ΜΟΝΑΔΑ ΔΙΑΣΦΑΛΙΣΗΣ ΠΟΙΟΤΗΤΑΣ Α.Π.Θ.

Τμήμα
Επιστήμης Φυσικής Αγωγής και Αθλητισμού (Θεσσαλονίκη)

Διατμηματικό Ξενόγλωσσο Προπτυχιακό Πρόγραμμα Σπουδών

“Sport and Exercise Sciences for Health and Performance”

ε.

Κανονισμός σπουδών, πρακτικής άσκησης, κινητικότητας, εκπόνησης εργασιών (eng)

Φεβρουάριος / 2026

A. STUDY REGULATION

Excerpt from Decision No. 701, 28-1-2026 of the Assembly of the Department (Thessaloniki) of Physical Education & Sport Science of Aristotle University of Thessaloniki

The first cycle of studies includes the attendance of an Undergraduate Studies Program and is completed with the award of an Undergraduate Studies degree. Successful completion of the program leads to the award of a level six (6) qualification, according to the National and European Qualifications Framework, namely the basic university degree (Bachelor).

The present Regulation of Undergraduate Studies is drawn up in accordance with the provisions of Chapter G' of Law 4957/2022 (Government Gazette A', 141/21.07.2022) " New Horizons in Higher Education Institutions: Strengthening the quality, functionality and connection of HEIs with society and other provisions **", which concern the organization and operation of study programs, as well as Chapter XI' of the same law, which specifically concerns Foreign Language Undergraduate Study Programs. Furthermore, it is harmonized with the Regulation of Operation of Undergraduate Study Programs of the Aristotle University of Thessaloniki, ensuring that the provisions herein are in line with the current institutional framework of the institution.**

Article 4
Categories of Candidates in the J.U.P.S.

Foreign candidates who are:

a) Graduates of high schools or equivalent schools physically located abroad. Interested parties, provided they have attended the last two (2) years of high school or equivalent school in a foreign country with full attendance, must present a high school diploma or other equivalent secondary education qualification, which entitles them to admission to higher education institutions in the country in which they graduate.

b) Graduates of a recognized foreign school from other Member States of the European Union or third countries, which is legally established and operates in Greece, whose title entitles them to admission to higher education institutions established in the country whose educational curriculum is followed by the said foreign school of graduation, provided that:

ba) they and their parents do not have Greek citizenship and

bb) have attended at least the last two (2) years of high school with full attendance.

c) Students of Departments of Sports and Exercise Sciences of higher education institutions abroad, who hold the certificate of par. 1 of article 314A of law 4957/2022,

in order to continue their studies in a corresponding semester and to be awarded a degree by the J.U.P.S. of the Departments of Physical Education and Sports Science, based in Thessaloniki, and of Physical Education and Sports Science, based in Serres, of the Aristotle University of Thessaloniki.

Foreign schools in Greece must be recognized for the legality of their operation by the locally competent Directorate of Secondary Education.

The method of checking the authenticity of the high school diploma and the candidate's analytical score can be carried out:

1. with a Hague stamp (APOSTILLE), provided that the country of origin of the documents is a member of the Hague Stamp Apostille Convention,

2. with a notary's endorsement (notarial deed),

3. with validation by the Ministry of Foreign Affairs and/or the Ministry of Education of the issuing country,

4. by submitting the high school diploma and/or the detailed score and simultaneously informing the foreign school by the interested party. The information is accompanied by an official email from the foreign school, giving the Program Secretariat the opportunity to check the authenticity of the documents in question.

Proof of English language proficiency

Candidates must demonstrate proficiency in English at least at level B2, according to the Common European Framework of Reference for Languages (CEFR) , in one of the following ways:

1. Mother tongue English.

2. Possession of a language proficiency certificate of at least level B2 from a recognized examination body, in accordance with the currently applicable decisions of the Supreme Personnel Selection Council (ASEP) or the Ministry of Education regarding recognized language proficiency qualifications.

3. A degree from the Department of Foreign Language and Literature or the Department of Foreign Languages, Translation and Interpreting in Greece, or an equivalent qualification from a recognized institution abroad.

4. Bachelor's / Master's / Doctorate from a recognized foreign university, provided that the program is conducted entirely in English.

5. High school diploma, provided that the candidate has attended at least the last two (2) years of secondary education at a school where the official language of instruction is English.

6. The foreign language teaching proficiency permit does not constitute proof of knowledge of that language, as the presentation of a validated academic qualification on the basis of which the permit was issued, as well as its official translation, if required, is required.

Article 5
Number of Admitted Students, Selection Criteria and Required Documents

The **annual number of admissions** to the J.U.P.S. of the Departments of Physical Education and Sports Science, based in Thessaloniki, and of Physical Education and Sports Science, based in Serres, of the Aristotle University of Thessaloniki is set **at a maximum of forty (40)** undergraduate students, while the **minimum number of admissions** for the J.U.P.S. to operate is set **at twenty (20)** undergraduate students. Upon recommendation of the Steering Committee and decision of the Senate of the Aristotle University of Thessaloniki, the number of admissions may be changed in each cycle of the Program.

In the event of a tie among candidates, candidates who score the same as the last successful candidate are entered into the J.U.P.S., according to their merit ranking **and until the maximum number (40) is reached**.

The **selection** of candidates is based on the candidates' CVs, following an evaluation of the application and supporting documents by the Steering Committee and the candidates' participation in the selection process. This includes an oral interview conducted online by members of the Committee and assesses communication and reasoning skills, academic and personal readiness, and general understanding of the subjects of Sport and Exercise Sciences.

The deadline for submitting applications is specified in the relevant announcement. Prospective applicants are invited to submit their applications, accompanied by the necessary supporting documents, to the Program Secretariat in electronic format. Interviews are held on predetermined dates set by the Program Committee, while the evaluation order follows the chronological order of receipt of applications. The relevant announcement and the corresponding required supporting documents are published on the Program website.

The candidate submits the following **supporting documents**:

- Application for participation in the J.U.P.S. available in electronic form on the Program website
- Photocopy of both sides **of the ID Card** or **Passport**
- **Diploma** (with official translation into English)
- **Detailed grades** for all courses in the last year of high school (with official translation into English)
- **English language** proficiency certificate at least level **B 2**
- **Cover letter (Motivation) Letter)** of up to five hundred (500) words, which presents the candidate's interest in Sports and Exercise Sciences, the motivation for studying in the program, and his/her future goals.
- **A brief CV** that includes information about studies, awards, volunteering or other activities related to the subject.

Additionally, the following academic criteria are required for the evaluation of the candidate's file:

- Minimum overall baccalaureate grade: **sixty percent (60%) of the maximum score** or equivalent
- admission qualifications tests) in higher education, such as:
  - *International Baccalaureate (IB DP):* at least **28/45**, with at least 4 in 3 subjects, with particular emphasis on subjects such as language, economics , biology , chemistry , physics and sports , exercise and health science
  - *GCE A-levels:* at least **BBB** in 3 subjects, with particular emphasis on subjects such as oral expression, physics, chemistry, biology, mathematics, economics and physical education and sports
  - *Advanced Placement (AP):* Performance of 4 or 5 in relevant courses such as physics, chemistry, biology, mathematics, economics and physical education and sports
  - *SAT / ACT*: **SAT** : ≥1200/1600 **ACT** : ≥ 24/ 36
  - *TSA (Thinking Skills Assessment)*: ≥70/100 or raw score ≥28/50

The above-described candidate selection criteria and supporting documents may be reformed following a proposal by the Steering Committee and approval by the Senate of the Aristotle University of Thessaloniki.

The relevant original documents, if deemed necessary, may be requested from the candidate to be sent by post or submitted in person to the Program Secretariat.

The **final selection process for candidates** for the Program is carried out by the Steering Committee, as follows: The Committee prepares a complete list of all candidates and, after the relevant review, rejects those who do not meet the minimum criteria set by the Law and the Program and invites the qualified candidates who have collected the required supporting documents to an interview. After the completion of the process (evaluation based on the supporting documents and the interview), the final list of successful candidates is prepared.

The **final list of successful candidates** and any runners-up is validated by the Steering Committee. The selection process of candidates, the issuance of results and the registration of successful candidates must be completed by September 15 of each academic year, with the exception of filling vacancies arising from students who voluntarily withdrew from the Program by interrupting their studies. The said positions are filled in order of priority from the list of runners-up drawn up by the Steering Committee during the evaluation of the applications.

In addition and in addition to the above, students of Departments of Sports and Exercise Sciences of higher educational institutions abroad, who hold a certificate of evaluation of periods of study, which have been completed at a recognized higher educational institution abroad (par. 1 of article 314A of law 4957/2022 as amended by article 128 of law 5094/2024), are provided with the opportunity to enroll in the J.U.P.S. of the Departments of Physical Education and Sports Science, based in Thessaloniki, and of Physical Education and Sports Science, based in Serres, of the Aristotle University of Thessaloniki, in order to continue their studies and be awarded the corresponding degree of study.

The student submits an application for candidacy with the required supporting documents to the Secretariat of the J.U.P.S. in printed or electronic form, through the

Electronic Registration Information System of the Ministry of Education, Religious Affairs and Sports.

Filling vacancies

In the event of a student's withdrawal or expulsion, the Steering Committee may, by its specifically justified decision, proceed to fill the vacant position, so as to ensure the minimum number of twenty (20) admitted students and, if possible, to achieve the maximum number of forty (40) admitted students in the respective year, in order to ensure the smooth operation of the Program by maintaining a stable number of students in each year of study.

The position can be filled by students of the Departments of Sport and Exercise Sciences who are studying in the same or a higher semester of studies at internationally recognized higher educational institutions abroad.

The selection of candidates can be made either from candidates who had applied in the initial submission cycle, or through a separate public call.

Interested parties are requested to submit the following supporting documents:

- Copy of ID or passport,
- High School Diploma (original and official translation into English),
- Grades of all subjects of the last year of High School (original and official translation into English),
- Detailed score from the School of origin (cases of par. 1 of article 314A of law 4957/2022) ,
- Official Curriculum of the School of origin for verification of academic equivalence (cases of par. 1 of article 314A of law 4957/2022) ,
- Proof of English language proficiency in accordance with the relevant section of Article 4 of these Regulations,
- Letter of expression of interest and
- Curriculum vitae.

