

JOINT FOREIGN LANGUAGE UNDERGRADUATE PROGRAMME OF STUDY

DEMOCRITUS UNIVERSITY OF THRACE -
HELWAN UNIVERSITY



STUDY GUIDE

Joint Foreign Language Undergraduate Programme of
Study “Physical Education Teaching”

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OPERATION OF THE JOINT FOREIGN LANGUAGE UNDERGRADUATE PROGRAMME

CHAPTER A

Institution

The Democritus University of Thrace was founded by Legislative Decree No.87 of 27 July 1973 and began its operation in the academic year 1974-1975 with the admission of students to the Departments of Civil Engineering in Xanthi and Law in Komotini. It was named "Democritus" in honour of the ancient Greek philosopher Democritus, who came from the town of Avdira in the prefecture of Xanthi. The administrative headquarters of the University are located in the city of Komotini, which is the capital of the Administrative Region of Eastern Macedonia-Thrace, while administrative services are provided in all seven of its seat cities. The operation of the University through its multi-site operation, initially in the cities of Xanthi, Komotini, Alexandroupoli and Orestiada, and then in Didymoteicho, Kavala and Drama, in addition to its educational and research activity, constitutes an essential intervention in the economic development of the Region of Eastern Macedonia and Thrace.

The Democritus University of Thrace (DUTH), based in Komotini, and Helwan University (HU), based in Cairo, according to:

- the legal framework of Greece and Egypt and
 - the Special Cooperation Protocol approved by the Senate of the DUTH
- organize a Joint Foreign Language Undergraduate Programme of Study (JFLUPS) entitled "Physical Education Teaching".

The language in which all educational activities of the JFLUPS are carried out, is English. The JFLUPS awards a Joint Degree in Physical Education Teaching corresponding to Level 6 of the National and European Qualifications Framework and provides pedagogical and teaching competence.

The maximum number of admissions to the JFLUPS is set at 120 and the minimum number is set at 40. The tuition fees for enrolment in the Programme per academic year are 60.000LE plus 500 Euro.

Students pay the tuition fees before the beginning of each semester.

Subject of the JFLUPS "Physical Education Teaching"

The objective of the JFLUPS entitled "Physical Education Teaching" is to provide undergraduate education in the field of Physical Education Science and specifically in the teaching of Physical Education.

Physical Education is an academic discipline and a subject in the school education curriculum that targets three areas of learning, the motor, cognitive and moral/emotional. It provides students with a planned, sequential, standards-based, curriculum and education designed to develop motor skills, physical activity and health-related fitness, knowledge and emotional/social skills related to physical literacy leading to a lifelong active lifestyle. The JFLUPS in Physical Education Teaching prepares students to design and teach effective physical education programmes to all learners, in and out of school environments, from pre-school to high school, for lifelong exercise for health and quality of life.

Purpose of JFLUPS

The aim of the JFLUPS is Physical Education Teaching through the provision of knowledge and the development of skills and competences necessary for future teachers to pursue a career in education and related fields. It also aims to (a) serve educators, researchers and organisations in the field of physical education by providing an international platform for collaboration that spans the globe, (b) adapt and promote new forms of knowledge creation in the field of physical education, and (c) provide graduates with knowledge and skills that will enhance their employability in the global education sector.

The mission of the JFLUPS "Physical Education Teaching" is:

(a) to study the development of the sciences related to physical education in the modern world

(b) to equip graduates with the necessary skills and competencies to excel professionally in the field of international education.

Learning Outcomes of JFLUPS "Physical Education Teaching"

The learning outcomes of the programme are summarised as follows:

After completion of study in the JFLUPS "Physical Education Teaching", graduates will:

1. Have acquired content knowledge, pedagogical content knowledge, pedagogical knowledge and apply them to planning, teaching and assessment
2. Have acquired knowledge from disciplines such as Didactics, Pedagogy, Motor Learning, Psychology, Exercise Physiology, etc., relevant to effective teaching of Physical Education in the 21st century
3. Proficiently perform a variety of motor/sports skills
4. Organize the learning environment, with cultural sensitivity and a growth mindset for all learners, and manage various situations competently
5. Design, implement and evaluate innovative programs that serve the goals of education and physical education in the 21st century, at all levels, and contribute to the motor development, personality development, knowledge and health status of all learners
6. Design, implement and evaluate differentiated, innovative educational and/or motivational movement and sports programmes in the context of education and/or creative occupation
7. Select/design developmentally appropriate content for all learners
8. Apply various learner-centered teaching strategies and methods
9. Use technology to enrich the educational process
10. Create/select and use methods of assessment of learning and for learning
11. Educate all apprentices to become physically literate, lifelong active individuals to promote health and quality of life
12. Use research methods for scientific work
13. Adopt and disseminate a new culture of physical education, transcending established beliefs
14. Demonstrate skills/behaviors of effective teaching across all ages

15. Demonstrate professional development behaviours

The JFLUPS of the Department of Physical Education and Sports Science of the Democritus University of Thrace, Greece, and the Faculty of Sports Science for Girls of Helwan University of Cairo, Egypt, provides students with the necessary skills to ensure their excellent training for their scientific and professional career and development. In particular, the JFLUPS is designed to contribute to the full education of its graduates, who by definition are involved in the teaching of Physical Education, from preparation and planning to evaluation of its effects and redesign of the programme.

Further, the Curriculum aims to significantly enhance and enrich the pool of tools to improve the effectiveness of teaching, learning, and lifelong practice for health and quality of life. This knowledge and skills enable students to pursue specialized postgraduate programmes in the field of Physical Education Teaching, as well as professional education programmes.

Employment Opportunities for Graduates

The JFLUPS in Physical Education Teaching of DUTH and HU opens important employment and career paths in a variety of structures and contexts, in schools, educational institutions and research centers.

Admissions in “Physical Education Teaching”

1. The HU is responsible for the implementation of the admission procedure for students.

2. Candidates for the JFLUPS must meet the criteria set by both Greek and Egyptian legislation. Specifically:

The JFLUPS is exclusively addressed to foreign citizens of countries within or outside the European Union, who are:

a) graduates of high schools or equivalent schools, with a physical address in a foreign country. If they have attended the last two (2) years of high school or equivalent school in a foreign country, they must present a high school diploma or other equivalent secondary education qualification entitling them to admission to higher education institutions in the country in which they graduated,

b) graduates of a recognised foreign school of other Member States of the European Union or third countries, legally established and operating in Greece, whose qualification entitles them to admission to higher education institutions established in the country whose educational curriculum is followed by the foreign school of graduation, provided that:

- a) they and their parents do not have Greek nationality; and
- b) have attended at least the last two (2) grades of high school with full-time attendance.

3. The selection criteria applicable to the admission of students include, but are not limited to:

3.1 Academic qualifications:

- a) High school diploma or equivalent (e.g. secondary school diploma from an international or national school).
- b) Grade point average (GPA) on the high school diploma or equivalent with a minimum average of 1.0.
- c) English language certificate with a score (B2) in IELTS or TOEFL.
- d) Birth certificate.
- e) Copy of passport or national identity card.
- f) Original certificate or certificates for all tests in International General Certificate of Secondary Education (I.G.C.S.E.) or equivalent from the Ministry of Foreign Affairs.
- g) Incentive letter.

3.2 Fitness and skills tests by the Higher Council of Universities.

The total score for the fitness and skills tests (100 points).

3.3 Medical evidence: Medical certificate and health report from Helwan University Hospital or any other public hospital stating that they are able to participate in the physical activities required in the program.

3.4 Interview: An interview will be part of the admission process to assess the motivation for applying for this program.

4. Selection Procedure for Admission of Students

Call for expressions of interest

The collaborating Departments shall, on dates determined by the Curriculum Committee, issue a call for expressions of interest for open admission of students for admission to JFLUPS. The invitation shall specify the admission requirements, the number of students to be admitted, the method of admission, the selection criteria, etc., the deadlines for submitting applications and the supporting documents required. Applications together with the required documents are submitted to the Secretariat of the Faculty of Sport Science for Girls at HU, either electronically or by mail.

5. Selection Committee for Admission of Students

The selection process for the admission of students is completed by the end of June of the year of registration. The Selection Committee consists of three members, has a three-year term of office, consists of two faculty members from the Faculty of Sports Science for Girls of Helwan University and one member from the Department of Physical Education and Sport Science of Democritus University of Thrace, and is constituted by decision of the Curriculum Committee. The deadlines for the submission of applications by candidates shall be announced by the Curriculum Committee by 1 May each year. The dates determining the periods for submission of supporting documents and registration may be modified upon recommendation of the Curriculum Committee.

The conditions and criteria for the selection of candidates shall be specific, quantitative and/or qualitative and shall be communicated to candidates by the Curriculum Committee.

Interested parties must submit their applications at a specific time each year, on dates specified in the call for expressions of interest.

Candidates are asked to carefully check the instructions for each individual criterion for their marks to ensure that their application file is submitted in full by the specified deadlines. Supplementary, incomplete or invalid documents will not be accepted.

6. The selection procedure is as follows:

- a. Initially, a complete list of those who have applied is compiled by the Secretariat of the School of Sports Science for Girls.
- b. The Selection Committee for Admission of Students:
 - i. Rejects the applicant(s) who do not meet the requirements.

ii. ranks the candidates based on their marks in relation to their high school diploma, pre-publishes the provisional selection list, and announces the duration of the appeals.

iii. After considering the objections and based on the candidate's final marks, the Commission shall draw up the final selection list in order of merit.

c) The final list of successful candidates is validated by the Curriculum Committee and is posted on the website of the JFLUPS. In case of a tie, all candidates with equal marks are admitted, if they do not exceed the maximum number of admissions specified in the call for expressions of interest.

Enrollment in JFLUPS "Physical Education Teaching"

After being informed by the Secretariat, successful candidates will be asked to reply in writing within a specific time limit set in the rules of procedure if they accept their admission to JFLUPS and its operating conditions. Failure by the selected candidate to reply within the above deadline will constitute a refusal of acceptance and the Secretariat of the JFLUPS will inform the next highest ranked candidate on the relevant list of successful candidates.

The Secretariat of JFLUPS will announce the duration of the registration period and the supporting documents required.

Students enrolled in the Programme will be responsible for covering all costs related to their travel and accommodation at the host university, as described in Article 8.3 of the Special Protocol of Cooperation between the two institutions. DUTH will make every effort to support them during their stay in Komotini Greece and their studies at DUTH by providing guidance on financial arrangements for travel and accommodation during their stay.

Attendance at JFLUPS begins with the student's first registration. The student's status is acquired upon enrolment in the JFLPS in accordance with the provisions in force at the time. Completion of the course of study within the maximum permitted period of enrolment is the sole responsibility of the student. In order to obtain an academic student card, students shall submit the relevant documents to the relevant department after notification by the relevant Secretariat. By registering, students accept the Internal Regulations of the JFLUPS and the regulations of the universities concerned.

