COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Applied statistics in sports performance					
2.2 Course convenor			Dana Badau					
2.3 Seminar/ laboratory/ project convenor			Dana Badau					
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DS
							Attendance type[4)]	DO

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**2**	out of which: 3.2 lecture	**1**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	40
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	39
Tutorial	
Examinations	3
Other activities:	

3.7 Total number of hours of student activity	122
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• video projection system clasroom
5.2 for seminar/ laboratory/ project development	• video projection system clasroom

6. Specific competences and learning outcomes

Professional competences	CP5. Develops digital educational materials Learning outcomes (LO) 5.1. Knowledge LO5.1.2. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. LO5.1.3. The student/graduate explains theoretical and practical acquisitions creatively, by adapting and customizing interventions. 5.2. Skills LO5.2.2. The student/graduate knows the stages and operations of didactic design and planning. LO5.2.3. The student/graduate innovates programs according to the particularities of subject groups. 5.3. Responsibility and autonomy LO5.3.1. The student/graduate responds to the motor needs of subjects through appropriate content. CP6. Evaluates the progress of physical activity practitioners Learning outcomes 6.1. Knowledge R.Î.6.1.1. The student/graduate evaluates sports activities in order to achieve the training objectives. R.Î.6.1.3. The student/graduate Identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life or sports performance. 6.2. Skills R.Î.6.2.1. The student/graduate selects and combines criteria and methods for evaluating somatic, functional, motor and mental indices. 6.3. Responsibility and autonomy R.Î.6.3.3. The student/graduate evaluates and monitors behaviors from a psychopedagogical perspective. CP7. Provides training in the field of sports Learning outcomes (RO) 7.1. Knowledge R.Î.7.1.1. The student / graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. R.Î.7.1.2. The student / graduate acquires fundamental and applied knowledge necessary for the achievement and dissemination of scientific research results. R.Î.7.1.3. The student / graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills R.Î.7.2.1. The student / graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. R.Î.7.2.2. The student / graduate identifies and uses efficient actuation systems. R.Î.7.2.3. The student/graduate identifies research themes and topics, specific to the field. R.Î.7.2.4. The student/graduate identifies anatomical structures of the human body, describes the functional aspects of the human body and describes joint movements and the actions of different muscle groups. R.Î.7.2.5. The student/graduate describes joint movements and the actions of different muscle groups. R.Î.7.2.6. The student/graduate argues the importance of knowing the anatomy and physiology of the human body in general and its demands during physical exertion, in particular. 7.3. Responsibility and autonomy R.Î.7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. R.Î.7.3.2. The student/graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly.

Transversal competences	CT5. Expresses himself/herself creatively and uses communication and collaboration software Learning Outcomes (LO) 5.1. Knowledge LO5.1.1. The student/graduate is familiar with the essential functionalities of communication and collaboration applications and platforms LO5.1.2. The student/graduate understands how digital technologies can support collaborative work, the exchange of ideas and the implementation of interactive and innovative projects. 5.2. Skills LO5.2.1. The student/graduate effectively uses communication and collaboration software to facilitate the exchange of information, team coordination and the development of sports and educational projects LO5.2.2. The student/graduate integrates digital tools (interactive presentations, collaborative platforms, multimedia resources) to support and enhance creative expression in educational and sports activities 5.3. Responsibility and autonomy LO5.3.1. The student/graduate demonstrates autonomy in choosing and creatively combining digital resources and applications to achieve the proposed objectives R.Î.5.3.2. The student/graduate Encourages initiative and active participation in teams, promoting a collaborative and innovative work environment, based on mutual respect and free expression

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Acquiring theoretical knowledge of statistics applied to sports performance
7.2 Specific objectives	• Acquiring the skills to process, analyze and interpret statistical parameters applied in sports performance

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
The importance of statistics in sports performance. Statistical software specific to performance sports.	Lecture, technology-assisted learning	2	
General presentation of SPSS for Windows	Lecture, technology-assisted learning	2	
Parametric and non-parametric scales	Lecture, technology-assisted learning	2	
Data organization. Descriptive statistics	Lecture, technology-assisted learning	2	
Sample power. Graphical representation of results.	Lecture, technology-assisted learning	2	
Processing and interpretation of statistical data. Dissemination of results	Lecture, technology-assisted learning	2	
Recap/ review	Lecture, technology-assisted learning	2	

Bibliography:

1. Bădău D., – Applied statistics in sports performance, Internal course notes, UNITBV, 2024
2. Cristian O., (2009). APPLIED STATISTICS IN SOCIAL-HUMAN SCIENCES Basics - Univariate statistics. (https://www.researchgate.net/profile/Cristian-Opariuc-Dan/publication/

215691876_Applied_statistics_in_Socio-human_sciences_-_Beginnings_Univariate_statistics/links/0fcfd5006d9921d6f1000000/Applied-statistics-in-Socio-human-sciences-Beginnings-Univariate-statistics.pdf)

3. Peter Olah, Calin Avram, Marius Marusteri (2016). Introduction to biostatistics. Practical applications, University Press.
4. Leech, Nancy L, Barrett, Karen C and Morgan, George A. (2005). SPSS for intermediate statistics. Use and interpretation. Second Edition. New Jersey : Lawrence Erlbaum Associates

Optional bibliography:

1. Fleancu, Julien Leonard (2007). Statistics in physical education and sport. Universitaria Publishing House
2. Sîntion, Filaret. 2005. Research methodology and applied statistics in psychology. Constanța : Muntenia, 2005
3. Field, Andy. 2005. Discovering Statistics using SPSS, Second Edition. London: Sage Publications Ltd., 2005. 100-7619-4451-6