The Steering Committee evaluates the candidates' files and may invite them for an interview before issuing the final decision.

Objections to the results may be filed within five (5) working days from the notification of the results, by written request to the Secretariat of the J.U.P.S.

The registration of successful candidates takes place following a relevant announcement by the Secretariat of the J.U.P.S. within fifteen (15) days, with the submission of any necessary supporting documents. In the event that a candidate does not register within the stipulated deadline by paying the relevant advance payment of tuition fees, it is considered a refusal to accept the position, which is filled by the next runner-up.

It is clarified that applications and the possible acceptance of candidates concern exclusively the academic year specified in the respective call for applications. Provisional admission is not provided for subsequent academic semesters or years, regardless of the reason, including, but not limited to, military service or personal

obligations. Candidates who wish to study in a later year must re-apply for the next cycle and its corresponding call.

Exceptionally, the Steering Committee may, by its reasoned decision, approve the postponement of the start of studies for one academic year, provided that there are serious reasons sufficiently documented by the interested candidate. The relevant decision to grant or not the postponement is left exclusively to the discretion of the Committee.

Article 6
Duration and Terms of Study at the J.U.P.S.

The duration of study at the J.U.P.S. leading to the degree of Sports and Exercise Sciences for Health and Performance is set at **eight (8) academic semesters**, full-time.

The program of each semester course lasts thirteen (13) weeks and is developed through lectures, assignments, etc., depending on the requirements of the course and the choice of the individual instructor.

All courses are held **in person,** utilizing the infrastructure of the Department of Physical Education and Sports Science, based in Thessaloniki (leading Department). The exceptional use of **modern distance learning methods is foreseen** for the provision of teaching work carried out with the participation of Professors from foreign institutions or Collaborating Professors, in force majeure or extraordinary circumstances, where it is not possible to conduct the educational process in person or to use the infrastructure of the Department of Physical Education and Sports Science of Thessaloniki for the conduct of its educational, research and other activities and for the organization of in-depth courses and tutorial exercises, beyond the mandatory teaching hours per course. Distance learning courses are conducted using Information and Communication Technologies (ICT), utilizing the logistical infrastructure of the Department of Physical Education and Sports Science of Thessaloniki, as well as the expertise and support of the Digital Governance Unit (DGU) of the Aristotle University of Thessaloniki.

The minimum duration of study at the J.U.P.S. for the award of the degree is eight (8) academic semesters, while the maximum duration of study is defined as this time, increased by four (4) academic semesters.

After completing the maximum duration of study of twelve (12) semesters, and without prejudice to the provisions that apply each time in accordance with the current legislation on HEIs, a student's expulsion certificate is issued by the competent body of the Higher Education Commission.

Once registration has been completed and all the prescribed procedures concerning the formally guaranteed commencement of studies have been completed, students who have not exceeded the maximum number of studies in par. 1 may request a suspension of studies for a period not exceeding a total of two (2) academic years. The right to suspend studies may be exercised once or in parts for a period of at least one (1) academic semester, but the duration of the suspension may not exceed a cumulative two

(2) years if granted in parts. Student status is suspended at the time of suspension of studies and participation in any educational process is not permitted. The period of interruption of studies is not counted towards the maximum duration of regular studies, while upon resumption of studies, students return to a state of regular studies with all the rights and obligations provided for in the Program. The relevant procedure is initiated by a written application from the interested student to the Secretariat of the J.U.P.S., accompanied by the necessary, if applicable, documents and is evaluated by the Steering Committee.

For serious health reasons attributable to the student or a first-degree relative by blood or spouse or a person with whom the student has entered into a cohabitation agreement, the maximum duration of study may be exceeded by an exception of one (1) year. This exceedance is approved by the Steering Committee, following a fully justified and sufficiently documented application by the student, and may not exceed two (2) consecutive academic semesters.

The J.U.P.S. does not offer the possibility of part-time study.

For issues of re-examination of courses in due courses or deletion for reasons such as:

a) the student's insufficient progress (which is documented by lack of participation in the educational process: attendance, exams),

b) the manifestation of behavior that violates academic ethics and

c) application by the student himself,

the Steering Committee decides.

Article 7
Student Rights and Obligations

Within the framework of the social policy of the Department of Physical Education and Sports Science based in Thessaloniki (leading Department), in collaboration with the Equal Access Unit of the Aristotle University of Thessaloniki, the full, equal and meaningful participation of all students with disabilities or special educational needs in all educational, research and administrative activities of the School in general and of the J.U.P.S. in particular is ensured.

Access to the teaching and examination areas of the Department of Physical Education and Sports Science based in Thessaloniki (leading Department) is facilitated through appropriate infrastructure, such as ramps, special bars and elevators. For students who, due to disability or learning difficulties, are unable to participate in written examinations, the possibility of an oral examination is provided either in person in an accessible room or remotely via a digital teleconferencing platform.

Students register and participate in the J.U.P.S. under the terms and conditions provided for in this Regulation. Students in the program have **all the rights**, benefits (such as access to the library, right to stay at the Kalandra University Camp of the Aristotle University of Thessaloniki, etc.) and the facilities provided for students in the

Greek-language study program of the Aristotle University of Thessaloniki, **except** for the right to free textbooks.

Students who are accepted to the J.U.P.S. **must**:

1. Attend all courses of the Study Program, regardless of whether they are conducted in person or, exceptionally, remotely, provided that the latter has been approved by the competent bodies of the Program. Participation in courses, exercises, exams, public lectures and other educational activities is mandatory. Students are entitled to an absence of up to thirty percent (30%) of the total teaching hours of each course per semester. In the event of a serious and justified impediment, it is possible to make up the teaching hours, after consultation with the instructor and with the approval of the Study Program Committee.

2. Submit the required assignments on time, provided that they are provided for in each course by the responsible instructor.

3. To declare in a timely manner the courses of previous years that have not been successfully examined, at the beginning of each semester. The declarations are registered electronically through the electronic secretariat service and are included in the student's individual portion. A mandatory declaration is required in the final year for elective courses.

4. To procure or borrow the necessary textbooks, based on those recommended by the person responsible for each course, if deemed necessary.

5. To systematically monitor the announcements of the Program and the Secretariat, regularly checking their email.

6. To issue an academic identity card through the competent electronic service of the Ministry of Education, Religious Affairs and Sports.

7. To pay tuition fees on time before the 1st and 2nd semesters of each academic year, according to the deadlines set.

8. They must have settled any financial or other outstanding matters with the Program and the Institution before their graduation. Otherwise, they are not entitled to participate in the graduation ceremony.

9. In the case of a scholarship with a rewarding nature, to provide the intended work, which may concern the support of the educational or research function of the Program, the library or other needs of the School.

10. To respect the decisions of the Program bodies and to adhere to the rules of academic ethics.

Systematic or serious violation of the obligations arising from this Regulation, without sufficient and documented justification, may result in failure in a course, or, in serious cases, exclusion from educational activities and/or the student's expulsion from the Program, following a decision by the Steering Committee.

The same sanction may be imposed in cases of disciplinary offenses that offend the academic community and the dignity of its members, such as verbal or physical violence, inappropriate behavior in university areas, as well as any action that is contrary to the principles of respect, equality and inclusion. Finally, the Committee reserves the right to refer the relevant cases to the competent disciplinary bodies of the

Institution or, if appropriate, to forward them to the competent authorities of the legal system, in accordance with applicable legislation.

Article 8
Curriculum - Course Contents - Knowledge Test

The J.U.P.S. "Sport and Exercise Sciences for Health and Performance" offers a full-time study program, lasting four (4) academic years, which is structured into eight (8) academic semesters. The program includes thirty-six (36) courses in total and one Degree Project. Of the total courses, thirty-two (32) are Compulsory and four (4) are Elective. All courses, both compulsory and elective, have the same workload, of 6 credit points (ECTS). Each ECTS corresponds to 25 hours of workload. Before the start of the fourth (4th) year of studies, the student is required to choose one of the two directions: A. "Exercise for Health and Rehabilitation" ("Pathway A: Exercise for Health and Rehabilitation") or B. "Sports Performance" ("Pathway B: Sport Performance"). The distribution of courses is, as a general rule, five (5) courses per semester.

Compulsory courses (C) . The student is required to attend and successfully pass a total of thirty-two (32) compulsory courses from which he will accumulate one hundred and ninety-two (192) credit units (ECTS) during his studies. Of the thirty-two (32) compulsory courses, twenty-eight (28) are compulsory core courses in the first three (3) years of study and four (4) are compulsory specialization courses in the fourth (4th) year of study. The compulsory common courses aim to provide the student with the fundamental knowledge and methodology of the subjects that traditionally compose the core of Sports and Exercise Sciences for Health and Performance, throughout the world. The mandatory direction courses aim to provide the student with the world-wide fundamental knowledge and methodology of the cognitive subjects that traditionally compose the core of Sports and Exercise Sciences for the promotion of health in direction A. " Exercise for Health and Rehabilitation" ("Pathway A: Exercise for Health and Rehabilitation") and the core of Sports and Exercise Sciences for the maximization of athletic performance in direction B. " Athletic Performance" ("Pathway B: Sport Performance").

Elective Courses (E). The student is required to attend and successfully pass a total of four (4) elective courses from which he will accumulate twenty-six (26) credit units (ECTS) during his studies. The student is required to choose one (1) out of two (2) elective courses offered in the fifth (5th) semester of studies, one (1) out of two (2) elective courses offered in the sixth (6th) semester of studies, one (1) out of two (2) elective courses offered in the seventh (7th) semester of studies and one (1) out of two (2) elective courses offered in the eighth (8th) semester of studies. The elective courses (E) aim to introduce the student, at his choice, to the logic of more specialized cognitive subjects.

Pathways. Before the start of the fourth (4th) year of studies, the student is required to choose one of two paths: A. "Exercise for Health and Rehabilitation" ("Pathway A: Exercise for Health and Rehabilitation") or B. "Sport Performance" ("Pathway B: Sport Performance"). In each path, the student is required to choose four (4) Compulsory courses and two (2) out of four (4) elective path courses.