Registration of Students in Semesters - Course Selection

Students are required at the beginning of each semester to submit a declaration of the courses they will attend and in which they will be examined in the respective period. Course registrations are carried out at predetermined intervals before the beginning of the semesters (indicatively 15 September to 30 September for the fall semester and 1 February to 15 February for the spring semester).

The structure of the JFLUPS is designed in such a way that it includes educational activities corresponding to sixty (60) European Credit Transfer System (ECTS) credits and thirty (30) Credit hours per academic year, and therefore thirty (30) ECTS and respectively fifteen (15) Credit hours per semester.

The maximum number of ECTS credits corresponding to the courses of the semester in which each student may enroll does not exceed thirty (30) ECTS and fifteen (15) Credit hours. In addition to the current semester's courses, students on academic probation are allowed to retake a course for the purpose of improving their grade and the highest grade received in the course will be used to calculate their grade. If a student achieves a GPA of 2.000 or higher, academic probation will be lifted.

Students will receive an academic warning and will be placed on academic probation if their cumulative grade point average (CGPA) is less than 1.666 at the end of the second semester of enrollment in the program or less than 2.000 in any subsequent semester.

Students will be dropped from the program if they obtain a cumulative grade point average (GPA) (2.000) in three consecutive semesters or in four different semesters.

If a student receives a grade of F, he/she has the option of retaking the course, if required, or choosing an alternative course, if optional. The grade received in the repeated course will be used to calculate the student's cumulative grade point average (CGPA).

Students are permitted to withdraw from any course by the end of the third week of classes after completing a withdrawal form and receiving approval from the academic advisor. The student's course registration each semester is a required action for the

student to continue his/her studies.

Students are responsible for the selection of modules/courses in accordance with the current Regulations. The list of electives offered is updated every academic year.

Late submission of a course declaration will not be accepted.

The course declaration gives the student the right to: attend courses, workshops, etc. of the semester of study, as well as to receive the notes and texts of the semester of study. During the first year of study (1st and 2nd semester) students are allowed to participate in examinations or courses taught only once. During the second and respectively the third year of study (3rd and 4th and 5th and 6th semesters) students are allowed to participate in the examinations of the courses taught a maximum of three (3) times. During their final year of study (semester 7 and 8) they may participate in the examinations for a maximum of 10 years.

For full-time, international transfer students from other full-time international students' degree programs, the procedure for applying to drop a course after the seventh week are exceptions determined by the Curriculum Committee and the relevant bodies of both institutions. These cases include cases of force majeure and documented health problems.

The student has the possibility to replace any elective course until the end of the second week of the semester, after completing the deletion or addition form and approved by the Curriculum Committee, without the course of the deletion appearing in the student's analytical grade and attendance card, provided that the change does not alter the academic load and corresponds to 30 ECTS.

Mobility during Study Period-Semester of Study in DPESS DUTH

The 6th semester will be taught in both institutions. A minimum of 12 students are required to be eligible to study at the DPESS DUTH, in order the corresponding programme to operate in Greece. In addition, a limited number of scholarships can be used for students from the International Mobility, through the ERASMUS programme.

The mobility period does not exceed the duration of one semester (sixth) and the corresponding examination period. Students wishing to study for one semester at the DUTH should meet the following criteria:

- Have a minimum grade point average equal to or greater than 7.70, 75% or equivalent GPA of 2.3, during their period of study at the JFLUPS.

- Provide the DTI with proof of health insurance that meets national requirements prior to obtaining a student visa/residence permit.

As part of the mobility, the two Universities are committed to issuing official copies of academic records to students for the respective period of study. These copies will be communicated to the other party to facilitate full academic recognition, based on the rules and regulations of each institution leading to the joint degree.

Discontinuation of Study

The student has the right to discontinue his/her studies.

By decision of the Curriculum Committee, interruption of study for a maximum period of four separate or linked academic semesters is permitted for reasons of illness or other relevant reason, when it is not possible to continue study because of personal difficulties. During the period of suspension, the student's student status shall be withdrawn and re-acquired upon a new application by the person concerned. He/she also has the right to apply for part-time study.

Failure to enroll for all the courses corresponding to the academic semester is calculated and counted in the four chances of suspension of enrolment.

If a student discontinues his/her studies in a semester without requesting a deferral (suspension of enrollment), that student's enrollment will be suspended for the current semester by the referring institution.

A temporary suspension of student status from one (1) to twenty-four (24) months is a disciplinary sanction that may be imposed on a student.

Duration of Study

The minimum number of semesters required to obtain the degree is eight (8) semesters.

The academic year begins on September 1 and ends on August 31 of the following year. The educational work of each academic year is structured in two teaching periods, the academic semesters (winter and spring), in which the compulsory and elective educational activities of the JFLUPS are distributed. Each academic semester includes the

teaching period (teaching semester) and the examinations, which last a total of 16 weeks. Any educational activities taking place outside the teaching semesters may be recognised by the decision of the Curriculum Committee. A third period for examinations is set in September.

Each academic semester shall include a minimum of thirteen (13) full weeks of instruction according to the academic calendar for the beginning and ending semesters followed by three (3) weeks of examinations, which shall be determined by resolution of the Opening Faculty Senate. The language of the programme is defined as English.

The courses in the curriculum include not less than twenty-six (26) teaching hours. In addition to the minimum number of hours of teaching per course, each lecturer may organise teaching of immersion and experiential learning courses to small groups of students, such as tutorial and field exercises.

Each course shall be taught on the day and at the times scheduled in the timetable. The lecture halls, classrooms and buildings and other infrastructure of the DPESS DUTH supports the educational process of JFLUPS during the implementation of the courses in the 6th semester at DPESS. The infrastructure of the DUTH is available for the implementation of the educational project from 8:00 to 21:00. In the timetable, care is taken to provide for a break in the educational work to facilitate the feeding of students for a period of one hour between 12:00 and 16:00.

Exceptionally exceeding the maximum duration of study. Part-time attendance

Procedures and issues of exceeding the maximum duration of study, summer school, summer courses, part-time study and interruption of study for undergraduate students of the programme, as well as the procedural details and supporting documents for exceptionally exceeding the maximum duration of study for serious health reasons related to the student or to the person of a first-degree relative by blood or spouse or a person with whom the student has entered into a cohabitation agreement, as well as the procedure and conditions for partial attendance or suspension are determined by decision of the Curriculum Committee.

Teaching

JFLUPS courses are delivered face-to-face, or a combination of face-to-face and distance (blended) learning. The organisation of the educational process using modern distance learning methods is decided by the Curriculum Committee, considering the specificities of JFLUPS, its human resources and available infrastructure. In each semester, two courses are taught by blended learning.

Attendance of the educational activities is compulsory. Students will receive the first warning after (15%) absence and the second warning after (20%) of the teaching hours of the course. Students will be denied participation in the end-of-semester examinations if their absences exceed (25%) of the course hours. Students are required to attend at least 75% of the lectures, in theoretical and practical courses held separately. Special justification may be granted in exceptional cases by the Curriculum Committee such as serious illness and hospitalization, accident, family unhappiness, provided that the students concerned submit a certificate from an appropriate authority. Participation in university, national or international competitions or attendance at organised National level coaching events may be activities that are not recorded as absences.

Study Visits and Field Trips

The issues concerning educational visits are regulated in Annex 6 of the Internal Regulations of DUTH.

Academic Calendar

The academic year begins on 1 September and ends on 31 August of the following year. The timetable includes the distribution of teaching hours for JFLUPS educational activities over the five (5) working days of the week, the lecturer(s), and the classrooms. The teaching activities of each semester are distributed over the five (5) working days of the week, which in Egypt are Sunday to Thursday, and in Greece are Monday to Friday. In exceptional cases, and if absolutely necessary, it is permissible to hold educational activities on days that are considered as weekly holidays (Friday, Saturday in Egypt and Saturday and Sunday in Greece).

The starting and ending dates of the fall and spring semester courses and examinations are determined by a decision of the Senate of the institution implementing the curriculum.

For the 6th semester and the DUTH course the dates are determined by the decision of the Senate and announced by the Department's Secretariat. Course deliveries and examinations do not take place on the following days and at the following times:

1. Clean Monday
2. March 25 (National Anniversary)
3. From Lazarus Sunday to Thomas Sunday (Easter Holidays)
4. May 1
5. May 14 (Liberation of Komotini)
6. The Holy Spirit Day
7. Student elections day

Textbooks and Teaching Materials

The provision of textbooks to undergraduate students is the responsibility of the supervising institution, that is HU. The list of textbooks is drawn up each academic year by the decision of the Curriculum Committee, on the recommendation of the Course Director.

Cycles of Study

The degree requires the completion of 240 ECTS credits, which corresponds to 120 teaching hours. Of these - 210 ECTS and proportionally 105 credit hours correspond to courses and educational activities compulsory for all JFLUPS students, and the remaining credit hours to elective courses.

The courses in the curriculum shall not be less than twenty-six (26) teaching hours.

Elective courses (10 in total) are selected from the total number of elective courses during the 3rd and 5th to 8th semesters of study at the deadlines for submission of the relevant declarations. Each student declares the optional or elective courses as prescribed by JFLUPS.

Each University has the right and responsibility to make changes to the Programme of Study to meet the accreditation requirements necessary to comply with national

standards. In such cases, such changes will be communicated in writing, in a timely and formal manner, to the other University.

Achievement of Learning Outcomes and Completion of Studies

Students officially receive their academic degree after the successful completion of all their course obligations at the end of the 8th semester.

Students complete their studies when they have completed the minimum number of semesters required for a degree, have successfully passed the courses prescribed by the curriculum in accordance with the terms and conditions set out in the curriculum and have accumulated the required number of credits. To obtain the degree, students are required to study for 8 semesters and to accumulate a total of at least 240 ECTS credits, corresponding to 120 hours of teaching.

More specifically, a student of JFLUPS is required to meet the following requirements to obtain the degree:

1. Have no financial obligations to JFLUPS
2. Have successfully completed the JFLUPS Compulsory Courses.
3. Have successfully completed the JFLUPS Elective Courses.
4. Have successfully completed any other educational activity provided by JFLUPS.

In addition to the above requirements, the award of the joint degree requires the settlement of all outstanding issues with the Services of the partner Universities.

Evaluation of Teaching by Students

JFLUPS has organized procedures for the evaluation of teaching work by students, using the digital questionnaires of the information system of the institution.

The evaluation process includes course, teaching and instructor evaluation and is conducted between the 8th and 11th week of teaching, in all courses in the fall and spring semesters, in all years of study.

The results of the evaluation are presented at a special information meeting to all faculty in the department.

Exams Regulations

Students carry out their educational and examination obligations in accordance with the Programme of Studies in accordance with the JFLUPS Regulations and the Examination Regulations of the supervising institution.