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Statistical software	Learning through discovery	2	
Applications in SPSS. Statistical parameters of central tendency in SPSS	Learning through discovery	2	
Statistical parameters of dispersion in SPSS	Learning through discovery	2	
Graphical representations of statistical data	Learning through discovery	2	
Practical applications of statistics in sports performance	Learning through discovery	6	

Bibliography:

1. Bădău D., – Applied statistics in sports performance, Internal course notes, UNITBV, 2024
2. Cristian O., (2009). APPLIED STATISTICS IN SOCIAL-HUMAN SCIENCES Basics - Univariate statistics. (https://www.researchgate.net/profile/Cristian-Opariuc-Dan/publication/215691876_Applied_statistics_in_Socio-human_sciences_-_Beginnings_Univariate_statistics/links/0fcfd5006d9921d6f1000000/Applied-statistics-in-Socio-human-sciences-Beginnings-Univariate-statistics.pdf)
3. Peter Olah, Calin Avram, Marius Marusteri (2016). Introduction to biostatistics. Practical applications, University Press.
4. Leech, Nancy L, Barrett, Karen C and Morgan, George A. (2005). SPSS for intermediate statistics. Use and interpretation. Second Edition. New Jersey : Lawrence Erlbaum Associates

Optional bibliography:

1. Fleancu, Julien Leonard (2007). Statistics in physical education and sport. Universitaria Publishing House
2. Sîntion, Filaret. 2005. Research methodology and applied statistics in psychology. Constanța : Muntenia, 2005
3. Field, Andy. 2005. Discovering Statistics using SPSS, Second Edition. London: Sage Publications Ltd., 2005. 100-7619-4451-6

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Capitalizing on the theories, methodologies and practices assimilated in solving theoretical-practical educational situations through interdisciplinary approaches. Using a specialized language in communicating with different professional environments, with specialists in the field and related fields.

Applying the theories and practices assimilated in the design and development of educational and research projects specific to physical education and sports and interdisciplinary.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Evaluation of theoretical knowledge of the specialty	written examination	50%
10.5 Seminar/ laboratory/ project	Evaluation of practical knowledge of the specialty	project presentation	50%
10.6 Minimal performance standard			
• Developing skills in using concepts and tools specific to the discipline.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025.

Assoc.prof. PhD. Ioan Turcu Dean	Assoc.prof. PhD. Bogdan Marian Oancea Head of Department
Prof.PhD. Dana Badau Course holder	Prof.PhD. Dana Badau Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Dissertation thesis preparation					
2.2 Course convenor			Ioan Turcu					
2.3 Seminar/ laboratory/ project convenor			Ioan Turcu					
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	PLD
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**4**	out of which: 3.2 lecture	**0**	3.3 seminar/ laboratory/ project	**4**
3.4 Total number of hours in the curriculum	56	out of which: 3.5 lecture	0	3.6 seminar/ laboratory/ project	56

Time allocation	hours
Study of textbooks, course support, bibliography and notes	34
Additional documentation in libraries, specialized electronic platforms, and field research	30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	27
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	94
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	•
5.2 for seminar/ laboratory/ project development	• video and audio projection system

6. Specific competences and learning outcomes

Professional competences	CP2 Uses pedagogical strategies for creativity Learning outcomes (LO) 2.1. Knowledge LO2.1.2. The student/graduate defines the general notions of the field so that they can be used in a formative and performative context. 2.2. Skills LO2.2.1. The student/graduate uses the fundamental notions of human motor skills in various contexts. LO2.2.2. The student/graduate designs and plans formative, educational and recovery programs. LO2.2.3. The student/graduate innovates programs according to the particularities of subject groups. 2.3. Responsibility and autonomy LO2.3.3. The student/graduate adapts the teaching style according to the particularities of age, level of training and creative needs of the subjects. CP8. Apply risk management in the sports field Learning outcomes (LO) 8.1. Knowledge LO8.1.2. The student/graduate Manages human, temporal and material resources in physical education and sports. 8.2. Skills LO8.2.2. The student/graduate Apply elements of organizational and educational management. 8.3. Responsibility and autonomy LO8.3.3. The student/graduate carries out projects and programs in the field of physical education and sports.
Transversal competences	CT6. Respects the diversity of cultural values and norms Learning outcomes (LO) 6.1. Knowledge LO6.1.1. The student/graduate knows the fundamental concepts regarding cultural diversity, values, traditions and social norms specific to different communities. LO6.1.2. The student/graduate understands the importance of mutual respect, tolerance and inclusion in a multicultural society. 6.2. Skills LO6.2.1. The student/graduate recognizes and values cultural differences in behaviors, perspectives and social or professional practices. LO6.2.2. The student/graduate communicates effectively and openly with people from diverse cultural backgrounds, adapting their attitude and language to facilitate mutual understanding. 6.3. Responsibility and autonomy LO6.3.1. The student/graduate assumes the responsibility to promote a climate of respect and acceptance of cultural diversity in any social or professional context. R.Î.6.3.2. The student/graduate demonstrates autonomy in adopting ethical and inclusive behaviors, regardless of the cultural environment in which they operate.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Mastering theoretical notions specific to the discipline and developing skills to apply some research methods
7.2 Specific objectives	• Identifying investigation methods and applying them in the future dissertation work

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Bibliography:			

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Bibliographic study. Establishing the topic and research plan	Presentation, lecture, interactive discussions, online debate, group work, problem/project learning, analysis and debate, etc.	4	
Scientific substantiation of the dissertation (according on the topic of the dissertation)		10	
Preparation of observation plans for various sports (depending on the topic of the dissertation)		10	
Conducting an experiment in the field of sports. Treating a case study. Conducting a survey and processing the results. Treating a case study.		10	
Application of representative tests for different sports (according on the topic of the dissertation)		10	
Elaboration of conclusions and practical-methodological recommendations		6	
Writing the dissertation thesis		6	