Thesis. The student is required to complete a Thesis (Project) in the last two (2) semesters of his studies, from which he will accumulate twenty-four (24) credit units (ECTS).

Teaching is carried out in person, with the use of digital support for educational material and communication between students and teachers through the e - learning platform of the Aristotle University of Thessaloniki. Attendance at classes is mandatory, while absences exceeding thirty percent (30%) of the teaching hours of each semester are not permitted , unless there are documented reasons of force majeure.

The academic year is structured into two (2) semesters (winter and spring), each of which contains thirteen (13) weeks of teaching, with an examination period at the end of each semester. Successful completion of the studies requires the accumulation of two hundred and forty (240) ECTS.

The language of instruction for all courses is English. The program does not include a mandatory internship, however, it offers advisory support and opportunities to participate in research programs in Sport and Exercise Sciences.

Study Program

Code	CURRICULUM | Mandatory Core Courses Lessons Trunk)	Hours / Week	ECTS
	1st Semester	**15**	**30**
CM01	Functional Anatomy	3	6
CM02	Teaching Sports Skills (Sports Skills Teaching)	3	6
CM03	Sports and Social Sciences (Sports and Social Sciences)	3	6
CM04	Critical Pedagogies (Pedagogical Critiques)	3	6
CM05	Sports Business (Entrepreneurship in Sports)	3	6
	2nd Semester	**15**	**30**
CM06	Human Physiology (Human Physiology)	3	6
CM07	Biomechanics	3	6

CM08	Exercise Biochemistry	3	6
CM09	Motor Control and Motor Learning	3	6
CM010	Research Methods and Statistics Research and Statistics)	3	6

	3rd Semester	**15**	**30**
CM11	Sport Training Principles & Methodology of Training (Principles Athletic Training & Methodology Training)	3	6
CM12	Strength and Conditioning	3	6
CM13	Exercise Physiology	3	6
CM14	Sport Marketing	3	6
CM15	First Aid in Sport and Exercise	3	6

	4th Semester	**15**	**30**
CM16	Exercise and Sport Nutrition	3	6
CM1 7	Exercise Testing	3	6
CM1 8	Funding Sports and Sponsorship	3	6
CM1 9	Sports and Exercise Medicine	3	6
CM 20	and Exercise Psychology	3	6

	5th Semester	**15**	**30**
CM21	Advanced Biomechanics	3	6
CM2 2	Advanced Motor Control & Motor Learning (Advanced Motor Control and Motor Learning)	3	6
CM2 3	Sport Coaching	3	6
CM2 4	Psychology of Performance her Performance)	3	6
	Elective Core Course 1 Lesson Trunk 1)	3	6

	6th Semester	**15**	**30**
CM25	Clinical Exercise Physiology (Clinical Exercise Physiology)	3	6
CM26	Sport Injuries	3	6

CM27	Exercise and Health	3	6
CM28	Active Lifestyle	3	6
	Elective Core Course 2 Lesson Trunk 2)	3	6

7th Semester Pathway A: Exercise for Health and Rehabilitation

(Direction A: Exercise for Health and Rehabilitation) **15** **30**

CMPA1	Exercise Rehabilitation (Rehabilitation through Exercise)	3	6
CMPA2	Exercise Testing and Prescription in Clinical Populations Exercise and Prescription for Clinicians Populations)	3	6
	Health Elective Course 1 Lesson Health 1)	3	6
CMPA3	*Project – Part I* [Graduate Thesis (Part I)]	6	12

7th Semester Pathway B: Sport Performance (Direction B : Athletic Performance) **15** **30**

CMPB1	Technology in Sports (Technology in Sports)	3	6
CMPB2	Training Process in Individual Sports Individual Sports)	3	6
	Performance Elective Course 1 (Elective) Lesson Performance 1)	3	6
CMPB3	*Project – Part I* [Graduate Thesis (Part I)]	6	12

8th Semester Pathway A: Exercise for Health and Rehabilitation

(Direction A: Exercise for Health and Rehabilitation) **15** **30**

CMPA4	Exercise and Aging	3	6
CMPA5	Sports Cardiology	3	6
	Health Elective Course 2 Lesson Health 2)	3	6
CMPA6	*Project – Part II* [Graduate Thesis (Part II)]	6	1 2

8th Semester Pathway B: Sport Performance (Direction B : Athletic Performance) **15** **30**

CMPB4	Optimizing Performance in Sport	3	6

CMPB5	Coaching in Team Sports	3	6
	Performance Elective Course 2 (Elective) Lesson Performance 2)	3	6
CMPB6	*Project – Part II* [Graduate Thesis (Part II)]	6	1 2

Code	**CURRICULUM | Elective Core Courses** **(Selected Lessons Trunk)**	**Hours/week**	**ECTS**
	5th Semester		
EM1	Human Growth and Development	3	6
EM2	International Sport for All Policy	3	6
	6th Semester		
EM3	New Technologies / AI (New Technologies / Artificial Intelligence)	3	6
EM4	in Movement Science	3	6

Code	**CURRICULUM | Elective Specialization Courses in Pathway A: Exercise for Health and Rehabilitation** **(Elective Courses of Major A: Exercise for Health and Rehabilitation)**	**Hours/week**	**ECTS**
	7th Semester		
HEM1	Exercise for Cardiometabolic Diseases for Cardiometabolic Diseases)	3	6
HEM2	Exercise for Pulmonary Diseases	3	6
	8th Semester		
HEM3	Adapted Physical Activity	3	6
HEM4	Health and Lifelong Physical Activity	3	6

Code	**CURRICULUM | Elective Specialization Courses in Pathway B: Sport Performance**	**Hours/week**	**ECTS**

	(Elective Courses of Major B: Athletic Performance)		
	7th Semester		
PEM1	Performance Training and Monitoring	3	6
PEM2	High-level Sport Performance	3	6
	8th Semester		
PEM3	Sport development	3	6
PEM4	Applied Sports Psychology	3	6

Content courses

MANDATORY COURSES
Mandatory Core Courses Lessons Trunk)

CM01 – Functional Anatomy

This course aims to provide an understanding of the fundamental principles of human structure and the functional relationships that support movement. Students will gain knowledge of the organization of the musculoskeletal and organ systems, with emphasis on how anatomical structures contribute to posture, locomotion, and athletic performance. Using anatomical models, observational methods, and imaging resources, students will learn to identify key structures and interpret their functional roles. Additional topics include structural variations, basic biomechanical concepts related to anatomy, and the relevance of anatomical knowledge to exercise, injury prevention, and performance analysis. Students will also develop the ability to communicate anatomical information clearly and apply it in practical, sport-related contexts.

CM02 – Teaching Sports Skills

The course introduces students to the core principles of effective instruction in physical education and sport. It focuses on teaching methods, behavior management strategies, the role of non-verbal communication, and creativity in teaching practice. Emphasis is placed on designing and organizing sport sessions, adapting teaching strategies for different age groups and skill levels, applying the Teaching Games for Understanding (TGfU) model, and evaluating learners' performance. Upon successful completion, students will be able to plan meaningful sport lessons, manage learner behavior, evaluate motor-skill development, and deliver engaging instruction tailored to developing athletes.

CM03 – Sport and Social Sciences

This course aims to provide an understanding of the basic concepts of Sociology of Sports. Students will gain knowledge on the correlation between sports in society and the importance of involvement in sports and sports participation. Additional topics include the correlation between sports and economy, media and politics. Students will also become familiar with the importance of equity in sport and the barriers to participation and inclusion.

CM04 – Critical Pedagogies

This course introduces students to the key theories and practices of critical pedagogy as they apply to sport, exercise, and physical activity. Students examine how power relations, cultural norms, and systemic inequities shape learning, coaching, and participation, with reference to Freirean concepts such as empowerment and problem-posing education. The course also addresses ethical frameworks in coaching and athlete development, as well as the pedagogical influence of digital media and sport technologies. Through discussions and applied tasks, students learn to critically analyze sport environments, design inclusive and empowering pedagogical approaches, and engage in reflective practice. By the end of the course, they will be equipped to contribute to more equitable, ethical, and socially just professional settings in sport and physical activity.

CM05 – Sports Business

This course explores the diverse and expanding practice of sports business in an international context. It provides a comprehensive foundation of the main strategic management issues and unique characteristics of the changing sport business market. Students will explore facets of sport business within areas such as strategic analysis of the business environment, economics, marketing and service quality management. Contemporary issues related to sports business such as the media, sports analytics, corporate social responsibility, and retailing are also examined.

CM06 – Human Physiology

The aim of this course is to introduce the principles governing human body function, with emphasis on the physiological mechanisms that support exercise, performance, and adaptation. Students will gain knowledge of how major organ systems operate and interact to maintain homeostasis. Through practical measurements and interpretation of physiological data, students will develop an understanding of cardiovascular, respiratory, neuromuscular, and metabolic function at rest. Additional topics include the relationship between physiological function, health, and disease, along with mechanisms of homeostasis, system regulation, and the physiological factors underlying normal and abnormal function. Students will acquire skills in analyzing physiological information and communicating their interpretations effectively.

CM07 –Biomechanics

The aim of this course is to provide students with a basic understanding of how to analyze human movements through biomechanical analytical methods. Students will learn to describe, measure, and interpret kinesiological problems in areas such as sport, rehabilitation, occupational, and developmental biomechanics through topics like linear and angular kinematics and kinetics, Newton's laws, and motion analysis techniques. Practical labs focused on two-dimensional motion capture and force analysis in applied sport examples across land and aquatic environments are designed to enhance theory integration. By the end of this course, students will be able to utilize foundational biomechanical principles and apply them to various movements.

CM08 – Exercise Biochemistry

The aim of this course is to provide an understanding of the basic concepts of biochemistry, with emphasis on the biochemical processes of energy production from available substrates during exercise. Students will gain knowledge of the biochemical processes in the nervous and muscular systems that lead to muscle contraction, as well as the principles of exercise metabolism. Additional topics include the relationship between exercise and gene expression, the integration of metabolic pathways during exercise, and the biochemical assessment of exercisers and athletes.