Participation in examinations involves:

- (a) the courses of the semester of study (spring or fall); and
- (b) the courses they have registered for in previous semesters and in which they wish to take examinations if they have not successfully completed them (spring or fall), as well as the September re-examinations. The grading scale for the evaluation of students' performance is defined as follows:

Average score	Letter Grade	Percentage
4.0	A+	97-100
4.0	A	93-96
3.7	A-	90-92
3.3	B+	87-89
3.0	B	83-86
2.7	B-	80-82
2.3	C+	77-79
2.0	C	73-76
1.7	C-	70-72
1.3	D+	67-69
1.0	D	63-66
0.7	D-	60-62
0.0	F	<60

Average score	Letter Grade	Percentage
4.0	A	90-100
3.0	B	80-90
2.0	C	70-79
1.0	D	60-69
0.0	F	<60

Academic Advisor

The Academic Advisor (AA) is a member of the teaching staff who guides and supports students during their studies. He/she has an advisory role in relation to the student's academic progress, is available for emergency meetings to aid and redirection to specialists (such as the Counselling and Psychological Support Centre), in cases of personal problems affecting studies, monitors the student's progress and encourages him/her to achieve his/her professional goals to the best of his/her ability.

The members of the teaching staff, the administrative staff, the Directors of the Laboratories and Clinics, the Directors of the Departments, the Chairs of the Departments, as well as the competent services of the Institutions cooperate and support the Academic Advisors in their work. In particular, the responsibilities and function are shown in Annex 12 of DUTH Regulation.

Course Recognition

The recognition of courses from other Programmes of Studies is carried out by the decision of the Programme of Studies Committee.

Students with Disabilities

DUTH and HU take special care for the exercise of the rights of students with disabilities (SWD) and their equal integration at the University. They ensure that measures are taken to ensure access to the premises, provide the necessary infrastructure and support, as well as the necessary conditions for their unhindered participation in the educational process and examinations. The education of students with disabilities and special educational needs or learning difficulties shall be regulated in accordance with existing legislation and international good practice.

Performance Awards – Scholarships

The JFLUPS may award reciprocal scholarships to students according to the recommendation of the Curriculum Committee.

Mobility Through ERASMUS+

The scholarships available to students from International Mobility, through the ERASMUS+ programme, can be used.

Academic Identity Card

For issuing an Academic Student Identity card, students submit the relevant documents to the relevant department after notification by the relevant Secretariat.

Student Services and Welfare

Democritus University of Thrace provides a set of benefits to students aimed at supporting them during their studies. These benefits include scholarships, the institution of the "Student Advocate", the Counselling and Accessibility Structure aimed at promoting constructive learning, academic success and the socialization of students with special needs and disabilities, etc.

At the same time, access to the Internet and to a set of electronic services that support the educational process is provided.

More information about the structures of the institution and about the services of the DUTH for students is provided on the main website of the Democritus University of Thrace <http://duth.gr/>. On the website of the Department of Physical Education and Sport Science there is useful information about its structures, about the possibilities of sports and cultural activity in the city of Komotini as well as maps of the city and the wider area <http://www.phyed.duth.gr/undergraduate/index.php/el/ser19/ser20>

Management of Complaints and Objections

A Complaint is defined as the expression of dissatisfaction (verbal or written), on the part of a student, regarding the quality of the services provided by the Department.

A Complaint is defined as any written and formal expression of objection or doubt on the part of a student regarding a pending or problematic resolution of an issue or problem of concern to him/her.

To ensure the improvement of the quality of the services provided by the academic departments of the Academic Departments of the Partner Universities, procedures have been established to provide reliable, systematic and continuously improving, impartial recording and addressing of the malfunctions encountered by the student during his/her studies.

Students have the right to make complaints or objections about any problems or in relation to the services provided. Before submitting their complaint or objection, students must study the Guides and the General and Specific Regulations of the Programme of Study they are studying, as well as the Internal Regulations of the Institutions concerned, so that they are aware of their rights and obligations.

USE OF UNIVERSITY FACILITIES- TEACHING HALLS AND LABORATORIES

CHAPTER C

General Provisions

The educational activities of the JFLUPS are carried out in the infrastructure of the Faculty of Sports Science for Girls at HU and in the Department of Physical Education and Sport Science of DUTH, where the JFLUPS is part of.

The teaching staff, administrative staff, other employees of HU and DUTH and students are required to protect the premises, infrastructure and equipment of the DUTH, to take care of the maintenance of cleanliness and to observe safety rules.

It is prohibited to use the facilities, infrastructure and equipment of the Institutions without the permission of the competent bodies, as well as to use the premises for purposes that are not in line with the mission of the University.

Student Obligations for the use of University Facilities, Teaching Halls and Laboratories

Students should be in the classroom at least 5 minutes before the start of the class. Students should switch off their mobile phones upon entering the classroom. Students have the right to use the facilities, media and electronic services of the Institutions in the context of the activities of the JFLUPS. At the end of the time allocated for each educational activity, students are obliged to discontinue use, returning the facilities and media in the same good condition as they were made available to them.

The laboratory infrastructure (computers, logistical infrastructure, equipment) must be used by the students exclusively to produce work by the partner institutions.

PROGRAM OF STUDY

The minimum duration of studies for the award of the Degree in Physical Education is eight (8) semesters. The language of the program is English.

For the award of the Joint Degree "Physical Education Teaching" the successful completion of compulsory courses and selected courses with a total workload of 120 Credit Hours/240 ECTS is required as shown below:

Courses of JFLUPS

1 st Year of Study						
1 st Semester	Lecture (Hours)	practical * (hours)	Tutorial (hours)	Practical/ tutorial (Total hours)	Credit Hours (Total)	ECTS
1.Track and Field		26			2	4
2. Gymnastics		26			2	4
3. Physical Education Pedagogy	26				3	6
4. Motor Learning	26				3	6
5. Information and Communication Technology in PE	26				3	6
6 .Foreign Language (Grek/Arabic)	26				4	4
XXX*ECTS Electives						
Total Semester					15	30

2nd Semester	Lecture (Hours)	practical * (hours)	Tutorial (hours)	Practical/ tutorial (Total hours)	Credit Hours (Total)	M ECTS
1.Aquatics		26			2	4
2.Dance		26			2	4
3. Tennis Badminton, ping pong		26			2	4

4. Physical Education in Elementary School	26				3	6
5. Psychology in PE and Sports	26				3	6
6.Kinesiology	26				3	6
XXX** ECTS Electives						
Total Semester					15	30

*specify, e.g. laboratory, clinical training, etc.

** Fill in the number of ECTS credits and not the number of courses

***Student's working hours are considered to be 40 hours per week in which all course activities are included. It is recommended that the hours required for attendance at the University should be higher than 24

**** (n/a) not applicable

2 nd Year of Study						
3rd Semester	Lecture (Hours)	practical * (hours)	Tutorial (hours)	Practical/ tutorial (Total hours)	Credit Hours (Total)	ECTS
1.Football		26			2	4
2. Volleyball		26			2	4
3. Teaching and Track and Field	12	14			2	4
4.Exercise Physiology	26				3	6
5. Physical Education in preschool	26				3	6
6. Elective Course 1					1.5	3
7. Elective Course 2					1.5	3
XXX*ECTS Electives						

Total Semester						
4th Semester	Lecture (Hours)	practical * (hours)	Tutorial (hours)	Practical/ tutorial (Total hours)	Credit Hours (Total)	M ECTS
1.Basketball		26			2	4
2.Handball		26			2	4
3. Teaching and Aquatics	12	14			2.5	5
4. Physical Education in Secondary School	26				3	6

5. Research Methods & Scientific Writing	26				3	6
6. Teaching and Gymnastics	12	14			2.5	5
XXX** ECTS Electives						
Total Semester					15	30

*specify, e.g. laboratory, clinical training, etc.

** Fill in the number of ECTS credits and not the number of courses

***Student's working hours are considered to be 40 hours per week in which all course activities are included. It is recommended that the hours required for attendance at the University should be higher than 24

**** (n/a) not applicable

3rd Year of Study						
5th Semester	Lecture (Hours)	practical * (hours)	Tutorial (hours)	Practical/ tutorial (Total hours)	Credit Hours (Total)	ECTS
1. Martial Arts		26			2	4
2. Teaching and Sport Games I	12	14			2	4
3. Teaching and Dance	12	14			2.5	5
4. Teaching and Fundamental Movement themes and games	12	14			2.5	5
5. Organization of Physical Education and Sport Events in Schools	26				3	6
6. Elective Course 3					1.5	3
7. Elective Course 4					1.5	3
XXX*ECTS Electives						
Total Semester					15	30

Cairo / Komotini						
6th Semester	Lecture (Hours)	practical * (hours)	Lab work/Tutorial (hours)	Practical/ tutorial (Total hours)	Credit Hours (Total)	M ECTS
1. Health and Safety issues in Physical Education	26				3	6
2. Cultural activities -Dance		26			2	4

3. Teacher and Program Assessment	26				3	6
4. Teaching and Sports Games II	12	14			2.5	5
5. Lab in Physical Education and Sport Science			26		3	6
6. Elective Course 5 Advanced Lab Work			26		1.5	3
XXX** ECTS Electives						
Total Semester					15	30

*specify, e.g. laboratory, clinical training, etc.

** Fill in the number of ECTS credits and not the number of courses

***Student's working hours are considered to be 40 hours per week in which all course activities are included. It is recommended that the hours required for attendance at the University should be higher than 24

**** (n/a) not applicable

4 TH Year of Study						
7th Semester	Lecture (Hours)	practical * (hours)	Tutorial (hours)	Practical/ tutorial (Total hours)	Credit Hours (Total)	ECTS
1. Teaching and Martial Arts	12	14			2.5	5
2. Physical Fitness and Nutrition	26				3	6
4. Practicum I		26			3,5	7
5. History of Physical Education and Sports	26				3	6
6. Elective Course 6					1.5	3
7. Elective Course 7					1.5	3
XXX*ECTS Electives						
Total Semester					15	30

8th Semester	Lecture (Hours)	practical * (hours)	Tutorial (hours)	Practical/ tutorial (Total hours)	Credit Hours (Total)	M ECTS
1. Adapted Physical Education	26				3	6
2. Marketing and Entrepreneurship	26				3	6
3. Practicum II		26			4.5	9

4. Elective Course					1.5	3
5. Elective Course					1.3	3
6. Elective Course					1.5	3
XXX** ECTS Electives						
Total Semester					15	30

*specify, e.g. laboratory, clinical training, etc.