Required bibliography:

1. Chelcea S- Methodology of sociological research. Quantitative and qualitative methods, PRO UNIVERSITARIA Publishing House, 2022
2. Diaconu-Gherasim L.R, Mairean C., Curelaru M. Quantitative research methods. Designs and applications in social sciences, Collegium Publishing House, 2022
3. Ștefan E.E - Methodology of scientific papers, University course, Pro universitaria Publishing House, 2019
4. Turcu I. - Methodology of research in physical education and sports, power-point presentations, 2024
5. Turcu I., Dissertation thesis preparation, Course notes. Internal use, 2024

Optional bibliography:

1. Bogdan, I. – Elements of methodology of knowledge, scientific research and knowledge valorization, Lucian Blaga University Publishing House, Sibiu, 2007.
2. Chelcea, S. – Methodology of sociological research. Quantitative and qualitative methods, Economic Publishing House, Bucharest, 2004.
3. Epuran, M. – Methodology of research in physical activities – Physical exercises. Sport. Fitness, FEST Publishing House, Bucharest, 2005.
4. Feşteu, D. – Research methodology – designing and writing research papers in physical education and sports, Aldus Publishing House, Braşov, 1999.
5. Gagea, A. – Scientific research methodology in physical education and sports activity, "Romania de mâine" Foundation Publishing House, Bucharest, 1999.
6. Maroti, Ş. – Guide for developing scientific research papers in the field of physical education and sports, University of Oradea Publishing House, Oradea, 2003.
7. Niculescu, M. – Scientific research methodology in physical education and sports, National Academy of Physical Education and Sports, Bucharest, 2001.
8. Popa, G. – Scientific research methodology in the field of physical education and sports, Orizonturi Universitare Publishing House, Timişoara, 1999.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Brașov County Scholar Inspectorate, National Coach Training and Improvement Center

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade

10.4 Course			
10.5 Seminar/ laboratory/ project		Academic project	100%
10.6 Minimal performance standard			
• Knowledge, understanding, demonstration and use within theoretical and practical activity of the contents, principles and training methodologies specific to the discipline			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025.

Assoc.prof. PhD. Ioan Turcu Dean	Assoc.prof. PhD. Bogdan Marian Oancea Head of Department
	Assoc.prof. PhD. Ioan Turcu Holder of seminar/ laborator

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Management and marketing in performance sports					
2.2 Course convenor			Ioan Turcu					
2.3 Seminar/ laboratory/ project convenor			Ioan Turcu					
2.4 Study year	II	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**2**	out of which: 3.2 lecture	**1**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	40
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	39
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	122
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Classroom with video projection system
5.2 for seminar/ laboratory/ project development	Classroom with video projection system

6. Specific competences and learning outcomes

Professional competences	CP8. Apply risk management in the sports field Learning outcomes (RO) 8.1. Knowledge RO8.1.1. The student / graduate Identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life. RO8.1.2. The student / graduate Manages human, temporal and material resources in physical education and sports. 8.2. Skills RO8.2.1. The student / graduate Evaluates potential risks (e.g., risk of injury, environmental factors) and implements strategies to mitigate them. RO8.2.2. The student / graduate Apply elements of organizational and educational management. 8.3. Responsibility and autonomy RO8.3.1. The student / graduate uses sports materials and facilities optimally. R.Î.8.3.2. The student / graduate demonstrates initiative and responsibility in planning and implementing training and educational activities, contributing to the creation of a safe, motivating and inclusive environment. R.Î.8.3.3. The student / graduate carries out projects and programs in the field of physical education and sports.
Transversal competences	CT3. Moderates discussions, negotiates compromises, resolves conflicts, shows empathy and has an open mind Learning outcomes (LO) 3.1. Knowledge LO3.1.1. The student/graduate identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life. LO3.1.2. The student/graduate understands the techniques of negotiation, mediation and constructive conflict management. LO3.1.3. The student/graduate knows the principles of assertive and effective communication in various contexts. 3.2. Skills LO3.2.1. The student/graduate develops and adapts physical activities, regardless of the level of abilities of the practitioner, promoting inclusion and equal opportunities. LO3.2.2. The student/graduate negotiates fair solutions by identifying common ground and accepting beneficial compromises for all parties involved. R.Î.3.2.3. The student/graduate moderates discussions in a balanced manner, ensuring active participation and mutual respect between participants. 3.3. Responsibility and autonomy R.Î.3.3.1. The student/graduate demonstrates initiative and responsibility in planning and implementing training and educational activities, contributing to creating a safe, motivating and inclusive environment. R.Î.3.3.2. The student/graduate demonstrates autonomy in initiating mediation and conflict resolution processes, without avoiding necessary confrontations. R.Î.3.3.3. The student/graduate constantly promotes respect for diversity, demonstrating an empathetic and open attitude towards different ideas, values and opinions.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Acquiring the ability to use and apply modern and efficient means of communication according to specific managerial requirements
7.2 Specific objectives	• Acquiring theoretical notions specific to the discipline and developing the skills to apply these notions in practice

8. Content

8.1 Course	Teaching methods	Number	Remarks

		of hours	
General management elements involved in sports performance management	Lecture	2	
Human resource management in sports performance	Lecture	2	
Financial resource management in sports performance	Lecture	2	
Material and informational resource management	Lecture	2	
General marketing elements involved in sports performance	Lecture	2	
Sports marketing	Lecture	2	
Sponsorship in sports	Lecture	2	

Bibliography

1. Turcu, I. – Management and marketing in physical education and sports – IFR course, Transilvania University Publishing House, Brasov, 2015.
2. Turcu I., Management and marketing in performance sports, Course notes for internal use, 2024