CM09 – Motor Control and Motor Learning

This course explores how humans acquire, refine, and retain motor skills. It bridges the gap between neurophysiology (how the nervous system produces movement) and behavioral psychology (how we learn and practice). Students will learn to design effective practice sessions, provide optimal feedback, and understand the factors that influence skill performance in sports, rehabilitation, and industrial settings.

CM10 – Research Methods and Statistics

This course provides a comprehensive introduction to research methodology and statistical analysis within the field of sports science. Students will learn how to identify and formulate research problems, conduct effective literature reviews using academic databases and bibliography search tools, and understand the importance of well-designed research methods. Key methodological concepts include sampling strategies, measuring variables, and the development and use of questionnaires. Through examples drawn from physical education and sport science, students will explore relationships between variables and examine various research designs. The statistical component of the course covers factor analysis, differences between groups, regression analysis, and a range of multivariate techniques—including multiple analysis of variance (MANOVA), and repeated measures designs. Non-parametric statistical methods and their applications to sports science research are also introduced. Additionally, students will engage with qualitative research approaches and analyze

relevant case studies. This course will provide practical guidance on writing a research proposal and dissertation. Students will also refine their academic communication skills through the review and presentation of scientific papers.

CM11 – Sport Training Principles & Methodology of Training

This course provides a comprehensive introduction to the scientific principles and methodologies of sports training. Students explore physiological, biomechanical, and psychological bases of adaptation, learn how to plan and implement training programs, and develop skills for monitoring athlete progress. Emphasis is placed on practical applications in a variety of sports and athlete populations.

CM12 – Strength & Conditioning

This course provides students with foundational and applied knowledge in Strength and Conditioning. It covers neuromuscular physiology, biomechanics of resistance training, training methods, performance testing, and periodization. Students learn how to design, implement, and monitor training programs for health, fitness, and athletic performance.

CM13 – Exercise Physiology

This course explores the phenomenal ways the human body responds to the physiological stress of exercise. Exercise physiology involves the scientific basis of exercise and its relationship to athletic performance. We will study the acute metabolic, neuromuscular, and cardiorespiratory responses to various kinds of physical activity, and we'll examine the chronic responses to strength, power, and endurance training. Information presented directly relates to fitness conditioning for athletes, non-athletes, and special populations, for a greater understanding of athletic performance limitations.

CM14 – Sports Marketing

This course introduces students to the principles and applications of sport marketing within contemporary sport environments. It examines the unique characteristics of the sport product and the factors influencing sport consumer behavior. Emphasis is placed on market research, segmentation, targeting, and positioning strategies, as well as the development of effective sport marketing mix elements. Students explore branding, fan engagement, digital and social media communication, and service quality in sports settings. Through applied activities and a group marketing plan, the course helps students develop analytical, strategic, and creative skills essential for designing and evaluating marketing strategies in sports organizations and events.

CM15 – First Aid in Sport and Exercise

The aim of this course is to equip students with the theoretical knowledge and practical skills required to respond effectively to medical emergencies and acute disorders that occur during sport and exercise, ensuring athlete safety and minimizing long-term complications. Students will gain knowledge that includes assessment and immediate management of common disorders, basic and advanced life support techniques, recognition of red-flag symptoms, and strategies for rapid decision-making and referral in emergencies. Additional topics include concussion management and neurological emergencies, heat- and cold-related illnesses, spinal injuries, the use of first aid equipment such as automated external defibrillators (AEDs) and splints, coordination with emergency medical services, and the development of individualized on-field emergency action plans for different sports and populations.

CM16 – Exercise and Sports Nutrition

The aim of this course is to provide an understanding of the basic concepts of nutrition and sports nutrition, with emphasis on the nutrients involved in human metabolism and the energy support of exercise. Students will gain knowledge on the use of nutrients in energy metabolism during exercise, nutritional strategies for enhancing performance, and nutritional ergogenic aids in sport and exercise. Additional topics include the principles of a balanced, health-promoting diet, the consequences of poor nutrition, and body weight management through diet and exercise. Students will also become familiar with methods of dietary analysis.

CM17 – Exercise Testing

This course provides a comprehensive introduction to exercise testing in laboratory and field settings. Students learn the principles of aerobic and anaerobic assessment, cardiopulmonary exercise testing (CPET), muscular strength evaluation, and high-intensity performance testing. The course also addresses considerations for test selection in males, females, youth and trained athletes. Emphasis is placed on accurate measurement, physiological interpretation, and the use of modern technologies, including gas analyzers, dynamometry, timing systems, and telemetry. Through lectures and applied laboratory practice, students develop the ability to design, conduct, and interpret valid, reliable exercise tests and produce an integrated athlete evaluation profile.

CM18 – Funding Sports and Sponsorship

This course will discuss the sources of sport funding in all types of sport organizations. Both typical and alternative revenue sources will be discussed and analyzed, emphasizing on the role of sponsorship, as one of the main funding sources in the international sports market today. Developing sponsorship strategy and building sponsorship plans is a complex task that requires an in-depth understanding of sponsorship theory, and in relation to changes in the sports market. Sponsorship evaluation models will be theoretically discussed, critically evaluated and applied in real sports cases.

CM19 – Sports and Exercise Medicine

This course aims to provide students with a comprehensive understanding of how exercise influences health, the prevention of disorders, and the management of chronic medical conditions in athletic and general populations. Students will gain knowledge that includes physiological and pathophysiological responses to exercise, the role of physical activity and exercise in the management of cardiovascular, metabolic, musculoskeletal, and neurological disorders and diseases, and the application of evidence-based exercise prescription in both healthy and medically complex individuals. Additional topics include exercise testing and monitoring, nutrition and hydration strategies, adaptations to different training modalities, considerations for special populations such as youth, older adults, and individuals with chronic diseases, and integration of multidisciplinary approaches, including physical activity, psychology, and pharmacology, to optimize health and performance outcomes.

CM20 – Health and Exercise Psychology

The course aims to provide students with a comprehensive understanding of the psychological factors that shape physical activity, exercise participation, and sedentary behavior across the lifespan. It introduces major theoretical models, measurement approaches, and evidence on the mental and physical health outcomes of exercise. Students will explore motivational, cognitive, emotional, social, and environmental determinants of behavior; the role of technology? body image and maladaptive exercise patterns; and the design and evaluation of behavior-change interventions. Emphasis is placed on applying theory to practice in diverse populations, developing critical thinking, and promoting ethical, evidence-based approaches to health and exercise behavior.

CM21 – Advanced Biomechanics

The aim of this course is to deepen students' understanding of human movement performance through complex biomechanical analyses. Content includes single-subject designs, nonlinear dynamics, signal processing, advanced three-dimensional kinematics and kinetics, and the utilization of wearable sensors in a variety of environments. Lab sessions focus on data collection and time-series interpretation. By the end of this course, students will be able to independently analyze human movements, interpret variability and performance profiles, and provide technical, training, and kinesiological prescriptions and recommendations based on biomechanical evidence.

CM22 – Advanced Motor Control and Learning

This course explores the behavioral and neuro-physiological underpinnings of how humans acquire, control, and execute movement. It aims to deepen students'

understanding of the principles of motor control and motor learning introduced in an earlier course and to examine how these principles apply in practical contexts — including sports performance, general population movement (healthy lifespan), and clinical populations (rehabilitation, injury, adaptation). The course uses a mix of lectures, laboratory exercises, individual and group activities, and critical/reflective tasks. Students will engage in literature review and apply theory to design practical interventions or experiments.

CM23 – Sports Coaching

The aim of this course is to provide an understanding of the basic concepts of sports coaching, with an emphasis on the coaching of professional athletes and also young athletes in their developmental years. Students of this course will gain knowledge about coaching, managing relationships with athletes, managing the success and the failure, the sociological approach to sports, human resource management in sports organizations, communication with the media, the governance of sports clubs and organizations, as well as other essential skills related to sports coaching and the training process. Students will also become familiar with scouting and the use of video data.

CM24 – Psychology of Performance

The course aims to introduce students to the psychological factors that influence sport performance, including motivation, confidence, stress, anxiety, attention, group dynamics and leadership. Drawing on contemporary theories and empirical evidence from leading sport science programs, it examines how and why performance is optimized, maintained or breaks down under pressure. Students will learn how to assess athletes' psychological characteristics, understand the mechanisms linking mind and performance. Emphasis is placed on ethical and culturally sensitive work with athletes across ages, levels and sports, and on developing critical, reflective practitioners.

CM25 – Clinical Exercise Physiology

The aim of this course is to provide an understanding of the fundamental principles of clinical exercise physiology, with emphasis on the pathophysiology of major chronic diseases and their interaction with physical activity and exercise training. Students will gain knowledge of acute and chronic exercise responses in cardiovascular, pulmonary, metabolic, renal, oncological, and musculoskeletal conditions, and how these differ from responses in healthy individuals. Additional topics include the monitoring of physiological and clinical indicators during exercise, the integration of exercise within multidisciplinary healthcare pathways, and the application of ethical and safety standards in clinical practice.

CM26 – Sports Injuries

This course provides students with a foundational understanding of sports-related musculoskeletal injuries. By the end of the course, students will be able to explain the basic science behind these injuries, identify risk factors, and understand strategies for preventing sports injuries. They will also learn how to effectively manage injuries that occur during training or on the field. In addition, students will gain knowledge of therapeutic procedures and rehabilitation exercises used in the treatment of musculoskeletal injuries. The course will conclude with guidance on determining safe and evidence-based criteria for an athlete's return to sport.

CM27 – Exercise and Health

The aim of this course is to provide an understanding of the relationship between physical activity, health, and well-being across the lifespan. Students will gain knowledge of how exercise contributes to disease prevention, functional capacity, and overall quality of life, with emphasis on scientific evidence linking physical activity to health outcomes. The course introduces methods for assessing activity levels, evaluating health indicators, and interpreting findings in the context of public health recommendations. Additional topics include the physiological and psychological benefits of regular exercise as well as the risks associated with inactivity. Students will also develop skills in critical evaluation of health-related research and in communicating exercise-related information to diverse populations.

CM28 – Promoting Active Lifestyle

This course examines the determinants and consequences of physical activity (PA) and sedentary behavior across the lifespan. Students will explore the psychological theories of behavior change, the impact of the built environment on activity levels, and the concept of "Physical Literacy." The course emphasizes practical strategies for designing interventions to promote active living in individuals, schools, workplaces, and communities.