** Fill in the number of ECTS credits and not the number of courses

***Student's working hours are considered to be 40 hours per week in which all course activities are included. It is recommended that the hours required for attendance at the University should be higher than 24

**** (n/a) not applicable

	Credits/ ECTS
Total Program of Study	120/240*

Elective Courses

XXXX Semester	Lecture (Hours)	practical * (hours)	Tutorial (hours)	Practical/ tutorial (Total hours)	Credit Hours (Total)	ECTS
1. Project	26					3
2. Advanced Lab Work			26			3
3. Leadership	26					3
4. Aerobics		26				3
5. European dances		26				3
6. Free Weights		26				3
7. Jogging		26				3
8. Kettlebell		26				3
9. Walking for Health and Physical Fitness		26				3
10. Fitness and Physical Activities		26				3
11. Sociology	26					3
12. Table Tennis		26				3
13. Rhythmic Gymnastics		26				3
14. Speedball		26				3
15. Squash		26				3

16. Judo		26				3
17. Karate		26				3
18. Modern Fencing		26				3
19. Coated Pistols		26				3
20. Tae Kwon Do		26				3
21. Kung Fu		26				3
22. Outdoor and Environmental Education		26				3
23. Riding or Cycling		26				3
24. Yoga		26				3
25. Swimming		26				3
26. Enhancing fitness through swimming		26				3
27. Lifesaving and first aid		26				3

1ST SEMESTER COURSES

Brief Course Description

Course Title	Track & Field
Suggested Semester	1 st
Course Content and Objectives	The aim of the course is to provide students with hands-on experience in track and field events, focusing on techniques, rules, and training methods. Students will learn to develop their skills in various track and field disciplines and apply them in competitive settings.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Demonstrate fundamental techniques in various track and field events, including sprints, jumps, and throws. • Understand and apply the rules and regulations governing track and field events/competitions. • Know how to develop and implement training programs tailored to individual athletes' needs. • Analyze performance metrics to enhance athletic performance. • Exhibit teamwork and sportsmanship during training and competition.

Course Title	Gymnastics
Suggested Semester	1 st
Course Content and Objectives	The aim of the course is to provide students with a comprehensive understanding of various types of gymnastics, including artistic, rhythmic, and acrobatic gymnastics. Students will develop the skills necessary to teach and perform gymnastics safely and effectively, and knowledge for teaching.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Demonstrate fundamental gymnastics skills in various disciplines. • Know how to design and implement gymnastics lesson plans and programmes tailored to different skill levels. • Ensure safety and manage risks during gymnastics activities. • Analyze and assess performance in gymnastics, providing constructive feedback • Promote the physical and mental benefits of gymnastics as a sport.

Course Title	Physical Education Pedagogy
Suggested Semester	1 st
Course Content and Objectives	The aim of the course is to equip students with the theoretical and practical knowledge necessary for the application of pedagogical principles in Physical Education. Students will explore various pedagogical approaches and their application in diverse educational settings.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	Upon successful completion of the course, students will be able to: <ul style="list-style-type: none"> - Understand and apply basic theories of pedagogy in physical education. - Know the theories of learning - Know basic principles of designing and implementing physical education programs. - Understand the pedagogy of inclusion and diversity - They know and use various strategies to enhance motivation and active participation of students. - Know how to create links with the community - Reflect on their teaching practices to improve effectiveness.

Course Title	Motor Learning
Suggested Semester	1 st
Course Content and Objectives	Upon completion of the course, students will be able to: a) apply the basic concepts of motor learning, regarding perceptual models of human performance, cognitive strategies and the provision of feedback when teaching motor skills and improving and maintaining performance through practice and b) guide the increase of human performance - learning in real conditions.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	Upon completion of the course, students will be able to: <ol style="list-style-type: none"> 1. Understand the basic concepts of motor learning. 2. Demonstrate and apply the basic methods of analyzing skills and the learning environment. 3. Combine and apply the methods of planning exercise and providing feedback during it for learning motor skills. 4. Plan and guide the increase in athletic performance - learning through the exercise process.

Course Title	Information and Communication Technology in PE
Suggested Semester	1 st

Course Content and Objectives	The purpose of the course "Information and Communication Technologies in Physical Education" is to introduce students to the use of modern information and communication technologies (ICT) to support teaching and learning in Physical Education. The course aims to emphasize the methods and tools that can be used for the development of digital educational materials, the management of audiovisual media, and the integration of interactive applications and technologies such as artificial intelligence, in order to enhance engagement, motivation, and knowledge assimilation by students. At the same time, the course aims to create well-trained educators capable of incorporating technology into everyday teaching practices to improve the learning experience.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	Upon completion of the course, students will be able to: <ul style="list-style-type: none"> • Design and develop digital educational materials using visual communication principles and modern tools, such as Adobe Express and Canva. • Use and manage digital media, such as video, through tools such as OpenShot and EdPuzzle, to create educational content in Physical Education. • Implement online platforms and applications, such as WordPress and Google Apps, to develop and manage educational content and communication. • Utilize interactive video games and gamified learning tools, such as Quizizz and Quizlet, to enhance student motivation and assimilation of knowledge. • Integrate artificial intelligence and innovative technologies in Physical Education teaching to improve educational experience. • They combine educational techniques with technology, applying modern methods to enhance teaching effectiveness in Physical Education.

Course Title	Foreign language (Greek/Arabic)
Suggested Semester	1 st
Course Content and Objectives	This course is designed to introduce students to the fundamentals of both Greek and Arabic languages, with a focus on developing basic communication skills, enhancing cultural understanding, and fostering linguistic proficiency in both languages.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After the successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Develop foundational skills in speaking, listening, reading, and writing in Greek and Arabic. • Understand and use basic grammatical structures in both languages. • Acquire essential vocabulary for everyday communication. • Gain insights into the cultural contexts of the Greek and Arabic-speaking worlds. • Engage in simple conversations and comprehend basic texts in both languages.

2ND SEMESTER COURSES

Course Title	Aquatics
Suggested Semester	2 nd
Course Content and Objectives	The aim of the course is to equip students with the skills and knowledge required for effective swimming instruction and water safety. Students will practice various aquatic activities and learn to apply techniques for enhancing swimming performance and safety in water environments.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Demonstrate proficiency in various swimming strokes and techniques. • Understand and apply water safety protocols and lifesaving skills. • Know how to design and implement aquatic fitness programs. • Analyze swimming performance and provide constructive feedback. • Promote a culture of safety and respect in aquatic environments.

Course Title	Dance
Suggested Semester	2 nd
Course Content and Objectives	The aim of the course is to introduce students to various dance styles and techniques, focusing on movement quality, expression, and creativity. Students will develop the skills necessary to teach dance effectively in diverse settings.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Demonstrate proficiency in various dance styles and techniques. • Know how to design and deliver engaging dance lessons for different age groups. • Foster creativity and self-expression through dance. • Understand the cultural significance of different dance forms. • Evaluate and provide constructive feedback on dance performances.

Course Title	Tennis, badminton, ping pong
Suggested Semester	2 nd
Course Content and Objectives	This course aims to develop students' practical skills and techniques in three popular racket sports: Tennis, Badminton, and Ping Pong (Table Tennis). The course focuses on improving students'

	performance, understanding game strategies, and promoting physical fitness through active participation.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After the successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Acquire fundamental skills in Tennis, Badminton, and Ping Pong. • Develop advanced techniques in stroke play, serving, footwork, and game tactics. • Understand the rules, scoring systems, and regulations for each sport. • Enhance their ability to perform under competitive conditions. • Improve physical fitness, including agility, coordination, and endurance. • Foster teamwork, sportsmanship, and fair play in individual and doubles matches.

Course Title	Physical Education in Elementary School
Suggested Semester	2 nd
Course Content and Objectives	The current course aims to provide students with knowledge concerning a) the role and significance of Physical Education in physical literacy, health and quality of life, b) the goals and the learning outcomes in relation to the skills and values of the 21st century, c) the effective planning of the physical education lesson, according to the educational short-term and long-term learning outcomes/objectives, d) the contemporary methods of effective teaching, transfer and evaluation of knowledge, performance and learning, and e) the role of physical education in lifetime exercise and health promotion.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	Upon completion of this course the student will be able to: <ol style="list-style-type: none"> 1. Understand the role and significance of PE in the promotion of lifelong exercise for health 2. understand the design of teaching content according to short- and long-term educational goals and learning outcomes 3. Identify and describe modern methods of effective teaching and assessment of knowledge and performance. 4. Create a PE program based on students' developmental characteristics and needs.

Course Title	Psychology in PE and Sports
Suggested Semester	2 nd
Course Content and Objectives	Students are trained in psychometric dimensions during their engagement with Physical Education and Physical Activity courses. <ol style="list-style-type: none"> 1. Introduction to Sport Psychology 2. Goal Setting 3. Anxiety, Stress, Agitation

	<p>4. Individual and Group Psychology</p> <p>5. Leadership</p> <p>6. Principles of communication</p> <p>7. Violence and aggression</p> <p>8. Moral development</p> <p>9. Equality in class and sports</p> <p>10. Reinforcement, punishment and intrinsic motivation</p> <p>11. Weight control and eating disorders</p> <p>12. Involvement of parents in children's sports</p> <p>13. Disability, physical activity and psychological well-being</p>
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>After the end of the course, students will understand the psychological factors affecting human behavior in school and sports contexts.</p>

Course Title	Kinesiology
Suggested Semester	2 nd
Course Content and Objectives	<p>The aim of the course is to provide students with an in-depth understanding of human movement by analysing the biomechanical, anatomical, and physiological aspects that underlie motor performance. Students will explore the principles of muscle function, joint mechanics, and the neuromuscular system, and how these elements contribute to movement patterns in both everyday activities and sports.</p>
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>After the successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand and explain the basic principles of biomechanics and their application to human movement. ▪ Identify and describe the structure and function of muscles, bones, and joints in relation to movement. ▪ Analyse movement patterns and identify key factors influencing motor performance. ▪ Know how to apply principles of kinesiology to design and assess exercise programs aimed at improving physical performance and injury prevention. ▪ Utilize tools and techniques to evaluate human movement and understand the implications for physical activity and sports performance.

3rd SEMESTER COURSES

Course Title	Football (soccer)
Suggested Semester	3 rd

Course Content and Objectives	The aim of the course is to provide students with comprehensive knowledge and practical skills in football (soccer) to enhance their coaching and teaching capabilities. Emphasis will be placed on game strategy, technique development, and team dynamics.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Demonstrate fundamental football techniques and skills. • Analyze and apply game strategies effectively. • Know how to organize and lead football training sessions. • Know how to assess student/player performance and provide constructive feedback. • Foster teamwork and sportsmanship among players.

Course Title	Volleyball
Suggested Semester	3 rd
Course Content and Objectives	The aim of the course is to develop students' knowledge and practical skills in volleyball, focusing on the technical, tactical, and psychological aspects of the game.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Execute fundamental volleyball skills and techniques. • Know how to design and conduct effective training sessions. • Analyze game situations and implement strategies. • Promote teamwork and cooperation among players. • Evaluate player performance and provide constructive feedback.

Course Title	Teaching and Track & Field
Suggested Semester	3 rd
Course Content and Objectives	The aim of the course is to prepare students to effectively teach track and field events, focusing on pedagogy, instructional strategies, and assessment techniques. Students will learn to design comprehensive lesson plans that enhance student engagement and performance in track and field.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational

	process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	<p>After successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Develop lesson plans that align with curriculum standards for track and field. • Implement effective teaching strategies for various track and field events. • Assess student performance using appropriate evaluation methods. • Foster a positive learning environment that encourages student participation. • Integrate safety and injury prevention strategies into track and field instruction.