Optional bibliography

1. Bălășescu, M., Marketing basics, Transilvania University Publishing House, Brasov, 2010.
2. Brătucu G., Ispas A., Chițu I. B. – Marketing of public services, Infomarket Publishing House, 1999.
3. Bruhn, M., Marketing, Economica Publishing House, Bucharest, 1999.
4. Callecod, R.L., Stotlar, D.K., Sport & Fitness Management, Human Kinetics Books Publishing House, USA, 2020.
5. Crişan, S., Fundamentals of management, Alma Mater Publishing House, Bucharest, 2021.
6. Drucker, P., Management of the future, ASAB Publishing House, Bucharest, 2004.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
General management elements involved in sports performance management	Debate	2	
Human resource management in sports performance	Debate	2	
Financial resource management in sports performance	Debate	2	
Material and informational resource management	Debate	2	
General marketing elements involved in sports performance	Debate	2	
Sports marketing	Debate	2	
Sponsorship in sports	Debate	2	

Bibliography

1. Turcu, I. – Management and marketing in physical education and sports – IFR course, Transilvania University Publishing House, Brasov, 2015.
2. Turcu I., Management and marketing in performance sports, Course notes for internal use, 2024

Optional bibliography

1. Bălășescu, M., Marketing basics, Transilvania University Publishing House, Brasov, 2010.
2. Brătucu G., Ispas A., Chițu I. B. – Marketing of public services, Infomarket Publishing House, 1999.
3. Bruhn, M., Marketing, Economica Publishing House, Bucharest, 1999.
4. Callecod, R.L., Stotlar, D.K., Sport & Fitness Management, Human Kinetics Books Publishing House, USA, 2020.
5. Crişan, S., Fundamentals of management, Alma Mater Publishing House, Bucharest, 2021.
6. Drucker, P., Management of the future, ASAB Publishing House, Bucharest, 2004.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Correlation of contents with those of the National Coaching School and the specific requirements of sports clubs and associations.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Verification of teoretical knowledge	Written examination	50%
10.5 Seminar/ laboratory/ project	Practical application of theoretical knowledge	Project presentation	50%
10.6 Minimal performance standard			
• successfully solving well-defined requirements (application of assimilated knowledge) and/or transferring them from the field of economic sciences to the field of sports			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025.

Assoc. Prof.PhD. Turcu Ioan Dean	Assoc. Prof. PhD. Oancea Bogdan Maria Head of Department
Assoc. Prof.PhD. Turcu Ioan Course holder	Assoc. Prof.PhD. Turcu Ioan Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Sport counseling and coaching					
2.2 Course convenor			Dana Badau					
2.3 Seminar/ laboratory/ project convenor			Dana Badau					
2.4 Study year	II	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**3**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	35
Additional documentation in libraries, specialized electronic platforms, and field research	35
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	35
Tutorial	
Examinations	3
Other activities:	

3.7 Total number of hours of student activity	108
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• video projection system clasroom
5.2 for seminar/ laboratory/ project development	• video projection system clasroom

6. Specific competences and learning outcomes

Professional competences	CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. RO10.1.2. The student/graduate identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life. RO10.1.3. The student/graduate explains the theoretical and practical acquisitions in a creative way, by adapting and customizing the interventions. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. RO10.2.2. The student/graduate assumes responsibility for drawing up functional rehabilitation programs. R.Î.10.2.3. The student / graduate designs and plans training, educational and recovery programs. R.Î.10.2.4. The student / graduate Innovates programs according to the particularities of subject groups. 10.3. Responsibility and autonomy R.Î.10.3.1. The student / graduate draws up documents for planning specific activities. R.Î.10.3.2. The student / graduate applies physical, psychopedagogical and psychological methods and means. R.Î.10.3.3. The student / graduate demonstrates initiative and responsibility in planning and implementing training and educational activities, contributing to the creation of a safe, motivating and inclusive environment. R.Î.10.3.4. The student / graduate Initiates measures to improve the efficiency of activities. CP11. Personalize the sports training program Learning outcomes (LO) 11.1. Knowledge LO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and rehabilitation contexts. LO11.1.2. The student/graduate leads theoretically and practically grounded activities and evaluates their effect on different categories of the population. LO11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills LO11.2.1. The student/graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. LO11.2.2. The student/graduate identifies and uses efficient actuation systems. R.Î.11.2.3. The student / graduate particularizes teaching / intervention and evaluation methods. R.Î.11.2.4. The student / graduate uses the fundamental notions of human motor skills in various contexts. 11.3. Responsibility and autonomy R.Î.11.3.1. The student / graduate responds to the motor needs of the subjects through appropriate content. R.Î.11.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. R.Î.11.3.3. The student / graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities. R.Î.11.3.4. The student / graduate identifies and exemplifies motor acts and actions. R.Î.11.3.5. The student / graduate communicates effectively and uses specific terminology.