Mandatory Specialization Courses in Pathway A: Exercise for Health and Rehabilitation

(Mandatory Specialization Courses in Direction A: Exercise for Health and Rehabilitation)

CMPA1 – Exercise Rehabilitation

The aim of this course is to provide knowledge and skills in clinical exercise delivery and healthy lifestyle intervention for people living with chronic conditions. This course focuses on using exercise to restore health, improve function, and enhance the

quality of life for individuals with chronic diseases or disabilities. Students will gain knowledge on the rehabilitation process, the impact of chronic health issues on patients' health, function, and quality of life, the planning, organization and delivery of safe and effective exercise programs for people with chronic conditions and the role of exercise in improving the quality of life of patients.

CMPA2 – Exercise Testing and Prescription in Clinical Population

This course introduces students to the principles and applications of exercise testing and prescription in both healthy and clinical populations. Students will learn to perform pre-exercise health screenings, assess safety, and conduct a range of fitness and cardiopulmonary evaluations. Emphasis is placed on interpreting test data, calculating training intensities, and designing individualized exercise programs tailored to specific clinical needs. Practical laboratory sessions provide hands-on experience with cardiopulmonary exercise tests and functional capacity field tests. Graduates of this course will apply evidence-based principles to promote safe, effective, and personalized exercise interventions in clinical settings.

CMPA2 – Exercise Testing and Prescription for Clinical Populations

This course introduces students to the principles and applications of exercise testing and exercise prescription in both healthy and clinical populations. Students will learn to perform pre-exercise health screenings, assess safety, and conduct a range of fitness and cardiopulmonary function assessments. Emphasis is placed on interpreting test data, calculating training intensities, and designing individualized exercise programs tailored to specific clinical needs. Hands-on labs provide experience in cardiopulmonary exercise testing and functional capacity testing in the field. Graduates will be able to apply evidence-based principles to promote safe, effective, and individualized exercise interventions in clinical settings.

CMPA4 – Exercise and Aging

This course aims to provide an understanding of the aging process and its effects on key physiological and mechanical systems involved in movement and functional independence. Students will explore the role of exercise in preventing age-related decline, improving mobility, balance, muscle function, and cognitive health. Emphasis is placed on evidence-based exercise programming, safety considerations, and functional assessment in older adults. Additional topics include fall prevention strategies, neuromuscular adaptations to training, and the impact of dual-task exercise. Students will also gain practical experience in designing and presenting tailored exercise programs based on current scientific literature.

CMPA5 -Sports Cardiology

This course aims to develop a deep understanding of how exercise influences cardiovascular structure and function, while identifying pathological conditions that may impact athlete health, performance, and safety. Students will gain knowledge that includes comprehensive cardiovascular screening methods, interpretation of Electrocardiograms and diagnostic testing in athletes, mechanisms and warning signs of exercise-related cardiac events, and evidence-based guidelines for exercise prescription and rehabilitation in individuals with acquired or hereditary heart disease. Additional topics include sudden cardiac arrest prevention and on-field emergency response, management of arrhythmias and cardiomyopathies in sport, considerations for youth and master athletes, long-term cardiac care planning, and ethical, as well as regulatory aspects related to participation clearance and return-to-play decisions.

Mandatory Specialization Courses in Pathway B: Sport Performance

(Mandatory Specialization Courses in Direction B: Athletic Performance)

CMPB1 – Technology in Sports

The aim of this course is to equip students with knowledge of sports technology evolution, wearable sensors (eg, GPS, IMUs), and analytics for performance profiling in physical education and sport science. Students will evaluate sensor validity and reliability, analyze datasets for athlete metrics like velocity zones, apply notational analysis for tactical insights, create interactive dashboards, and address data privacy ethics alongside emerging trends in VR/AR and esports.

CMPB2 – Training Process in Individual Sports

The aim of this course is to provide an understanding of the basic concepts and the key principles of training planning, with emphasis on individual sports. Students will gain knowledge on the modifications of training planning among different individual sports, the differences regarding the requirements and the training schemes in speed, endurance, strength, and flexibility among different sports, as well as how periodization and other training models apply in different individual sports. Additional topics include the development of critical thinking regarding the design of training plans aligned with sport-specific demands, the implementation of contemporary evidence-based training theories in individual sport training schemes, as well as the implementation and monitoring of training plans tailored for individual sport athletes. Students will also become familiar with procedures for monitoring the evolution of the training process in a sport-specific environment, and the evaluation regarding the degree of achieving the goals set in the scheduled training plan.

CMPB4 - Optimizing Performance in Sport

The aim of this course is to provide a comprehensive understanding of the fundamental principles underlying performance optimization in sport. Emphasis is placed on the physiological, psychological, and biomechanical factors that influence training adaptations and athletic outcomes. Students will explore methods for evaluating performance, designing effective training programs, applying periodization, and integrating recovery strategies. Additional topics include the role of technology and data in performance analysis, techniques for injury prevention, and approaches to enhancing mental readiness. Through practical examples and evidence-based guidelines, students will learn how to develop holistic performance plans that support athlete development and long-term success.

CMPB5 – Coaching in Team Sports

The aim of this course is to provide a sport-science-grounded pathway for coaching team sports, using an ecological and complex systems approach. Students will gain knowledge of teams as adaptive, non-linear systems while developing a personal coaching philosophy, leadership styles, and ethical frameworks essential for team settings. They will develop the skills to design technical-tactical drills, deliver actionable feedback, and structure training through tactical periodization and game-model planning. Students will also gain the ability to apply performance optimization and mental training strategies to enhance skill acquisition, collective decision-making, postural adjustments, team cohesion, and resilience. Additional topics include performance analytics, advanced scouting, staff coordination, and effective media and communication strategies for high-performance team coaching.

ELECTIVE COURSES

Elective Core Courses Lessons Trunk)

EM1 – Human Growth and Development

The aim of this course is to provide an understanding of human growth and developmental foundations, with strong emphasis on the environmental, social, and biological factors that shape development from conception through infancy, early and middle childhood, puberty, adolescence, and emerging adulthood. Students will gain knowledge on age-specific growth patterns, nervous system maturation, and key developmental milestones across cognitive, social, emotional, and motor domains. Additional topics include the role of family, culture, stress, nutrition, and opportunities for movement and play in forming adaptive developmental trajectories. The course also addresses the principles of child-centered developmental thinking, the consequences of environmental or developmental risk factors, and age-appropriate planning of learning and movement participation contexts. Students will become familiar with introductory, ethically-grounded approaches to observing and understanding developmental indicators through practical classroom and sport-learning examples.

EM2 – International Sport for All Policies

This course will discuss the main policies developed in an international context in relation to the promotion of sport for all. It provides a comprehensive foundation of the main sport development, planning, ethics, and policies at community, national and international levels addressing sport for all. Students will explore the specialized policies for professional and amateur leagues, e-sports in an international context. Comparisons among the different countries will be discussed.

EM 3 – New Technologies / AI

The aim of this course is to build AI literacy for generative tools in sports education and administration, covering LLM principles, ethical issues like bias and privacy, and practical integration. Students will apply prompt engineering (eg, chain-of-thought), generate multimodal content for lessons and workflows, design automated systems, and critically verify AI outputs while exploring trends like autonomous agents.

EM4 – Data analysis in Movement Science

This course is designed to provide students with the theoretical foundations and practical skills needed to collect, process, analyze, and interpret data related to human movement. Emphasis is given on understanding how these data are captured to assess motor performance. It bridges concepts from biomechanics, motor control, physiology, and research methods to enable rigorous, quantitative study of movement. Through practical exercises students will learn to design experiments, handle data appropriately, and draw meaningful conclusions about movement patterns, motor performance, learning, and adaptation.

Elective Specialization Courses in Pathway A: Exercise for Health and Rehabilitation (Electives) Lessons Direction A : Exercise for Health and Restoration)

HEM1 – Exercise for Cardiometabolic Diseases

This course aims to provide students with the knowledge and skills to use physical activity and structured exercise as a therapeutic tool for preventing, managing, and improving outcomes in individuals with cardiovascular, metabolic, and endocrine disorders. Students will gain knowledge that includes the pathophysiology of conditions, such as obesity, type 2 diabetes, hypertension, and dyslipidemia, as well as safe and effective exercise prescription tailored to disease severity, functional capacity, and comorbidities. Additional topics include behavioral strategies to promote adherence, monitoring and progression of exercise interventions, risk assessment and

contraindications, integration of lifestyle and pharmacological treatments, and the long-term role of physical activity in reducing cardiovascular and metabolic complications.

HEM2 – Exercise for Pulmonary Diseases

The aim of this course is to provide an understanding of the fundamental principles related to exercise and pulmonary diseases, with emphasis on the pathophysiology of chronic respiratory conditions and their interaction with physical activity. Students will gain knowledge of acute and chronic exercise responses in pulmonary disease such as COPD, asthma, interstitial lung disease, and pulmonary hypertension, as well as the physiological factors that limit exercise tolerance. Additional topics include assessment of respiratory function, clinical monitoring during exercise, and the principles and basic components of pulmonary rehabilitation programs. Students will also become familiar with strategies to enhance functional capacity and support patient safety.

HEM3 – Adapted Physical Activity

Adapted Physical Activity is a multidisciplinary field, focused on ensuring meaningful participation in physical activity, sports and recreation of individuals with varied disabilities or chronic impairments. The course requires learners to consent with the basic human rights, to have foundational knowledge of individuals with diverse abilities, applied scientific understanding and practical skills necessary for planning active exercise programs. The course's ultimate goal is to enhance quality of life and ensure equal access to physical activity for everyone, focusing on valid assessment methods, accessible environments and inclusive programs.

HEM4 – Health and Lifelong Physical Activity

The aim of this course is to provide an understanding of lifelong physical activity and sedentary behaviour. This course will explore the determinants of physical activity across the life span and will consider the evidence underpinning physical activity recommendations in early years, children and adolescents, and older adults. Additional topics include health and fitness assessments, design and implementation of personalized physical fitness programs, as well as barriers and facilitators to physical activity. Students will also gain knowledge on the benefits of regular physical activity for overall health and disease prevention throughout various life stages, including pregnancy and menopause.

