |  | 1 |
| Projects and presentations. | | 1 |  | 1 |
| **Total** | |  |  | **150** |
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| **Teaching methodology:** | *Lectures combined with laboratory exercises using AEF applications* | | | |
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| **Assessment methods:** | Assignment 40%  Final Exam 60% | | | |
| **Literature** | | | | |
| **Basic Literature:** | 1. Nathaniel Keohane and Sheila Olmstead, Markets and the Environment: An Introduction to Environmental and Resource Economics (Washington, D.C.: Island Press, 2007). | | | |
| **Additional Literature:** | 1. Forest Reinhardt, Down To Earth: Applying Business Principles to Environmental Management (Cambridge, MA: Harvard Business School Press, 2000). | | | |
| **The ratio of theory and practice** | *60% theory with numerical exercises and 40% laboratory work.* | | | |

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| **Designed learning plan** | |
| **Week:** | **Lectures and exercises to be held** |
| **Week one:** | *Presentation - Notification of students with the course syllabus,* |
| **Week two:** | *The role and meaning of environmental management and preservation,* |
| **Week three:** | *Why should the cost-benefit analysis,* |
| **Week four:** | *Willingness to pay for environmental quality, seminar paper,* |
| **Week five:** | *Markets for environmental protection,* |
| **Week six:** | *Introduction to regulatory design, presentation by students,* |
| **Week seven:** | *Market-based Solutions for Common Property Problems Case Study,* |
| **Week eight:** | *Sensitivity and Risk Analysis Policy instruments for Global Climate Change, Presentation by Students,* |
| **Week nine:** | *Markets for Global Climate Change Case Study* |
| **Week ten:** | *Principles of Environmental Market Policies, Presentation by Students,* |
| **Week eleven:** | *Markets for ecosystem services,* |
| **Week twelve:** | *Appreciation with Agenda 21. on the Environment and its extensions in different countries, presentations by students,* |
| **Week thirteen:** | *A description of environmental company policies,* |
| **Week fourteen:** | *The impact of regulators on cost reduction, presentation by students,* |
| **Week fifteen:** | *Presentation of works by students* |

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| **Academic policies and rules of conduct** |
| *Regular attendance of lectures and exercises is necessary, as well as active participation with discussion and solution of tasks. Not impeding the progress required for learning using mobile phones turned off or in silent mode.* |