Transversal competences	CT3. Moderates discussions, negotiates compromises, resolves conflicts, shows empathy and has an open mind Learning outcomes (LO) 3.1. Knowledge LO3.1.1. The student/graduate identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life. LO3.1.2. The student/graduate understands the techniques of negotiation, mediation and constructive conflict management. LO3.1.3. The student/graduate knows the principles of assertive and effective communication in various contexts. 3.2. Skills LO3.2.1. The student/graduate develops and adapts physical activities, regardless of the level of abilities of the practitioner, promoting inclusion and equal opportunities. LO3.2.2. The student/graduate negotiates fair solutions by identifying common ground and accepting beneficial compromises for all parties involved. R.Î.3.2.3. The student/graduate moderates discussions in a balanced manner, ensuring active participation and mutual respect between participants. 3.3. Responsibility and autonomy R.Î.3.3.1. The student/graduate demonstrates initiative and responsibility in planning and implementing training and educational activities, contributing to creating a safe, motivating and inclusive environment. R.Î.3.3.2. The student/graduate demonstrates autonomy in initiating mediation and conflict resolution processes, without avoiding necessary confrontations. R.Î.3.3.3. The student/graduate constantly promotes respect for diversity, demonstrating an empathetic and open attitude towards different ideas, values and opinions.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• acquiring theoretical and practical knowledge specific to sports counseling and coaching
7.2 Specific objectives	• acquiring the concepts, principles and concepts specific to sports counseling and coaching • knowing the role and responsibilities of the sports counselor • organizing and leading sports counseling sessions and sports career management

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Sports Counseling: Conceptual Delimitations, Objectives, Typology, Benefits	Lecture, technology-assisted learning	2	
Responsibilities of a Sports Counselor. Duties of a Sports Counselor	Lecture, technology-assisted learning	2	
Knowledge and Skills Required of a Sports Counselor. Interpersonal Relationships and Sports Counseling	Lecture, technology-assisted learning	2	
Principles of Sports Counseling.	Lecture, technology-assisted learning	2	
Sports Counseling Strategies	Lecture, technology-assisted learning	2	

The Relationship Between the Sports Counselor, Athlete and Coach. Sports Counseling in Athlete Career Management	Lecture, technology-assisted learning	2	
Sports Counseling in Conflict Management	Lecture, technology-assisted learning	2	
Effective Communication in Sports Counseling	Lecture, technology-assisted learning	2	
Sports Counseling in High Performance	Lecture, technology-assisted learning	2	
Organization and Structure of a Sports Counseling Session	Lecture, technology-assisted learning	2	
Leadership and Coaching in Sports	Lecture, technology-assisted learning	2	
Sports Counseling in Promoting and Motivating Regular Physical Activity	Lecture, technology-assisted learning	2	
Evaluation in Sports Counseling	Lecture, technology-assisted learning	2	
Recap/ review	Lecture, technology-assisted learning	2	

Bibliography:

1. Bădău D. Sport counselling and coaching, Notes of course for internal use, UNITBV, 2024
2. Paul Mccarthy, Zoe Moffat (2023). Counselling Skills in Applied Sport Psychology, Publishing House Taylor & Francis Ltd.
3. Margaret Hough, Penny Tassoni (2021). Counselling Skills and Theory. 5th Edition. Boost.
4. John Perry (2016). Sport Psychology: A Complete Introduction. John Murray Press

Optional bibliography

1. Mircea Miclea, Gabriela Lemeni - Counselling and guidance. career education guide, Romanian Association of Cognitive Sciences, 2010
2. Alexandra Silvaş - Counselling and guidance, course for students, “Petru Maior” University 2008
3. Mihai JIGĂU coord. – Adult Career Counseling, course notes, Institute of Educational Sciences, Buc., 2003
4. Occupational Standard – Sports Counselor
5. Professional Guidance and Counseling Guide -http://www.cnslr-fratia.ro/media/8385/55112_ghid_final.pdf

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Sports consultant career	Debate, collaborative learning	2	
Managing a Sports Consulting Business	Debate, collaborative learning	2	
The Interrelationship and Networking Between the Sports Consultant and Other Key Professionals. Differences	Debate, collaborative	2	

Between Individual Sports Consulting and Team Sports Consulting	learning		
The Difference Between Sports Consulting and Sports Coaching. Mistakes to Avoid in Sports Consulting.	Debate, collaborative learning	2	
Sports Consulting and Gender Equality in Sports. Sports Consulting and Combating Addictions	Debate, collaborative learning	2	
Sports Consulting in Recreational Activities and Fitness. Sports Consulting in Schools: Promoting Active Behavior and Lifestyle	Debate, collaborative learning	2	
Specific Terms for Sports Consulting and Coaching	Debate, collaborative learning	2	

Bibliography:

1. Bădău D. Sport counselling and coaching, Notes of course for internal use, UNITBV, 2024
2. Paul Mccarthy, Zoe Moffat (2023). Counselling Skills in Applied Sport Psychology, Publishing House Taylor & Francis Ltd.
3. Margaret Hough, Penny Tassoni (2021). Counselling Skills and Theory. 5th Edition. Boost.
4. John Perry (2016). Sport Psychology: A Complete Introduction. John Murray Press

Optional bibliography

1. Mircea Miclea, Gabriela Lemeni - Counselling and guidance. career education guide, Romanian Association of Cognitive Sciences, 2010
2. Alexandra Silvaş - Counselling and guidance, course for students, "Petru Maior" University 2008
3. Mihai JIGĂU coord. – Adult Career Counseling, course notes, Institute of Educational Sciences, Buc., 2003
4. Occupational Standard – Sports Counselor
5. Professional Guidance and Counseling Guide -http://www.cnslr-fratia.ro/media/8385/55112_ghid_final.pdf

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Capitalizing on the theories, methodologies and practices assimilated in solving theoretical-practical educational situations through interdisciplinary approaches. Using a specialized language in communicating with different professional environments, with specialists in the field and related fields. Applying the theories and practices assimilated in the design and development of educational and research projects specific to physical education and sports and interdisciplinary.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Evaluation of theoretical knowledge of the specialty	written examination	50%
10.5 Seminar/ laboratory/ project	Evaluation of practical knowledge of the specialty	project presentation	50%
10.6 Minimal performance standard			
• Developing skills in using concepts and tools specific to the discipline.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025.