Elective Specialization Courses in Pathway B: Sport Performance

(Elective Courses of Major B: Athletic Performance)

PEM1 – Performance Training and Monitoring

This course focuses on the systematic evaluation of training load and athletic performance using contemporary monitoring methods. Students explore how external and internal load metrics reflect physiological stress, adaptation, and fatigue, while gaining practical experience with GPS devices, IMUs, heart rate systems, and force plates. Key areas include speed and agility assessment, aerobic and strength testing, fatigue and injury-risk profiling, and the interpretation of wellness and workload data. Emphasis is placed on data organization, visualization, and the development of practical reporting tools. Students also learn to design sport-specific monitoring frameworks that support evidence-based training decisions for individual athletes and teams.

PEM2 – High-level Sport Performance

The aim of this course is to provide a comprehensive understanding of the fundamental principles that govern high-level sport performance. Emphasis is placed on the physiological, psychological, technical, and tactical factors that contribute to achieving peak athletic outcomes. Students will gain knowledge on advanced training methods, performance assessment, periodization, and strategies for maximizing adaptation and readiness. Additional topics include recovery optimization, injury prevention, mental skills for elite performance, and the use of technology and analytics in monitoring athletes. Students will also become familiar with evidence-based approaches for designing integrated performance programs that support long-term development and success in high-performance sport.

PEM3 – Sports development

This course introduces students to key concepts, policies, and practices in Sports Development across participation and performance pathways. It explores the role of sport in society, grassroots engagement, and long-term athlete development, including talent identification, physical literacy, and coaching approaches. Students examine youth sport policy, governance structures, and issues of equity, inclusion, and sustainability. The course also addresses the impact of mega-events, evaluation of sports programs, and emerging trends such as technology and data-driven innovation. Through theory and applied examples, students develop the knowledge and skills needed to plan, implement, and assess effective sport development initiatives.

PEM4 –Applied Sports Psychology

The course aims to develop students' knowledge and practical skills in applied sport psychology, focusing on how psychological services are delivered to athletes, teams and coaches. Building on prior sport psychology modules, it emphasizes the service delivery process: making contact, conducting needs analysis and assessment, formulating cases, planning and implementing interventions, and evaluating effectiveness. Students will learn how to work ethically and collaboratively within

multidisciplinary support teams, use evidence-based psychological strategies to optimize performance and well-being, and reflect critically on their own emerging practitioner identity, boundaries of competence and professional behavior in diverse sport settings.

PROJECT

Project in Pathway A: Exercise for Health and Rehabilitation

(Graduate Thesis in Direction A: Exercise for Health and Rehabilitation)

CMPA3 – Project – Part I

Project Part I introduces students to the fundamentals of designing and implementing an evidence-based project in the field of Exercise for Health and Rehabilitation. Students identify a relevant health or rehabilitation issue, review current scientific literature, and develop a research or meta-analysis proposal. Emphasis is placed on defining objectives, choosing appropriate assessment tools, and planning safe, ethical exercise strategies. By the end of the course, students produce a structured project plan that prepares them for the applied work carried out in Project Part II.

CMPA6 – Project – Part II

Project Part II builds on the foundations developed in Project Part I, guiding students through the practical execution, evaluation, and presentation of their health- or rehabilitation-focused project. Under supervision, students implement their proposed intervention or data-collection plan, analyze outcomes, and critically interpret their findings in relation to current evidence. The course emphasizes problem-solving, professional communication, and reflective practice. Students produce a final written report.

Project in Pathway B : Sports Performance

(Graduate Thesis in Direction B: Athletic Performance)

CMPB3 – Project – Part I

Project Part I introduces students to the fundamentals of designing and implementing an evidence-based project in the field of Sport Performance. Students identify a relevant issue, review current scientific literature, and develop a research or meta-analysis proposal. Emphasis is placed on defining objectives, choosing appropriate assessment tools, and planning safe, ethical exercise strategies. By the end of the course,

students produce a structured project plan that prepares them for the applied work carried out in Project Part II.

CMPB6 – Project – Part II

Project Part II builds on the foundations developed in Project Part I, guiding students through the practical execution, evaluation, and presentation of their sport performance-focused project. Under supervision, students implement their proposed intervention or data-collection plan, analyze outcomes, and critically interpret their findings in relation to current evidence. The course emphasizes problem-solving, professional communication, and reflective practice. Students produce a final written report.

Teaching - Knowledge testing - Student evaluation

The J.U.P.S. is taught with the physical presence of teachers and students in the classrooms of the Department of Physical Education and Sports Science, based in Thessaloniki (leading Department). By decision of the Steering Committee, a weekly online education zone may be established, common to all students of the J.U.P.S., which will be used for conducting tutorial and/or seminar courses and, exceptionally, for making up courses in cases where classrooms are not available for this purpose on other days of the week. In exceptional cases of dealing with extraordinary circumstances that prevent in-person teaching, lessons may, by a specifically justified decision of the Program Director, be held online for a limited period of time, which is necessary in order to address the extraordinary circumstances that justify the transition to distance learning in the short term.

Similarly, the examinations are conducted with the physical presence of students and examiners in the classrooms of the Department of Physical Education and Sports Science, based in Thessaloniki (leading Department), whether they are conducted in writing or orally. Exceptionally, oral-only examinations may be conducted remotely, provided that the identification of the examinees is ensured and the best practices for conducting oral examinations via the internet are observed, in order to ensure their integrity. The conduct of written examinations remotely is not permitted, except in the cases and under the conditions mandatorily provided for by the applicable legislation. By decision of the Steering Committee, final exams are permitted to be conducted using tablets, laptops or PCs, provided that they are conducted in the physical presence and supervision of the examinees in the classrooms of the Department of Physical Education and Sports Science of Thessaloniki, Aristotle University of Thessaloniki, under the guarantees of a comprehensive plan for conducting these exams, which will ensure their integrity and equal treatment of the examinees.

Attendance at courses, tutorials and any other organized educational activity of the J.U.P.S. of the Departments of Physical Education and Sports Science, based in Thessaloniki, and of Physical Education and Sports Science, based in Serres, of the Aristotle University of Thessaloniki is mandatory. Students may be absent up to thirty

percent (30%) of the total teaching hours of each course per semester, while deviations from this limit are permitted only in exceptional cases, upon approval by the Steering Committee. Regular participation in lectures, tutorials and exams is considered an essential element of academic excellence for the successful progress of students in the Program.

Before the start of each semester, the Secretariat of the J.U.P.S. prepares and publishes the detailed teaching timetable for the semester, taking care that, as far as possible, the compulsory courses and elective courses (a) are distributed evenly across all days of the week, (b) there is not a long time gap between the courses during the same day on which they happen to be taught and (c) they do not coincide with the teaching of other Compulsory or Elective courses of this semester of studies.

Upon completion of the tenth (10th) week of teaching of each semester, students are invited to participate in an anonymous electronic evaluation of the courses taught to them, as well as of the teachers, with the aim of improving the level of their studies.

Student evaluation

1. Students of the Department of Physical Education and Sports Science, based in Thessaloniki, and of Physical Education and Sports Science, based in Serres, of the Aristotle University of Thessaloniki, are assessed by formative/summative exams, by assignments or laboratory projects assigned to them by their professors, or by other alternative methods of assessment during the teaching period (midterms), as well as by written or oral exams, which are held at the end of the semester for the courses taught in the same semester.

2. All courses are examined during the September re-examination period. The student's participation in an oral examination excludes his participation in the written examinations of the same course during the same examination period.

3. Teachers take special care for the oral examination of students with proven dyslexia prior to their admission to the Program or with serious motor problems or vision problems that significantly hinder their participation in written exams, according to a procedure defined in the applicable provisions.

4. The Program Secretariat publishes in a timely manner the detailed schedule of the written examinations of the upcoming examination period. Under the responsibility of the teachers, assisted by the Secretariat of the J.U.P.S., a sufficient number of invigilators from among doctoral candidates and postgraduate students is ensured. The teachers must be constantly present at the examination venues, supervise their smooth and impartial conduct and take the necessary measures for these purposes.

5. Each examinee must check, before coming to the specific examination, the entry of his name in the Secretariat's computerized list of those entitled to participate in the examination of the specific course. Examinees are prohibited

from copying or falsifying in any other way the result of the examination procedure, as well as from bringing books, aids, notes or electronic means of communication into the examination rooms. Any attempt to use electronic means of communication during the examination procedure constitutes a particularly aggravating case against the examinee. Furthermore, examinees are prohibited from using a separate sheet as a draft. For this purpose, they are allowed to use the last page of their written examination. In the event of a violation of these conditions, the written test will be nullified as an internal order measure to ensure the integrity of the examination process, without prejudice to any other sanction that may be imposed in accordance with the applicable provisions.

6. The designated invigilators must check the academic ID that proves student status and certifies the identity of the examinee, verify that the student's name and special registration number are written on his/her written work, initial each written work, supervise the examinees so that they do not copy or talk to each other, constantly supervise the entrances and exits of the room, especially at the end of the examination time and the delivery of the written work, and ensure that no examinee leaves or leaves the examination room before thirty minutes (30') have passed since the distribution of the topics.

7. The written examination for each course lasts for a maximum of two (2) hours for all courses.

8. After the submission of the papers, the invigilators count the papers they received and one of them confirms the number of papers that have been received. The papers are then handed over to the instructor, who counts them and confirms with his signature in front of the invigilator the number of papers received.

9. Instructors must submit to the Program Secretariat the results of the final exams, written and/or oral, in a single gradebook for each course, no later than twenty-five (25) days from the day each exam was held. In the case of oral exams, the instructor is not allowed to announce the results of the exam to the students who took the exam, but only collectively for all those who took the exam, in writing and/or orally, at the end.

10. In all courses of the J.U.P.S., the result of the student's knowledge test is expressed numerically with points from zero (0) to ten (10). In the grades, failure is marked with points from zero (0) to four (4) and success with points from five (5) to ten (10).

11. It is not permitted to publish exam results in any way with the names of the examinees visible, except by citing their special registry number (AEM).