Course Title	Exercise Physiology
Suggested Semester	3 rd
Course Content and Objectives	The aim of this course is to teach the function of body systems during exercise, the adaptations that systematic exercise causes in the human body improving its physical conditioning and health, the physiological factors that determine human performance, the basic adaptations that exercise causes in people with chronic diseases, the use of physiological parameters for the design of exercise programs and the differences observed in the above between children and adults.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>Upon successful completion of the course, participants will:</p> <ul style="list-style-type: none"> • know the function of basic body systems during exercise and the variations observed depending on age. • be aware of the adaptations caused by regular exercise in the human body, improving its physical condition and health. • understand the physiological factors that determine human performance. • know how regular exercise changes body composition. • understand the basic adaptations that exercise causes in people with chronic diseases. • understand how environmental conditions affect human body functions during exercise, especially in childhood and adolescence. • possess basic knowledge for training special population groups. • be able to use physiological parameters to design exercise programs.

Course Title	Physical Education in pre-school
Suggested Semester	3 rd
Course Content and Objectives	<p>The course explains theoretical concepts related to the importance of movement and learning, the role of the educator, as well as the importance of creating an appropriate environment in preschool. Also, examples are presented that will relate to the importance of movement in preschool and the developmental characteristics of children of this age. They will also relate to the development of creative and critical thinking, as well as the effect of movement on the health and all-round development of preschool children. They will also deal with the role of the educator in preschool, the creation of a favorable learning environment as well as the design, organization and evaluation of appropriate programs for the specific age.</p> <p>The purpose of the course is for students to be trained in issues related to movement, learning and the developmental characteristics of preschool children.</p>

Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After successful completion of the course, participants will be able to: <ul style="list-style-type: none"> • know the nature of the multifaceted development of preschool children. • know the importance, aims and objectives of Physical Education in preschool. • know the differentiation of Physical Education programs in preschool compared to other levels of education. • plan and organize developmentally appropriate Physical Education lessons for preschoolers.

4th SEMESTER COURSES

Course Title	Basketball
Suggested Semester	4 th
Course Content and Objectives	The aim of the course is to equip students with the essential skills and knowledge for teaching and coaching basketball. The focus will be on developing fundamental skills, game strategies, and effective coaching techniques.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Demonstrate essential basketball skills and techniques. • Know how to develop and implement effective training sessions. • Analyze game situations and apply strategic solutions. • Promote teamwork and sportsmanship in basketball. • Evaluate player performance and provide constructive feedback.

Course Title	Handball
Suggested Semester	4 th
Course Content and Objectives	The aim of the course is to provide students with the foundational knowledge and practical skills necessary for teaching and coaching handball. Emphasis will be placed on developing both individual and team skills.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Demonstrate fundamental handball techniques and skills.

	<ul style="list-style-type: none"> • Know how to design and conduct effective teaching/training sessions. • Analyze gameplay and apply tactical strategies. • Foster teamwork and sportsmanship in handball. • Assess players' performance and provide constructive feedback.
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Course Title	Teaching and Aquatics
Suggested Semester	4 th
Course Content and Objectives	The aim of the course is to equip students with the skills to teach swimming and aquatics effectively, emphasizing instructional techniques, water safety, and program design. Students will learn to create safe and engaging aquatic environments for learners of all ages.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>After successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Design effective swimming lesson plans tailored to various skill levels. • Demonstrate aquatic teaching techniques and safety protocols. • Assess learner's progress and provide constructive feedback. • Create inclusive and engaging aquatic programs for diverse populations. • Promote water safety and drowning prevention in community settings.

Course Title	Physical Education in Secondary School
Suggested Semester	4 th
Course Content and Objectives	The aim of the course is the understanding of issues related to the necessity and dimensions of physical education (PE) in Secondary School -as it is implemented internationally in modern school curricula, by organizing, implementing and evaluating the PE content for the secondary students- and the role of physical education teacher in the modern school.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>After the successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • understand the current international trends in physical education (PE) in Secondary School as they are implemented in PE models • plan and organize the teaching content according to the educational short- and long-term Goals, Objectives and Learning Outcomes of PE • recognize and select the methods of effective teaching and classroom management • design exercise programs based on the students' individual developmental characteristics and needs. • develop PE programs to maintain students' interest in the lesson and promote physical activity and other healthy behaviors inside and outside the school environment • evaluate how digital technologies enhance physical, cognitive, social and affective learning in physical education

	<ul style="list-style-type: none"> • identify and describe assessment methods of a) the PE teacher, b) the secondary student and c) the educational program
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Course Title	Research Methods & Scientific writing
Suggested Semester	4th
Course Content and Objectives	This module aims to introduce students to the research process and scientific writing. Through the module students will enhance their understanding of quantitative and qualitative research methods in Sport and Exercise Sciences. Students will gain skills relevant to designing and conducting research, including the use of statistical analyses and writing up research work. These skills have applications in both academic and professional contexts of Physical Education.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>Upon successful completion of the module students are expected to:</p> <ol style="list-style-type: none"> Have a good understanding of the importance of research in knowledge acquisition Have developed knowledge and skills required for undertaking a research project as part of their studies Have developed knowledge and skills required for the evaluation of teaching outcomes (student learning, health-related fitness and wellness etc) Have learned basic principles of scientific writing <p>More specifically, students will be able to:</p> <ul style="list-style-type: none"> • Understand the concepts and principles of the research process step by step, from the epistemological underpinnings and formulation of research question to data analysis and scientific reporting • Understand and apply commonly used statistical tests in sport and exercise sciences • Understand and apply at a basic level qualitative methods in sport and exercise sciences • Apply principles of scientific writing in reporting their research and evaluation outcomes

Course Title	Teaching and Gymnastics
Suggested Semester	4th
Course Content and Objectives	The aim of the course is to provide students with specialized knowledge and skills necessary for teaching gymnastics in physical education settings. Emphasis will be placed on instructional strategies, safety, and effective assessment methods.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>After successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Develop and implement gymnastics lesson plans for various skill levels. • Utilize effective teaching strategies for gymnastics instruction.

	<ul style="list-style-type: none"> • Ensure safety and proper techniques in gymnastics activities. • Assess student performance in gymnastics and provide constructive feedback. • Create an inclusive learning environment for diverse learners in gymnastics.
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5th SEMESTER COURSES

Course Title	Martial Arts
Suggested Semester	5 th
Course Content and Objectives	This practical course is designed to develop students' physical skills in various martial arts disciplines. The course focuses on the technical execution of movements, sparring techniques, and the application of martial arts in self-defense scenarios.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>After the successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate proficiency in basic and advanced martial arts techniques. ▪ Apply martial arts movements in controlled sparring situations. ▪ Implement safe training practices to prevent injury. ▪ Develop physical fitness and discipline through regular practice. ▪ Apply martial arts techniques to real-world self-defense scenarios.

Course Title	Teaching and Sports games I
Suggested Semester	5 th
Course Content and Objectives	The aim of the course is to prepare students for teaching various sports games effectively. Students will learn the fundamental principles of teaching strategies, game rules, and the importance of physical education in promoting health and fitness.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>After successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the key components of effective sports teaching. • Demonstrate knowledge of various sports games and their rules. • Plan and deliver engaging sports lessons. • Assess student performance in sports games. • Promote positive attitudes towards sports and physical activity.

Course Title	Teaching and Dance
Suggested Semester	5 th

Course Content and Objectives	The aim of the course is to prepare students to effectively teach various dance forms in physical education and other educational settings. Students will explore teaching strategies, choreography, and the integration of dance into the broader physical education curriculum.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Design and implement dance lesson plans for diverse student groups. • Apply effective teaching strategies for various dance styles. • Evaluate and provide feedback on student dance performances. • Foster creativity and expression through dance in educational settings. • Understand the cultural context of different dance forms and their role in education.

Course Title	Teaching and Fundamental movement themes and games
Suggested Semester	5 th
Course Content and Objectives	The purpose of this course is the effective transfer of knowledge and skills needed to teach movement concepts, fundamental movement skills and games in physical education settings. Specifically, the course enables students to design, implement and assess hourly lessons with developmentally appropriate activities and modern teaching methods. Understanding the movement concepts, the essential fundamental motor skills and their components as well as identifying games that provide maximum participation and opportunity for skill development, empowers students to apply their knowledge effectively in the school environment.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	<ul style="list-style-type: none"> • Plan and teach developmentally appropriate activities that lead to the improvement of motor concepts and fundamental motor skills acquisition • Identify and teach games that provide maximum participation and afford an opportunity for movement concept and skill development • Provide progressive learning experiences to assist each student improve and learn • Analyze/assess the performance of motor skills and concepts and provide appropriate feedback to enhance student learning • Use demonstrations, explanations, cues etc., that are aligned with the expected learning outcomes • Adjust various teaching elements during and after the end of a lesson

Course Title	Organization of PE and Sports Events in Schools
Suggested Semester	5 th
Course Content and Objectives	The course aims to provide knowledge and skills for the organization and management of sports events in schools. Participants will learn the basic theories of sport event management while exploring the feasibility and design of school sports events. Emphasis is placed on ensuring participant safety, evaluating events for future improvement, and promoting social inclusion through sports activities for all students. Additionally, topics such as human resource management

	and volunteerism are addressed, along with the use of technological tools for the effective organization and promotion of events.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	Upon successful completion of the course, students will be able to: <ul style="list-style-type: none"> • know and understand the basic theories of sport event management • explore the feasibility of organizing a sport event at school • plan and manage sport events in schools • understand the processes and practices of organizing successful sport events in order to be actively involved in organizing them in the school environment • apply methods of evaluation of sport events, identifying strengths and weaknesses for future improvement • apply safety rules to ensure the welfare of participants during sport events and activities • design sport events that promote the participation of all students, regardless of their abilities, and foster social inclusion and cooperation while respecting diversity • be aware of issues relating to the management of human resources and the importance of volunteering from an early age • use technology and management tools for the effective organization and promotion of school sport events

6th SEMESTER COURSES

Course Title	Health and Safety issues in Physical Education
Suggested Semester	6 th (In Greece or in Egypt)
Course Content and Objectives	Introduction to Health and Safety in Physical Education. Proprioception: The basic mechanism for safe movement. Balance and its role in Physical Education, Development and safe movement. Spinal Deformities I: Prevention – Intervention – Rehabilitation. Spinal Deformities II: Prevention – Intervention – Rehabilitation. Assessment of Balance and Spinal Deformities in Physical Education. Most Common Injuries in Physical Education. First Aid and Injury Management in the Physical Education Lesson. Injury Rehabilitation for the Most Common Injuries in the Physical Education Lesson. Injury Prevention Strategies in the Physical Education Lesson. The Role of Technology in Safety and the Physical Education Lesson. Course Review. The course aims to develop knowledge for the prevention and management of health and safety issues in Physical Education, with an emphasis on proprioception, balance, spinal deviations and first aid.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.