Assoc.prof. PhD. Ioan Turcu Dean	Assoc.prof. PhD. Bogdan Marian Oancea Head of Department
Prof.PhD. Dana Badau Course holder	Prof.PhD. Dana Badau Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Injury prevention and human body recovery in performance sports					
2.2 Course convenor			Veronica Mîndrescu					
2.3 Seminar/ laboratory/ project convenor			Veronica Mîndrescu					
2.4 Study year	II	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DS
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**3**	out of which: 3.2 lecture	**1**	3.3 seminar/ laboratory/ project	**2**
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	28

Time allocation	hours
Study of textbooks, course support, bibliography and notes	35
Additional documentation in libraries, specialized electronic platforms, and field research	35
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	35
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	108
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Classroom with video projection system
5.2 for seminar/ laboratory/ project development	Classroom with video projection system

6. Specific competences and learning outcomes

Professional competences	CP4. Prepares the content of the lesson Learning outcomes (LO) 4.1. Knowledge LO4.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO4.1.2. The student/graduate designs and plans the content of physical education and sports activities at individual and group levels. LO4.1.3. The student/graduate manages human, temporal and material resources in physical education and sports. 4.2. Skills LO4.2.1. The student/graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. LO4.2.2. The student/graduate knows the stages and operations of didactic design and planning. R.Î.4.2.3. The student / graduate applies elements of organizational and educational management. c.3. Responsibility and autonomy R.Î.4.3.1. The student / graduate responds to the motor needs of the subjects through appropriate content. R.Î.4.3.2. The student / graduate prepares documents for planning specific activities. R.Î.4.3.3. The student / graduate carries out projects and programs in the field of physical education and sports. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge R.Î.11.1. The student / graduate knows at an advanced level the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. R.Î.11.1.2. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different population categories. R.Î.11.1.3. The student / graduate defines the general notions of the field so that they can be used in a formative and performative context. 11.2. Skills R.Î.11.2.1. The student / graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. R.Î.11.2.2. The student / graduate identifies and uses efficient actuation systems. R.Î.11.2.3. The student / graduate customizes teaching / intervention and evaluation methods. R.Î.11.2.4. The student / graduate uses the fundamental notions of human motor skills in various contexts. 11.3. Responsibility and autonomy R.Î.11.3.1. The student / graduate responds to the motor needs of the subjects through appropriate content. R.Î.11.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. R.Î.11.3.3. The student / graduate organizes the groups of subjects in accordance with the bio-psycho-motor and social particularities. R.Î.11.3.4. The student / graduate identifies and exemplifies motor acts and actions. R.Î.11.3.5. The student / graduate communicates effectively and uses specific terminology.

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.1. The student/graduate identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life. LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.2. The student/graduate adapts teaching methods, demonstrating flexibility and the ability to respond effectively in unpredictable situations 1.3. Responsibility and autonomy LO1.3.2. The student / graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. R.Î.1.3.3. The student / graduate constantly participates in continuing professional training programs, with the aim of insertion and adaptability to the requirements of the labor market. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (RO) 2.1. Knowledge R.Î.2.1.1. The student / graduate understands group dynamics and individual roles in the efficient functioning of the team. R.Î.2.1.2. The student / graduate knows the techniques of leadership, motivation and effective delegation of responsibilities. 2.2. Skills R.Î.2.2.2. The student / graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student / graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Acquisition of theoretical and practical knowledge regarding injury prevention and sport performance recovery
7.2 Specific objectives	• Advanced knowledge about sport performance recovery according to various sport discipline

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Post-traumatic recovery in sports - conceptual delimitation. Physical exercise - basic means in post-traumatic recovery.	Lecture	2	
Classification of sports injuries: soft tissue injuries, joint injuries, bone injuries.	Lecture	2	
Methodology for adapting physical exercises to recover from soft tissue injuries (contusions, wounds, muscle cramps, muscle contractures, etc.).	Lecture	2	
Methodology for adapting physical exercises for the recovery of soft tissue trauma (muscle injuries, myositis, myoenthesitis, enthesitis, tendonitis, tenosynovitis, plantar aponeurosis, aponeurosis ruptures, tendon rupture, low back pain due to exertion, medial epicondylitis of the humerus).	Lecture	2	
Methodology for adapting physical exercises for the	Lecture	2	

recovery of joint trauma (luxation, sprain, bursitis, hydrarthrosis, knee meniscus injuries, articular bodies, cysts, epiphyseal osteoporosis, arthrosis).			
Methodology for adapting physical exercises for the recovery of joint trauma (apophysitis, periostitis, stress fracture).	Lecture	2	
The role of healthy nutrition in performance sports	Lecture	2	

Bibliography

1. American College of Sports Medicine Position Stand. Exercise and physical activity for older adults. Med Sci Sports Exerc 30(6): 992-1008.
2. Blair, S. N., et al. (2022). "How much physical activity is good for health?" Annual Rev Public Health 13: 99-126
3. Hagiu Bogdan-Alexandru. Physiology, UAIC Publishing House, 2020.
4. Drosescu Paula. Medical control in motor activities, PIM Publishing House, Iași, 2016.
5. Mîndrescu V., Injury prevention and human body recovery in performance sports, Course notes for internal use, 2024

Optional Bibliography

1. American College of Sports Medicine. ACSM's Guidelines for exercise testing and prescription, 6th ed. Philadelphia. 6th ed. Philadelphia, Lippincott (2000). Williams & Wilkins.
2. Drosescu Paula. Hygiene, Medical control in EFS, Tehnopress Publishing House 2005

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Training, effort, fatigue and overtraining in performance	Debate	4	
The structure of recovery/restoration of effort capacity depending on environmental conditions and body demands.	Debate	4	
Body recovery after endurance training and sports competitions.	Debate	4	
Physical exercises - natural methods of restoring the body.	Debate	4	
The beneficial effects of acupuncture, acupressure and cryotherapy on the body.	Debate	4	
The psychological recovery technique "Charging", autosuggestion and autogenic training - Schultz's method.	Debate	4	
Recovery and the role of healthy eating in performance sports	Debate	4	