12. It is not permitted to carry a student's grade from one examination period to the next. Clauses that may be written on the examinees' transcripts and that refer to their desire to be dropped if they are evaluated with a grade lower

than desired, or references to how many courses one owes to obtain a degree, are not permitted and if written, are not taken into account.

13. The answers to the questions of the written exams, both practical and theoretical, are discussed after the results are issued by the teachers with the interested students at specially designated times, and the examinees have the right to see their written exam - of the current examination period - and to request explanations for the way in which it was evaluated. The teachers are obliged to post the proposed solutions to the practical exams they took in the e-learning of their course.

14. For the calculation of the degree grade and the composition of the courses listed therein, the thirty-two (32) compulsory courses necessary to accumulate one hundred and ninety-two (192) ECTS from Compulsory Courses (C), the four (4) Elective Courses (E) required to accumulate twenty-four (24) ECTS, and one (1) thesis (project) required to accumulate twenty-four (24) ECTS, two hundred and forty (240) ECTS in total, are counted.

Article 9
Scholarships

Within the framework of the Interdepartmental Foreign Language Undergraduate Study Program of the Departments of Physical Education and Sports Science, based in Thessaloniki, and Physical Education and Sports Science, based in Serres, of the Aristotle University of Thessaloniki, the possibility of granting scholarships to students is provided, based on academic and objective criteria and following a decision by the Study Program Committee. Indicatively:

- Up to three (3) scholarships are available per academic year to students who excel during the selection process, based on the overall evaluation of their qualifications (including the results of the oral interview), and who are ranked among the first to enter the cycle. These scholarships consist of a full exemption from the payment of tuition fees for the first academic year.
- An excellence scholarship with a fifty percent (50%) tuition fee waiver for the following academic year may be awarded to the student who achieves the highest average grade point average in all courses of each year, provided that he/she has successfully completed all courses within the prescribed time. In case of a tie, the scholarship may be awarded to more than one student.
- The Steering Committee may award awards of excellence to students who demonstrate exceptional performance during their studies. The awards may be accompanied by an honorary distinction and/or a cash prize. In particular, at the end of each academic year, a first-year student award may be awarded, based on overall performance in all courses and consistency in attendance.

Correspondingly, an excellent graduate award may be awarded to the student with the highest academic performance during the course of study.

- It may be provided, following a reasoned decision of the Steering Committee, for full or partial exemption from the payment of tuition fees for students who come from war zones or are under international or subsidiary protection, based on documented social and humanitarian criteria.
- In exceptional cases, a social scholarship may be granted to candidates or students of the Program who are facing serious financial difficulties, health issues, loss of a parent, or are living under a state of emergency or long-term crisis, following examination of the relevant application and the accompanying supporting documents by the Program Committee.
- The possibility of awarding reciprocal scholarships is also provided, which consist of an exemption from paying part of the tuition fees, with the obligation of the student to offer specific work in support of the Program. This work may include assistance in the library, support of administrative functions, assistance in research projects or other activity to be determined by the Program Committee, in consultation with the Secretariat and the faculty members. The duration and content of the reciprocal scholarship are clearly specified when it is awarded, while failure to comply with the obligations may lead to its revocation.

The awarding of the above-mentioned scholarships and/or awards of excellence, the specific conditions of award, the obligations and rights of the scholarship holders are determined following a decision of the Study Program Committee and are at its sole discretion based on the financial capabilities of the Program and its cash reserves.

Tuition fees

For studying at the J.U.P.S., a total tuition fee of twenty-four thousand (24,000) € is paid, six thousand (6,000) € per academic year. The amount of tuition fees is defined and amended by decision of the Senate of the A.U.T., while the method and time of payment may be adjusted by decision of the Steering Committee.

The payment of tuition fees is made by the students themselves (or by a third natural or legal person on their behalf) to a bank account held by the E.L.K.E. A.U.T., in eight (8) equal installments of three thousand (€ 3,000): The first installment during the student's registration process in the Program and the subsequent ones before the start of each semester. There is the possibility of a one-time payment of the annual tuition fees, from June to early October, with a 5% discount. After the payment of the tuition fees, the corresponding document is issued and the student is informed electronically.

To accept a place in the Program, candidates are required to pay the amount of one thousand euros (1,000) € as a deposit for tuition fees. This amount is also paid to the AUTh Academic and Financial Services Office and is not refundable in the event of withdrawal from the program.

Article 13
Type of Degree Awarded

The Diploma of the Department of Physical Education and Sports Science, based in Thessaloniki, and of Physical Education and Sports Science, based in Serres, of the Aristotle University of Thessaloniki, is a public document and is awarded to graduates of the Program.

The degree is issued by the Secretariat of the J.U.P.S.S. It states the Departments of Physical Education and Sports Science, based in Thessaloniki, and of Physical Education and Sports Science, based in Serres, and the Foundation, the emblem of the A.U.T.H., the date of completion of studies, the date of issue of the degree, the graduation protocol number, the title of the J.U.P.S., the degree grade, the student's details and the evaluation classification: Good, Very Good, Excellent.

The graduate may be granted, prior to the award, a certificate of successful attendance and completion of the Program.

In addition to the Degree, a Diploma Supplement is also issued, in accordance with article 15 of Law 3374/2005 and Ministerial Decision Φ5/89656/Β3/13-8-2007 (Government Gazette 1466/Β΄). The Diploma Supplement is an explanatory document, which provides detailed information regarding the nature, level, content, educational framework and legal status of the studies successfully completed. It does not replace the official degree or the detailed score issued by the Institution.

Article 14
Certification - Evaluation of the J.U.P.S.

After the issuance of the decision to establish a J.U.P.S. and before the start of its operation, the certification of the J.U.P.S. by the National Authority of Higher Education (ETHAAE) is required, in accordance with sub-paragraph c) of paragraph 1 of article 8 of law 4653/2020 (A' 12). After their establishment, the J.U.P.S. are certified periodically, in accordance with sub-paragraph bb) of paragraph b) of paragraph 1 of article 8 of law 4653/2020, in the context of the evaluation of the academic unit to which they belong.

The J.U.P.S. is evaluated in the context of the periodic evaluation/certification of the academic unit by the National Higher Education Authority (ETHAAE). Specifically, the overall assessment of the work carried out at the J.U.P.S., the degree of fulfillment of the objectives set at its establishment, its sustainability, the absorption of graduates in the labor market, the degree of its contribution to research, its internal evaluation by graduates, the feasibility of extending its operation, as well as other data regarding the quality of the work produced and its contribution to the national strategy for higher education.

If the J.U.P.S. during its evaluation stage is deemed not to meet the conditions for continuing its operation, its operation is completed with the graduation of the already registered students in accordance with the decision to establish it.

Internal Evaluation of the MO.DI.P.

In order to ensure and improve the quality of the J.U.P.S., the Quality Assurance Unit of the Aristotle University of Thessaloniki (MO.D.I.P.-A.U.S.) conducts a periodic internal evaluation of the J.U.P.S. within the framework of the Institution's Internal Quality Assurance System and in accordance with the instructions and guidelines of the National Academy of Sciences of Greece.

The obligations of the administrative bodies and teachers of the program also include all the procedures provided for, based on the respective instructions and guidelines of the MO.DI.P.-AUTH. for the internal and external evaluation and certification of the Study Programs and Academic Units.

Evaluation of teachers and courses by students

With the sole purpose of improving the level of studies of the J.U.P.S. and with absolute assurance of their anonymity, students are invited to evaluate the courses and teachers each semester.

For reasons of uniform maintenance of statistical data and the possibility of extracting conclusions that can be used for the educational work of the Faculties, Departments and the Institution as a whole, the evaluation questionnaires are prepared by the MO.DI.P. and may be partially differentiated, based on the particular characteristics and needs of each academic unit and/or each course. They are completed electronically.

The evaluation is carried out under the responsibility of the Internal Evaluation Team (OMEA) of the Departments of Physical Education and Sports Science, based in Thessaloniki, and Physical Education and Sports Science, based in Serres, of the Aristotle University of Thessaloniki , in collaboration with the MO.DIP. of the Aristotle University of Thessaloniki, and is carried out through the latter's Quality Management Information System. The Administration and the OMEA of the Departments must take systematic actions for the participation of students in the evaluation, in accordance with the guidelines of the MO.DIP. and the relevant decisions of the Senate.

The OMEA of the Departments of Physical Education and Sports Science, based in Thessaloniki, and Physical Education and Sports Science, based in Serres, of the Aristotle University of Thessaloniki, monitors, through the Quality Management Information System of the MO.DIP, the degree of student participation in the evaluation process, analyzes the relevant results and informs the administrative bodies of the J.U.P.S. and the corresponding academic unit. The evaluation questionnaires concern the respective course taught and the respective lecturer separately.

The administrative bodies of the J.U.P.S. and the academic unit, in collaboration with the respective OM.E.A. of the Departments of Physical Education and Sports Science, based in Thessaloniki, and Physical Education and Sports Science, based in Serres, of the Aristotle University of Thessaloniki , are required to study the results of the evaluation, to announce their conclusions, to decide on the publication of the summary results of the evaluation, when deemed necessary and in any case after the announcement of the semester's course grades, in accordance with the applicable Legislation for the protection of Personal Data, and to undertake actions to address any problems or improve the J.U.P.S.

Article 15
Study Guide of the J.U.P.S.

The Department of Physical Education and Sports Science publishes a Study Guide in English with the aim of informing students about its operation. It is published on the websites of the Program of the Departments of Physical Education and Sports Science, based in Thessaloniki, and of Physical Education and Sports Science, based in Serres, of the Aristotle University of Thessaloniki, and is updated at regular intervals. The Study Guide includes:

1. General Information as well as useful electronic information about the Institution and the School, especially about administrative services or collective bodies that the undergraduate student can contact for the successful completion of his studies.

2. The purpose, the subject of the J.U.P.S. as well as the qualifications acquired after the award of the degree.

3. The academic calendar, which includes the start and end dates of academic semesters, examination periods, holidays and any other obligations such as seminars, conferences, etc.