Learning Outcomes	<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • recognize the importance of balance and proprioception for movement and injury prevention • recognize and manage spinal misalignments • assess balance and spinal misalignments • implement protocols to improve balance and proprioception in the Physical Education lesson • implement appropriate injury prevention strategies in physical education programs • apply first aid for the most common injuries within the physical education program.
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Course Title	Cultural activities-Dance
Suggested Semester	6 th (In Greece or in Egypt)
Course Content and Objectives	The objective of the course is to provide students with an understanding of folk dances and cultural practices from a range of global contexts. An appreciation of dance as an expression of culture, an insight into the historical development of diverse dance forms, and the capacity to plan and execute a dance event. To recognise the potential of rhythmic movement as a therapeutic tool, to comprehend the interconnection between dance and contemporary digital media, to appreciate the role of dance in enhancing wellbeing, to comprehend the principles of inclusivity in dance, and to gain insight into cultural etiquettes and the characteristics of contemporary artistic dance events across the globe.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>Upon successful completion of the course, participants will have acquired the ability to:</p> <ul style="list-style-type: none"> • gain an understanding of folk dances and cultural practices from a variety of geographical regions, with a focus on the diverse musical rhythms and instruments that accompany them and dance them. • describe, analyse and implement the basic elements of morphology (dance form, dance arrangement, gender), technique and identity of dances from different countries. • understand and experience dance as a cultural expression • plan and implement a dance event • understand the use of rhythmic movements and dance as a therapeutic tool • know the historical context of the development of different types of dance and dance some of them • know the connection of digital tools with dance • understand the concept and application of the inclusion in dance activities. • know the contribution of dance activities to health • be aware of cultural etiquette practices and contemporary artistic events around the world that involve dance

Course Title	Teacher and Program Assessment
Suggested Semester	6 th (In Greece or in Egypt)
Course Content and Objectives	The aim of the course is to provide students with knowledge concerning nature and dimensions of evaluation of a) the teacher and b) the physical education programme. Emphasis will be placed on evaluation methodologies and the use of evaluation data to improve educational outcomes.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational</p>

	process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	<ol style="list-style-type: none"> 1. Understand the nature and dimensions of teacher evaluation, and in particular the physical education teacher 2. Use various tools for evaluating the teacher 3. Understand the nature and dimensions of evaluation of the physical education program and use appropriate evaluation tools 4. Analyze program effectiveness using quantitative and qualitative data. 5. Interpret results and engage in reflective practice to improve outcomes and evaluation methods. 6. Provide constructive feedback, based on results

Course Title	Teaching and Sports games II
Suggested Semester	6th (In Greece or in Egypt)
Course Content and Objectives	The aim of the course is to deepen students' understanding of teaching sports games, focusing on advanced strategies, game analysis, and student engagement.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>After successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Apply advanced teaching methods for various sports games. • Analyze gameplay to inform teaching practices. • Develop inclusive lesson plans that cater to diverse learners. • Foster a positive and motivating environment for sports education. • Evaluate and improve student performance in sports games.

Course Title	Lab in Physical Education and Sport Science
Suggested Semester	6th In Greece
Course Content and Objectives	<p>This course aims in the understanding of testing and evaluation procedures of the parameters that delineate youth fitness, in Physical Education for students in all grades.</p> <p>Furthermore, the course aims to identify ways to make fitness assessment a positive and worthwhile experience for young people and at the same time its results can be used to promote the long-term development of both athleticism and health for students in all grades.</p>
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>Upon completion of this course, participants will be able to:</p> <ul style="list-style-type: none"> • understand how growth and maturation affect fitness assessment for students in all grades • understand principles of motor development related to fundamental motor skills, skillful movement, physical activity and fitness assessment for students in all grades

	<ul style="list-style-type: none"> • evaluate the potential advantages and disadvantages of assessing fitness in physical education classes, for students in all grades • evaluate the options for assessing physical literacy and physical activity for students in all grades • considering fitness test scores not only at a single moment in time or in reference to standards, but also should take a long-term view and use assessment to understand how fitness is developing over time • understand how measurement of physical activity behavior can also provide an appreciation of how lifestyle, growth, and development influence movement competence and physical fitness, and vice versa. <ul style="list-style-type: none"> ▪ Conduct basic laboratory tests and measurements relevant to physical education and sport science. ▪ Collaborate effectively in team settings to conduct experiments and present findings.
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7th SEMESTER COURSES

Course Title	Teaching and Martial Arts
Suggested Semester	7th
Course Content and Objectives	This course introduces students to the theoretical and practical foundations of martial arts, to the teaching fundamental skills, emphasizing pedagogical techniques and the historical, cultural, and ethical aspects of various martial arts forms.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>After the successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand the historical and cultural significance of different martial arts. ▪ Analyze, compare and apply various basic martial arts techniques and philosophies of martial arts. ▪ Develop instructional strategies for teaching martial arts in educational settings. ▪ Assess the motor and ethical considerations and safety measures associated with martial arts training. ▪ Integrate martial arts principles into broader physical education curricula.

Course Title	Physical fitness and Nutrition
Suggested Semester	7th
Course Content and Objectives	The purpose of the course is for the students to develop teaching skills in the subject areas related to the improvement of physical fitness parameters (strength, endurance, speed, agility, flexibility) through the organization of Physical Education classes. Additionally, the purposes include acquiring knowledge about Nutrition, which they will be able to successfully impart to the students within the context of their interaction, both in Physical Education classes and in activities conducted within the school environment.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational</p>

	process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	<ul style="list-style-type: none"> • understand the principles and concepts of training theories and how implemented in physical education, • plan and implement physical education courses aimed at improving physical abilities, • plan long-term lesson plans for the long-term development of physical fitness, • be able to identify macronutrients in nutrition and their importance in nutrition, • are able to identify the micronutrients and their importance in nutrition, • provide information on the daily and weekly nutrition plan, • and recognize the benefits of the Mediterranean diet.

Course Title	Practicum I
Suggested Semester	7th
Course Content and Objectives	The aim of the course is to provide students with practical teaching experience in physical education settings, allowing them to apply theoretical knowledge in real-world contexts. Students will work under the supervision of qualified teachers to develop their teaching skills and classroom management strategies.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>After successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Apply pedagogical theories in practical teaching environments. • Design and implement effective lesson plans for PE classes. • Manage classroom dynamics and foster a positive learning environment. • Reflect on their teaching practices and make necessary adjustments. • Collaborate with experienced educators to enhance instructional effectiveness.

Course Title	History of Physical Education and Sports
Suggested Semester	7th
Course Content and Objectives	The purpose of this course is to provide knowledge about the development of physical education and sports in Egypt and Greece from ancient times to the present. More specifically, it examines athletic events in ancient Egypt and Minoan Crete, with relevant comparisons made between them. The course also studies the organization and competitive programs of the Panhellenic sacred games (Olympia, Pythia, Isthmia, Nemea), as well as the spread of athletic customs in North Africa and the Middle East during the Roman period. Additionally, it analyzes efforts to revive the ancient games, the organization of the 1896 Athens Olympic Games, and the evolution of physical education in modern Greece and Egypt, while also presenting a brief history of Egypt's participation in the modern Olympic Games.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational</p>

	process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	<p>After the successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • understand the conditions that influenced the development of sports in ancient Egypt. • comprehend the factors and processes that contributed to the foundation of the ancient Olympic Games and the evolution of Physical Education and Sports in ancient Greece. • perceive the socio-political and historical conditions that influenced the interaction of athletic practices between ancient Egypt and Greece. • learn about the Panhellenic sacred games (Olympic, Pythian, Isthmian, Nemean) and, by studying their particular characteristics, make comparisons with the present. • understand the socio-political conditions that contributed to the revival of the Olympic Games and perceive the impact of the event on Greek and international reality. • be familiar with the processes of the evolution of Physical Education in Egypt during different historical periods and socio-political conditions. • understand the role, influence, and significance of Physical Education in modern Egyptian society and education. • perceive the socio-political conditions that influenced Egypt's participation in the Olympic Games, as well as the role played by the Greek minority.

8th SEMESTER COURSES

Course Title	Adapted Physical Education
Suggested Semester	8th
Course Content and Objectives	The course focuses on developing inclusive physical education programs tailored for individuals with diverse abilities. Students will explore various instructional strategies, assessment techniques, and adapted equipment to promote participation and skill development. The course aims to inform students regarding the most common disabilities and disorders as well as to equip future educators with the knowledge and skills to create safe, supportive environments that foster physical, social, and emotional growth for all students. Finally, students will learn to advocate for inclusion and develop a lifelong commitment to promoting physical activity for individuals with disabilities.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • gain a deep understanding of the physical, cognitive, and emotional needs of individuals with disabilities. • develop the ability to modify physical activities and sports to accommodate different abilities, ensuring inclusive participation. • learn various assessment methods to evaluate the abilities and needs of individuals with disabilities. • be familiar with the basic laws and regulations related to adapted physical education. • be able to design inclusive physical education programs that promote participation and engagement for all students. • gain the basic skills to interact effectively with other educators, therapists, and families to support the needs of students with disabilities. • understand how physical activity contributes to the overall health and well-being of individuals with disabilities.

	<ul style="list-style-type: none"> • be able to advocate for individuals with disabilities and promote their rights within physical education settings. • develop a mindset of continuous improvement and professional development in the field of adapted physical education.
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Course Title	Marketing and Entrepreneurship
Suggested Semester	8th
Course Content and Objectives	The "Sports Marketing & Entrepreneurship" course aims to equip students with the skills and knowledge to effectively market sports-related products and services and foster entrepreneurial ventures in the sports industry. The course covers fundamental principles of sports marketing, including consumer behavior, brand management, and digital strategies. Additionally, it explores entrepreneurship concepts, such as business planning, and innovation in sports, as long as personal marketing and cv development. Through case studies, practical projects, and guest lectures from industry experts, students will learn to develop and implement marketing plans and business strategies tailored to the unique demands of the sports sector.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	Students should be able, after completing the course and assignments, to <ul style="list-style-type: none"> • Know the basic principles used to develop marketing actions, • Be able to distinguish individual marketing mix elements and how they relate to the desired outcome, • Gather information about the sports consumer, try to understand him/her and thus ensure that the services provided are designed to satisfy him/her, • Conduct marketing surveys on a small scale • To synthesize the information obtained from the external and internal market, to formulate innovative or new proposals. • Apply, to a certain extent, the theories acquired through the coordination of the different elements of the marketing mix. • Understand that entrepreneurship can be taught. Develop an entrepreneurial mindset

Course Title	Practicum II
Suggested Semester	8th
Course Content and Objectives	The aim of the course is to further develop students' practical teaching skills in physical education, building on experiences from Practicum One. Students will have the opportunity to take on greater responsibility in planning and delivering lessons while receiving feedback from their mentors.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.