Bibliography

1. American College of Sports Medicine Position Stand. Exercise and physical activity for older adults. Med Sci Sports Exerc 30(6): 992-1008.
2. Blair, S. N., et al. (2022). "How much physical activity is good for health?" Annual Rev Public Health 13: 99-126
3. Hagiu Bogdan-Alexandru. Physiology, UAIC Publishing House, 2020.
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2. Drosescu Paula. Hygiene, Medical control in EFS, Tehnopress Publishing House 2005

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Correlation of contents with those of the National Coaching School and the requirements of sports clubs and associations.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Verification of specialized knowledge	Written examination	50%
10.5 Seminar/ laboratory/ project	Practical application of theoretical knowledge	Project presentation	50%
10.6 Minimal performance standard			
• Development of a recovery plan for common injuries (sprains, dislocations, muscle strains, injuries, etc.)			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Associate Prof.PhD. Turcu Ioan Dean	Assoc. Prof. PhD. Oancea Bogdan Marian Head of Department
Professor PhD. Veronica Mindrescu Course holder	Professor PhD. Veronica Mindrescu Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Sports training for people with special needs					
2.2 Course convenor			Veronica Mîndrescu					
2.3 Seminar/ laboratory/ project convenor			Veronica Mîndrescu					
2.4 Study year	II	2.5 Semester	II	2.6 Evaluation type	C	2.7 Course status	Content[3)]	DS
							Attendance type[4)]	DO

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**2**	out of which: 3.2 lecture	**1**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	40
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	39
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	122
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• video and audio projection system classroom
5.2 for seminar/ laboratory/ project development	• video and audio projection system classroom

6. Specific competences and learning outcomes

Professional competences	CP4. Prepares the content of the lesson Learning outcomes (LO) 4.1. Knowledge LO4.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO4.1.2. The student/graduate designs and plans the content of physical education and sports activities at individual and group levels. LO4.1.3. The student/graduate manages human, temporal and material resources in physical education and sports. 4.2. Skills LO4.2.1. The student/graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. LO4.2.2. The student/graduate knows the stages and operations of didactic design and planning. R.Î.4.2.3. The student / graduate applies elements of organizational and educational management. c.3. Responsibility and autonomy R.Î.4.3.1. The student / graduate responds to the motor needs of the subjects through appropriate content. R.Î.4.3.2. The student / graduate prepares documents for planning specific activities. R.Î.4.3.3. The student / graduate carries out projects and programs in the field of physical education and sports. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge R.Î.11.1. The student / graduate knows at an advanced level the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. R.Î.11.1.2. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different population categories. R.Î.11.1.3. The student / graduate defines the general notions of the field so that they can be used in a formative and performative context. 11.2. Skills R.Î.11.2.1. The student / graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. R.Î.11.2.2. The student / graduate identifies and uses efficient actuation systems. R.Î.11.2.3. The student / graduate customizes teaching / intervention and evaluation methods. R.Î.11.2.4. The student / graduate uses the fundamental notions of human motor skills in various contexts. 11.3. Responsibility and autonomy R.Î.11.3.1. The student / graduate responds to the motor needs of the subjects through appropriate content. R.Î.11.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. R.Î.11.3.3. The student / graduate organizes the groups of subjects in accordance with the bio-psycho-motor and social particularities. R.Î.11.3.4. The student / graduate identifies and exemplifies motor acts and actions. R.Î.11.3.5. The student / graduate communicates effectively and uses specific terminology.

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.1. The student/graduate identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life. LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.2. The student/graduate adapts teaching methods, demonstrating flexibility and the ability to respond effectively in unpredictable situations 1.3. Responsibility and autonomy LO1.3.2. The student / graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. R.Î.1.3.3. The student / graduate constantly participates in continuing professional training programs, with the aim of insertion and adaptability to the requirements of the labor market. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (RO) 2.1. Knowledge R.Î.2.1.1. The student / graduate understands group dynamics and individual roles in the efficient functioning of the team. R.Î.2.1.2. The student / graduate knows the techniques of leadership, motivation and effective delegation of responsibilities. 2.2. Skills R.Î.2.2.2. The student / graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student / graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Acquiring solid knowledge about adapted sports
7.2 Specific objectives	• Transferring acquired knowledge about adapted sports into practice

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Disability, handicap and special requirements	lecture	2	
Official regulations on adapted sports	lecture	2	
Sport equipment specific to adapted sports	lecture	4	
Paralympic Games	lecture	2	
Methods and means of approaching sports training specific to adapted sports	lecture	4	
Bibliography: 1. Mîndrescu V., Sports training for people with special needs. Course notes. Internal use. UNITBV. 2024 2. Lima E., Adapted Physical Education, Our Knowleage Publishing, UK, 2023 Optional bibliography: 1. Winnick J., Porreta D., Adapted Physical Education and Sport, 7th Edition, Human Kinetics, 2023			

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Disability, handicap and special requirements	Debate	2	
Official regulations on adapted sports	Debate	2	

Sport equipment specific to adapted sports	Debate	4	
Paralympic Games	Debate	2	
Methods and means of approaching sports training specific to adapted sports	Debate	4	

Bibliography:
1. Mîndrescu V., Sports training for people with special needs. Course notes. Internal use. UNITBV. 2024
2. Lima E., Adapted Physical Education, Our Knowleage Publishing, UK, 2023

Optional bibliography:
1. Winnick J., Porreta D., Adapted Physical Education and Sport, 7th Edition, Human Kinetics, 2023

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Correlation of the course content with the specific requirements of the Romanian Paralympic Committee

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Evaluation of theoretical knowledge of the specialty	written examination	50%
10.5 Seminar/ laboratory/ project	Applying theoretical knowledge in practice	project presentation	50%
10.6 Minimal performance standard			
• Knowledge of the characteristics of equipment specific to adapted sports			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025.