4. The course program, credit units, terms of study, teaching staff, rights and obligations of students.

5. The official language of instruction.

6. The Steering Committee of the J.U.P.S.

7. Databases and other services.

8. Use of the Library, depending on the needs of the courses of the J.U.P.S.

9. Learning outcomes and qualifications after graduation.

10. Services of the Foundation to students.

Article 16
Transitional arrangements

Any issue that arises during the operation of the J.U.P.S., which is not covered by the relevant legislation or this Regulation, is addressed by decisions of the Program's administrative bodies, by amending the relevant Regulation.

B. PRACTICAL TRAINING REGULATION

The program does not provide for a mandatory internship for practical training.

C. MOBILITY REGULATION

The Senate of the Aristotle University of Thessaloniki (AUTH), at its meeting No. 2980/20 & 21-2-2019, approved the adoption of good practices for the proper implementation of the ERASMUS+ Programme. These practices apply proportionally to all cycles of study at AUTH, in accordance with the applicable legislation and the regulations of the respective Study Programmes.

The procedures are updated and specified in accordance with the relevant guidelines of the State Scholarships Foundation and are published by the Department of European and Educational Programmes on its website. The decision of the Senate of the Aristotle University of Thessaloniki is set out below:

A) Outgoing Students

The following provisions aim to ensure the right of outgoing students to automatic and full recognition of their period of study at a partner institution, provided that they successfully complete their academic obligations.

1. When completing the Learning Agreement for Studies, which takes place prior to the commencement of the mobility period, the ECTS Coordinator, acting as the designated representative of the relevant School in accordance with Ministerial Decision No. F.821/2318T/89676/Z1, must ensure that the student's workload at the Host Institution, as declared in the relevant table of the Learning Agreement (Table A), corresponds to 30 ECTS credits for one academic semester. For reasons of flexibility and taking into account the diversity of study programmes, a deviation from this rule is permitted, either positive or negative, corresponding to the credit value of one (1) course in the case of mobility for an academic trimester or semester, and two (2) courses in the case of mobility for a full academic year.

2. At the same stage, the ECTS Coordinator must ensure full recognition of the above workload by recording, in the corresponding table of the Learning Agreement (Table B), the courses and ECTS credits from which the student will be exempted upon successful completion of those listed in Table A. The framework of this procedure must be approved by the Assembly or the competent body of the School concerned through a relevant decision, which may be adopted once. This decision is recorded in the Application–Declaration form submitted by outgoing students to the Department of European Educational Programmes.

3. Recognition is categorised as follows:

I. **Compulsory courses**, based on the curriculum of the relevant School of the Aristotle University of Thessaloniki, provided that the majority of the content of the course offered at the Host Institution corresponds to that of the course offered by the School.

Recognition: Courses successfully completed abroad are recognised under the title used by the relevant School. The signed consent of the course lecturer is required prior to the completion of the Learning Agreement.

II. **Elective courses** (specialisation or non-specialisation), based on the curriculum of the relevant School, for which strict content correspondence is not required, provided that their relevance to the subject area covered by the School or Section/Specialisation is ensured.

Recognition: Courses successfully completed abroad may be recognised either under their original title at the Host Institution or under the title of a corresponding course in the relevant School, provided that content correspondence exists. For information purposes, it is noted that the Secretariat's electronic system supports the recognition and inclusion of Exchange Programme Courses (PAN courses) in the Study Programme. These may be declared in the Learning Agreement either by title or as an "elective course" (specialisation or non-specialisation).

It is recommended that a sufficient number of elective courses be included in study programmes relevant to the School's academic field, as this provides flexibility in course recognition and enriches curricula with subjects not offered internally but relevant to the programme of study.

III. **Free-choice courses**, for which there is no requirement for content correspondence or relevance to the subject area of the School or Section/Specialisation.

Recognition: Courses successfully completed abroad are recognised under their original title at the Host Institution. The maximum number of ECTS credits for free-choice courses declared in the Learning Agreement must not exceed the number permitted by the relevant Study Programme. These courses may also be declared without a title as "free-choice courses".

It is also recommended, in the context of upcoming curriculum reforms, to introduce a small number of elective courses (e.g., 6–10 ECTS each)."

4. In the case of courses that fall within the subject area of the relevant School (compulsory or elective), detailed examples of recognition are provided in Appendix I (attached). Courses that do not fall within the subject area of the relevant School are recognised as free-choice courses, as noted above. For the recognition of credits from such courses, the alternative combinations set out in Appendix I apply. When selecting courses and preparing the Learning Agreement, outgoing students are guided by the ECTS Coordinator to ensure that, if courses outside the subject area are selected, they correspond to the maximum number of ECTS credits for free-choice courses permitted by the Study Programme of the relevant School. This ensures their recognition upon return from the Host Institution. The inclusion of such courses fulfils the requirement for full recognition

of the mobility period (60 ECTS credits for an academic year, 30 ECTS credits for an academic semester, and 20 ECTS credits for an academic trimester).

5. In cases where there is a discrepancy in the number of ECTS credits between the Aristotle University of Thessaloniki and the Host Institution, maximum flexibility shall be applied and all possible combinations of recognition shall be considered after the student's return, always within the framework of the regulations of the relevant Study Programme. In all cases, every effort must be made to ensure the recognition of all credits obtained by the student at the Host Institution. This process shall take into account the principle of "fair recognition" set out in the ECTS Guide, which allows for a deviation of one (1) or two (2) ECTS credits, always in favour of the student.

6. Upon the students' return, the recognition of all credits earned is MANDATORY, provided that the student has successfully completed the agreed examinations or assessments. Recognition follows the signed Learning Agreement (initial or amended), which is binding on both the School and the Aristotle University of Thessaloniki. Outgoing students may make use of the provision of Article 60 of the Regulation of the Aristotle University of Thessaloniki at the end of their studies, which provides that students are entitled to be examined in two additional elective courses, the grades of which may replace lower grades in other elective courses. On this basis, and only at the end of their studies, students may submit a personal statement requesting that two elective courses — which may include courses successfully completed at the Host Institution — not be included in the calculation of the final degree grade, provided that the required number of ECTS credits for the award of the degree has been completed.

7. Additional ECTS credits from free-choice courses that exceed the limits provided for by the Study Programmes of the Schools of the Aristotle University of Thessaloniki usually indicate an inappropriate selection of courses in the Learning Agreement, unless the Host Institution does not offer alternative course options to Erasmus students. In such cases, the ECTS Coordinators must re-examine the curriculum of the partner institution. If it is determined that the curriculum does not meet the requirements for the recognition of courses for undergraduate exchange students, the following options may be considered: (a) limiting the bilateral agreement to second- and third-cycle student mobility (Master's and doctoral level), (b) limiting the bilateral agreement exclusively to staff mobility, or (c) terminating the bilateral agreement with the specific institution. Furthermore, the Department of European and Educational Programmes annually invites Schools to evaluate their bilateral agreements. Course availability for students constitutes a critical evaluation criterion and may lead to the modification or termination of a bilateral agreement.

8. In view of the above, it is recommended that ECTS Coordinators inform students about mobility opportunities through the Erasmus+ Programme from the early stages of their studies at the Aristotle University of Thessaloniki. Timely information enables students to plan effectively with regard to course categories available at Host Institutions and the required number of ECTS credits for the mobility period.

9. The role of the ECTS Coordinator of a School, as defined by Ministerial Decision No. Φ.821/2318Τ/89676/Ζ1, is considered particularly important, as it ensures the proper implementation of the Erasmus+ Programme within the School and, by extension, at the Aristotle University of Thessaloniki. This role is directly linked to the full recognition of the study period completed by outgoing students at the Host Institution. For this reason, it is recommended that the ECTS Coordinator not be replaced frequently, in order to ensure continuity and effective management of student mobility. It is also proposed that the ECTS Coordinator be a member of the Curriculum Committee of the relevant School, given the strong interconnection between mobility issues and curriculum design, as well as a member of the School Assembly, in order to inform its members about Erasmus+ matters. These issues concern a significant number of students (at least 600 students per year), who benefit from the guidance and advisory role of the ECTS Coordinator and are entitled to full recognition of their studies at the Host Institution.

B) Incoming Students

1. It is necessary to ensure that incoming exchange students possess an adequate level of proficiency in the language of instruction, in accordance with the terms of the bilateral agreement. Where required by the School and provided that this obligation is included in the annex to the bilateral agreement, the submission of a recognised language proficiency certificate is recommended.

2. Incoming students' grades (Transcript of Records) must be submitted to their home institutions no later than five (5) weeks after the end of the mobility period. Failure to comply with this obligation may constitute grounds for the termination of cooperation between the two institutions. For this reason, the ECTS Coordinator, in cooperation with the members of the School Secretariat, must ensure that the grades of incoming students are transmitted in a timely manner.

It is noted that the terms "student", "students", "professor", and "professors" refer to all genders.

D. PREPARATION OF ASSIGNMENTS

Regulation for the Preparation of a Project

(Excerpt from the sub. No. 703/18.02.2026 Decision of the Department Assembly)

Project

The projects offered and their topics are determined at the beginning of the 7th semester, under the responsibility of the professors. The declaration is submitted to the Secretariat of the program by the end of the offered calendar period for declaring the courses of the semester. Specifically, the degree of each project is equivalent to 12 ECTS. It is also an important element of awarding points for the selection of students in postgraduate programs. In order to write a project, a student must choose a faculty member, a special teaching staff or a laboratory teaching staff and ask him/her to supervise his/her project. The project is individual (it cannot have more than one author). If the faculty member, the special teaching staff or a laboratory teaching staff accepts, the two parties agree on the topic and the program for writing the project. Each teaching staff is entitled to supervise up to 5 projects per academic semester. The minimum time for completion is 2 semesters. Upon completion of the project, the student submits to the supervisor proof of a plagiarism check of the project, stating the results of the check using the special plagiarism detection application (Turnitin). At the same time, the student sends a statement to the supervisor that the project is a product of his/her work and not the product of plagiarism either in its entirety or in individual parts thereof. The project must be in the form of a scientific study in accordance with the writing guide posted on the Program's website. Copying, plagiarism or generally tampering with the project process constitutes a disciplinary offense. If the violation is discovered after graduation, the Curriculum Committee initiates procedures for the withdrawal of the degree/diploma.

The language of its writing is English. The project is graded on a scale from zero (0) to ten (10) with a minimum passing grade of five (5).