Learning Outcomes	After successful completion of the course, students will be able to: <ul data-bbox="507 248 1299 421" style="list-style-type: none">• Plan and execute comprehensive PE lessons with increasing autonomy.• Utilize assessment strategies to gauge student learning and progress.• Adapt teaching methods based on student feedback and performance.• Demonstrate leadership in classroom management and student engagement.• Engage in reflective practice to improve teaching effectiveness.
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Electives Courses

Course Title	Advanced Lab Work in Physical Education and Sport
Suggested Semester	
Course Content and Objectives	This advanced course focuses on applying scientific methods and tools in physical education and sports settings. Students will engage in complex experiments and lab work that test hypotheses and analyze various physical and biomechanical factors.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	By the end of the course, students will be able to: <ul style="list-style-type: none"> • Conduct advanced lab experiments related to human performance, fitness, and biomechanics. • Analyze data using advanced statistical and computational tools. • Interpret research findings and apply them to physical education and sport practice. • Understand the principles of laboratory equipment and the safety protocols in research. • Design and implement lab-based studies to answer questions in physical education and sports science. • Evaluate the impact of different training methods on performance using lab-based testing.

Course Title	Aerobics (Group Fitness)
Suggested Semester	
Course Content and Objectives	The objective of the course is to provide students with theoretical principles and practical experience in aerobic exercise, including the positive effects on health, basic movements, advanced techniques, and program design for safe exercise and teaching.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After successful completion, students will be able to <ul style="list-style-type: none"> • Understand the principles and benefits of aerobics in physical fitness and health. • Demonstrate basic and advanced aerobics techniques and routines. • Develop and deliver aerobics class plans tailored to various fitness levels. • Analyze the biomechanical and physiological aspects of aerobic exercises. • Utilize music and rhythm effectively in aerobics sessions. • Apply safety protocols during aerobics activities to prevent injuries.

Course Title	Ballroom Dancing
Suggested Semester	
Course Content and Objectives	The aim of the course is to provide students with comprehensive knowledge and practical skills in ballroom dancing, including technical execution, musicality, partnering skills, and dance theory. Students will explore various ballroom dance styles, rhythm patterns, lead-follow dynamics, and choreographic principles while developing their physical coordination, social dance skills, and artistic expression.

Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After the successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Master the basic techniques and patterns of major ballroom dance styles (Waltz, Foxtrot, Tango, Quickstep) • Understand and apply musicality, timing, and rhythm in dance execution • Demonstrate proper frame, posture, and partnership skills • Apply dance terminology and theoretical concepts in practice • Develop and perform basic choreographies • Understand the historical and cultural context of ballroom dancing

Course Title	Biking
Suggested Semester	
Course Content and Objectives	This course aims to build competence in basic biking techniques, improve physical fitness, and promote biking as an eco-friendly and sustainable lifestyle. The course will cover bike handling, safety protocols, bike maintenance, environmental benefits of cycling, and the promotion of biking for personal health and well-being.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After the successful completion of the course, students will be able to: Understand the basic skills and knowledge needed for cycling. Improve physical fitness through cycling. Understand and Apply Road Safety and Cycling Etiquette. Understand the Environmental Benefits of Cycling. Understand the health benefits of cycling. Explain essential bike maintenance and repair techniques.

Course Title	Enhancing fitness through swimming
Suggested Semester	
Course Content and Objectives	The course aims to improve their overall conditioning using swimming as the primary method. It provides a comprehensive approach to swimming techniques and exercises that develop both aerobic and anaerobic fitness. The focus will be on understanding the physiological benefits of swimming and learning how to apply them to specific training goals.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After the successful completion of the course, students will be able to: Define conditioning and explain its importance in physical fitness. Identify and understand the physiological benefits of swimming, including cardiovascular health, muscle strength, and overall physical conditioning. Explain the different types of conditioning—aerobic, anaerobic, muscular, and flexibility—and their role in swimming training. Develop and implement aerobic conditioning techniques through swimming for improved stamina and endurance.

	<p>Create a periodized training plan, incorporating various intensities and recovery techniques to maximize performance and prevent overtraining.</p> <p>Track and evaluate progress in swimming conditioning, adjusting the training plan as needed to achieve fitness goals.</p> <p>Understand energy participation and how different energy systems are utilized during swimming.</p>
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Course Title	Fitness and Physical Activities
Suggested Semester	
Course Content and Objectives	The objective of the course is to understand the benefits, basic principles, and techniques for designing fitness training programs, including strength, flexibility, endurance, and functional training. Topics such as nutrition, injury prevention, motivation, and new trends in fitness will also be covered.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>After the successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Understand and explain the fundamental components of fitness, including cardiovascular endurance, muscular strength, flexibility, and body composition. • Design and implement personalized fitness programs for strength, endurance, flexibility, and overall wellness. • Demonstrate proficiency in a variety of exercise techniques, including aerobic, strength, and flexibility exercises. • Assess and track personal fitness progress using tools such as fitness tests and progress monitoring techniques. • Identify and apply injury prevention strategies, including proper warm-up, cool-down, and correct exercise form. • Understand the relationship between nutrition and fitness, making informed decisions about diet to support physical performance and recovery. • Utilize motivation and mindset strategies to maintain consistent exercise habits and overcome mental barriers to fitness.

Course Title	Free Weights
Suggested Semester	
Course Content and Objectives	The objective of the course is to teach the principles, basic exercises, and advanced techniques for training with free weights. Principles of program design, coaching, performance assessment, and injury prevention will also be taught.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>After the successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the principles of resistance training using free weights. • Demonstrate proper form and technique for basic and advanced free weight exercises. • Identify and correct common errors in free weight training. • Design safe and effective training programs for different fitness levels and goals. • Analyze the biomechanical and physiological principles underlying free weight exercises. • Apply safety protocols to prevent injuries during free weight training.

Course Title	Jogging
Suggested Semester	
Course Content and Objectives	The course objective is the theoretical and practical learning of correct jogging technique, as well as program design for different goals (endurance development, weight loss, long-distance running). Topics such as injury prevention, motivation, and performance monitoring will also be covered.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After the successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Understand and explain the fundamental principles of jogging, including the physiological and psychological benefits of regular running. • Demonstrate the proper jogging technique, including posture, stride, and breathing to maximize efficiency and reduce injury. • Develop and follow a personalized jogging program that progressively builds cardiovascular endurance, stamina, and overall fitness. • Identify and address common jogging injuries, such as shin splints and runner's knee, through injury prevention strategies. • Utilize pacing strategies and effective breathing techniques to maintain a consistent jogging rhythm and improve race times. • Track and monitor performance using tools like running apps, GPS watches, and heart rate monitors to gauge improvements in endurance and speed. • Understand the importance of recovery, including the role of rest, stretching, and proper nutrition after jogging sessions.

Course Title	Judo
Suggested Semester	
Course Content and Objectives	The Judo course is designed to introduce students to the art and discipline of Judo, emphasizing its historical, cultural, and physical aspects. Through a combination of theoretical knowledge and practical training, students will develop an in-depth understanding of Judo techniques, rules, and strategies. This course aims to equip students with the skills necessary for effective performance in Judo, while fostering respect for its values of discipline, humility, and mutual welfare.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Understand the history, philosophy, and principles of Judo. • Master fundamental Judo techniques, including throws, holds, and submissions. • Analyze the biomechanics of Judo techniques for effective execution and injury prevention. • Demonstrate competency in Judo etiquette and rules of competition. • Apply strategic thinking and tactical approaches in sparring and matches. • Design training programs for skill development and conditioning in Judo.

Course Title	Karate
Suggested Semester	

Course Content and Objectives	This course provides a comprehensive introduction to Karate, blending its traditional philosophy with modern athletic techniques. Students will explore the art of Karate through practical training in fundamental techniques, theoretical knowledge of its principles, and an understanding of its historical roots. The course emphasizes skill development, self-discipline, and the application of Karate as a means of physical and mental conditioning.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Understand the history, philosophy, and values of Karate as a martial art. • Demonstrate fundamental Karate techniques, including stances, strikes, kicks, and blocks. • Execute Kata (formal exercises) with precision and understanding. • Apply Kumite (sparring) strategies in both practice and competition settings. • Analyze the biomechanics and principles of movement in Karate techniques. • Develop training plans to improve physical conditioning and technical skills.

Course Title	Kettlebell
Suggested Semester	
Course Content and Objectives	The course objective is to teach kettlebell training, including basic and advanced movements, stances, techniques, and exercises for various outcomes (strength, general fitness, endurance, fat loss, and improving athletic performance). Topics such as injury prevention, focus, motivation, and integrating kettlebells into other sports programs will also be covered.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After the successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Understand and explain the basic principles and benefits of kettlebell training for strength, conditioning, and functional fitness. • Perform fundamental kettlebell movements such as the swing, clean, snatch, and press with proper form and safety. • Design and execute kettlebell workouts that target strength, power, endurance, and flexibility. • Apply advanced kettlebell exercises such as Turkish Get-Ups and Windmills to enhance core strength and stability. • Integrate kettlebell training into a comprehensive fitness regimen, balancing strength training with cardiovascular conditioning. • Identify and prevent common injuries associated with kettlebell training by emphasizing proper form, load management, and warm-up/cool-down routines. • Develop mental toughness and focus, particularly when performing high-intensity kettlebell circuits or complex lifts.

Course Title	Kung Fu
Suggested Semester	
Course Content and Objectives	This course provides a comprehensive introduction to the art of Kung Fu, focusing on both its physical and philosophical aspects. Students will learn foundational techniques, traditional forms (Taolu), and practical applications. The course will emphasize balance, flexibility, strength, and mental discipline.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different

	assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	<p>After completing the course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the historical and philosophical roots of Kung Fu. • Demonstrate fundamental Kung Fu techniques, including strikes, blocks, and stances. • Perform traditional Kung Fu forms (Taolu) with accuracy and fluidity. • Apply Kung Fu techniques in self-defense and sparring situations. • Cultivate mental focus, discipline, and internal energy (Qi). • Develop an understanding of traditional Kung Fu weapons and their application.

Course Title	Leadership
Suggested Semester	
Course Content and Objectives	This course provides students with the knowledge and skills required to be effective leaders in the field of physical education and sport. It explores leadership theories, styles, and practical applications in a variety of sport and physical education settings.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the key concepts and theories of leadership. • Identify different leadership styles and their applications in PE and sport. • Develop skills in team building, decision-making, and conflict resolution. • Apply leadership strategies in managing sports teams and PE classes. • Analyze the role of ethics, communication, and motivation in leadership. • Reflect on personal leadership qualities and develop a leadership philosophy for PE and sport.

Course Title	Lifeguard and First Aids
Suggested Semester	
Course Content and Objectives	The course's purpose is to enable students to provide necessary theoretical and practical knowledge for rescue techniques and first aids in areas under life guarding supervision in incidents they may face at school, in the gym, and in any other place of sports/exercise. Through a variety of scenarios, students broaden their knowledge of dealing with emergencies, taking responsibility for coordinating people in the area, maintaining composure, and implementing specific protocols for each case.
Student Assessment	<p>Language of assessment: English</p> <p>Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.</p>
Learning Outcomes	<p>After the successful completion of the course, students will be able to:</p> <p>Demonstrate individual skills for Lifeguards.</p> <p>Understand Lifeguards Swimming techniques and swimming with the victim.</p> <p>Understand the role of individual responsibility for safe practices and injury prevention in the home, school and community.</p> <p>Describe and apply primary emergency assessment, explain, and apply cardiopulmonary resuscitation (CPR) to adults and practicing children.</p> <p>Describe and implement the necessary actions in emergencies, such as traffic accidents, fires, electricity accidents, water accidents, exercise injuries and sports.</p>

	Explain and implement the necessary actions in the case of an adult, child, or infant with loss of consciousness.
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Course Title	Modern Fencing
Suggested Semester	
Course Content and Objectives	The course objective is to provide students with theoretical knowledge and practical skills in modern fencing, including weapons, stances, basic movements, strategy, rules, etiquette, and scoring system. Topics such as physical fitness, development of psychological skills, and safety will also be covered.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	<p>After the successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Understand and explain the history, rules, and equipment involved in modern fencing, including the differences between foil, epee, and sabre. • Demonstrate proficiency in basic fencing techniques, such as lunges, parries, and ripostes, with proper footwork and blade control. • Apply tactical strategies in fencing, such as distance control, timing, and feinting, to outmaneuver opponents. • Develop speed and agility through specific footwork drills and reaction time exercises to improve performance in competitive matches. • Identify and prevent common injuries in fencing, such as sprains, strains, and overuse injuries, by using proper form and safety precautions. • Enhance mental focus and strategy during competition by learning to stay calm under pressure and adapting to different opponents' tactics. • Evaluate and analyze personal performance through match analysis and video feedback to refine technique and strategy.

Course Title	Outdoor and Environmental Education
Suggested Semester	
Course Content and Objectives	This course provides students with an in-depth understanding of outdoor and environmental education, blending theory and practical experiences to foster a greater appreciation for the natural environment. The curriculum focuses on outdoor activities, environmental awareness, sustainability, and how outdoor education can be used as a tool to teach about ecological systems, conservation, and environmental stewardship. By participating in a variety of outdoor activities, students will develop critical thinking skills, leadership abilities, and the confidence needed to teach and engage others in outdoor settings.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	<p>After the successful completion of the course, students will be able to:</p> <p>Understand the history and evolution of outdoor and environmental education. Recognize the benefits of outdoor learning for personal and academic growth. Understand the mental and physical health benefits of engaging in outdoor activities. Explain the developmental benefits of outdoor play for children, including cognitive, emotional, and physical growth. Understand the causes and impacts of climate change, deforestation, and pollution. Identify and implement green technologies and eco-innovations to promote sustainability.</p>

Course Title	Padded Weapons
Suggested Semester	
Course Content and Objectives	This course introduces students to the art and sport of padded weapons combat, blending historical context with practical application. Students will learn fundamental techniques, safety protocols, and tactical strategies while developing coordination, agility, and teamwork. The course aims to foster an understanding of the discipline's physical, mental, and ethical aspects, preparing students for both recreational and competitive settings.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Understand the history and purpose of padded weapons training. • Demonstrate fundamental techniques, including strikes, blocks, and defensive maneuvers. • Apply safety measures and rules during training and simulated combat. • Develop strategies for individual and team combat scenarios. • Analyze the biomechanics of movements to enhance performance and reduce injury risks. • Design training drills to improve agility, accuracy, and reaction time.

Course Title	Project
Suggested Semester	
Course Content and Objectives	This course is designed to provide students with the opportunity to engage in an independent, self-directed project related to physical education or sports science.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	By the end of the course, students will be able to: <ul style="list-style-type: none"> • Identify and define a research problem or project topic in the field of physical education or sports science. • Conduct independent research and gather relevant data using appropriate methods and tools. • Analyze and interpret data to draw meaningful conclusions. • Demonstrate project management skills, including planning, execution, and evaluation. • Communicate findings effectively through written reports, presentations, or other formats. • Critically evaluate the outcomes of their project and reflect on areas for improvement. • Apply theoretical knowledge to practical settings in physical education and sports.

Course Title	Rhythmic Gymnastics
Suggested Semester	
Course Content and Objectives	The aim of the course is to provide students with comprehensive knowledge and practical skills in rhythmic gymnastics, encompassing fundamental body movements, apparatus techniques, choreography, and teaching methodologies. Students will develop an understanding of artistic expression, technical elements, and coaching principles while mastering the use of various apparatus (rope, hoop, ball, clubs, and ribbon).

Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After the successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Execute fundamental body movements and technical elements of rhythmic gymnastics • Demonstrate proficiency with all rhythmic gymnastics' apparatus • Create and perform original choreographic compositions • Apply principles of music interpretation and artistic expression • Design progressive training programs for different skill levels • Understand FIG Code of Points and competition requirements • Implement appropriate teaching methods for various age groups and abilities • Apply safety protocols and injury prevention strategies

Course Title	Sociology
Suggested Semester	
Course Content and Objectives	This course explores the role of social factors in shaping physical education (PE) and sport. Students will examine key social issues within these fields, such as gender, race, class, and the impact of societal norms and values on sport and physical activity.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After completing this course, students will be able to: <ul style="list-style-type: none"> • Understand the sociological theories and concepts relevant to PE and sport. • Analyze the influence of social structures (e.g., gender, race, and class) on participation in physical education and sport. • Evaluate the role of sport in society, including its impact on identity, socialization, and culture. • Critically assess the commercialization and globalization of sport. • Identify and address issues such as inequality, discrimination, and access to physical education and sport. • Apply sociological principles to enhance practice in the field of PE and sport

Course Title	Speedball
Suggested Semester	
Course Content and Objectives	The aim of the course is to provide students with comprehensive knowledge and practical skills in speedball, encompassing fundamental techniques, game strategies, and teaching methodologies. Students will develop proficiency in both individual and team play while understanding the unique aspects of this multi-skill sport that combines elements of tennis, handball, and football.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After the successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Master fundamental speedball techniques for both individual and team play • Demonstrate proficiency in all positions and roles • Execute various serving and striking techniques using different body parts

	<ul style="list-style-type: none"> • Apply tactical strategies in both singles and doubles competitions • Design and implement effective training programs for different skill levels • Understand and enforce official rules and regulations • Develop coaching strategies for different age groups and ability levels
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Course Title	Squash
Suggested Semester	
Course Content and Objectives	The course objective is to teach the theoretical principles, characteristics, rules, etiquette, as well as the basic and advanced techniques of racquetball. Topics such as physical fitness, mental resilience, and injury prevention will also be covered.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After the successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Understand and explain the basic rules and regulations of squash, including scoring systems and etiquette. • Demonstrate proficiency in key squash techniques such as grip, footwork, and shot execution (forehand, backhand, serve, volley). • Analyze and apply tactical strategies for both singles and doubles play, including court positioning and shot selection. • Enhance physical conditioning specific to squash, improving agility, endurance, and strength to support high-intensity gameplay. • Identify and prevent common injuries associated with squash through proper warm-up, cool-down, and recovery techniques. • Develop mental resilience and focus, applying psychological strategies for handling pressure and improving match performance. • Evaluate and critique personal performance and technique using video analysis or peer feedback.

Course Title	Swimming
Suggested Semester	
Course Content and Objectives	The course aims to educate and develop students' understanding and application of both basic and advanced principles of swimming. Specifically, it provides a comprehensive framework for organizing and planning swimming lessons, while focusing on the learning and improvement of technical swimming skills, both in and out of the water. Additionally, the course emphasizes the application of water safety principles and aims to build a strong understanding of the fundamental teaching methods in swimming.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After the successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Understand and recall elements from the historical route of swimming. • Explain the rules of conducting the different styles of swimming. • Identify and describe teaching methods and teaching styles from swimming styles and apply them both in physical education class and in coaching athletes at the collegiate level. • Demonstrate individual skills from swimming events with a technique based on principles of biokinetics. • Develop teaching plans for swimming lessons, improving their administrative and organizational skills.

	<ul style="list-style-type: none"> • Create and demonstrate lesson plans for learning swimming styles.
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Course Title	Table Tennis
Suggested Semester	
Course Content and Objectives	The aim of the course is to provide students with comprehensive knowledge and practical skills in table tennis, covering technical fundamentals, tactical strategies, and coaching methodologies. Students will develop an understanding of the game's rules, techniques, and teaching methods while advancing their own playing abilities and analytical skills for both recreational and competitive settings.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After the successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Master fundamental table tennis techniques including serves, returns, drives, loops, pushes, and footwork patterns • Understand and apply tactical strategies in both singles and doubles play • Analyze and correct technical errors in player performance • Design and implement progressive training programs for different skill levels • Demonstrate knowledge of official rules, tournament organization, and equipment specifications • Apply appropriate teaching methodologies for different age groups and skill levels

Course Title	Tae Kwon Do
Suggested Semester	
Course Content and Objectives	This course offers a comprehensive introduction to Tae Kwon Do, emphasizing its cultural heritage, physical techniques, and philosophical underpinnings. Students will develop proficiency in fundamental and advanced techniques, gain an understanding of competition rules, and cultivate mental discipline through practical and theoretical training. The course aims to foster physical fitness, strategic thinking, and respect for the values of martial arts.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Understand the history, philosophy, and cultural significance of Tae Kwon Do. • Demonstrate fundamental techniques, including kicks, punches, and blocks. • Perform Poomsae (forms) with precision and adherence to style guidelines. • Apply sparring techniques and strategies in controlled settings. • Analyze biomechanical principles to enhance performance and prevent injuries. • Develop individualized training plans to improve technical and physical skills.

Course Title	Walking for Health and Physical Fitness
Suggested Semester	
Course Content and Objectives	The aim of the course is to provide students with comprehensive knowledge about walking as a fundamental form of physical activity and its impact on health and fitness. Students will learn about the biomechanics of walking, health benefits, program design, and assessment techniques for different populations. The course combines theoretical knowledge with practical applications to promote walking as an accessible and effective form of exercise.

Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After the successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Understand and explain the biomechanics and physiology of walking • Design and implement walking programs for different populations and fitness levels • Assess walking technique, posture, and gait patterns • Implement walking programs for health promotion and weight management • Utilize various tools and technologies to monitor walking activities and progress • Apply principles of exercise progression and adaptation to walking programs

Course Title	Yoga
Suggested Semester	
Course Content and Objectives	The course aims to improve their overall theory and practice of yoga. The focus will be on its history, philosophy, physical postures (asanas), breathing techniques (pranayama), and meditative practices.
Student Assessment	Language of assessment: English Assessment methods: Student assessment may be carried out through written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods consistent with the type of educational process. Student assessment is the responsibility of the course supervisor and is announced at the beginning of the semester.
Learning Outcomes	After the successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Understand the fundamental principles of yoga, including history, philosophy, and ethics. • Learn basic yoga postures (asanas) and breathing techniques (pranayama). • Explore the connection between mind, body, and spirit. • Develop regular yoga practice to promote physical fitness, mental clarity, and emotional well-being.