Assoc.prof. PhD. Ioan Turcu Dean	Assoc.prof. PhD. Bogdan Marian Oancea Head of Department
Prof.PhD. Veronica Mîndrescu Course holder	Prof.PhD. Veronica Mîndrescu Holder of seminar/ laboratory/ projec

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Sports traumatology and first aid measures					
2.2 Course convenor			Alina Martoma					
2.3 Seminar/ laboratory/ project convenor			Alina Martoma					
2.4 Study year	II	2.5 Semester	II	2.6 Evaluation type	C	2.7 Course status	Content[3)]	DS
							Attendance type[4)]	DO

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**2**	out of which: 3.2 lecture	**1**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	40
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	39
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	122
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Classroom with video projection system
5.2 for seminar/ laboratory/ project development	• Classroom with video projection system

6. Specific competences and learning outcomes

Professional competences	CP4. Prepares the content of the lesson Learning outcomes (LO) 4.1. Knowledge LO4.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO4.1.2. The student/graduate designs and plans the content of physical education and sports activities at individual and group levels. LO4.1.3. The student/graduate manages human, temporal and material resources in physical education and sports. 4.2. Skills LO4.2.1. The student/graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. LO4.2.2. The student/graduate knows the stages and operations of didactic design and planning. R.Î.4.2.3. The student / graduate applies elements of organizational and educational management. c.3. Responsibility and autonomy R.Î.4.3.1. The student / graduate responds to the motor needs of the subjects through appropriate content. R.Î.4.3.2. The student / graduate prepares documents for planning specific activities. R.Î.4.3.3. The student / graduate carries out projects and programs in the field of physical education and sports. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge R.Î.11.1. The student / graduate knows at an advanced level the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. R.Î.11.1.2. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different population categories. R.Î.11.1.3. The student / graduate defines the general notions of the field so that they can be used in a formative and performative context. 11.2. Skills R.Î.11.2.1. The student / graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. R.Î.11.2.2. The student / graduate identifies and uses efficient actuation systems. R.Î.11.2.3. The student / graduate customizes teaching / intervention and evaluation methods. R.Î.11.2.4. The student / graduate uses the fundamental notions of human motor skills in various contexts. 11.3. Responsibility and autonomy R.Î.11.3.1. The student / graduate responds to the motor needs of the subjects through appropriate content. R.Î.11.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. R.Î.11.3.3. The student / graduate organizes the groups of subjects in accordance with the bio-psycho-motor and social particularities. R.Î.11.3.4. The student / graduate identifies and exemplifies motor acts and actions. R.Î.11.3.5. The student / graduate communicates effectively and uses specific terminology.

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.1. The student/graduate identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life. LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.2. The student/graduate adapts teaching methods, demonstrating flexibility and the ability to respond effectively in unpredictable situations 1.3. Responsibility and autonomy LO1.3.2. The student / graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. R.Î.1.3.3. The student / graduate constantly participates in continuing professional training programs, with the aim of insertion and adaptability to the requirements of the labor market. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (RO) 2.1. Knowledge R.Î.2.1.1. The student / graduate understands group dynamics and individual roles in the efficient functioning of the team. R.Î.2.1.2. The student / graduate knows the techniques of leadership, motivation and effective delegation of responsibilities. 2.2. Skills R.Î.2.2.2. The student / graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student / graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• To know the main sports traumatologies, recovery programs, physiotherapy.
7.2 Specific objectives	• Ability to use and apply modern means and programs physical therapy recovery

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Rational nutrition for athletes. Individual hygiene for athletes	Lecture	2	
Trauma (contusions, wounds, sprains, dislocations, fractures).		2	
Cardiac arrest, respiratory and cardio-respiratory arrest		2	
Traumatical pathologies of the shoulder		2	
Traumatical pathologies of the upper limb		2	
Traumatical pathologies of the lower limb		2	
Low back pain syndrom		2	

Bibliography

1. Badiu C, Băicuș C., (2019), Oxford Handbook of Clinical Medicine, Prior Publishing House, Bucharest;
2. Drăgan C, Pădure L., (2024), Methodology and Techniques of Physiotherapy, National Publishing House, Bucharest;
3. Iancu C, Armean P, Armean M., (2024), First Aid Measures and Nursing Interventions in Medical-

Surgical Emergencies, Carol Davilla University Publishing House, Bucharest;
4. Martoma A., Sports traumatology and first aid measures, Course notes for internal use, 2024
5. Olteanu M.I. (2024), Measurement and Evaluation in Physiotherapy", Transilvania University Publishing House of Brașov, Brașov;
6. Olteanu M.I., (2020), General Semiology – From Theory to Practice, Transilvania University Publishing House, Brașov;
7. Olteanu M.I., Martoma A.,(2021), Physiotherapy Tests – Volume 1, Transilvania University of Brasov Publishing House, Brasov;
8. Ozana-Tache G, Beuran M., (2017), Physical Medicine and Medical Recovery Guide, Scripta Publishing House, Bucharest.

Optional Bibliography
1. Crețu, A. – ABC of Medical First Aid – Didactica si Pedagogica Publishing House, R.A. – Bucharest, 2000;
2. Cioroiu, S. G. – Sportsman's Education – Food Hygiene, First Aid Measures, Transilvania University of Brasov Publishing House, 2009;
3. Moțeț D., (2009), Physiotherapy Encyclopedia,, Volume 2, Semne Publishing House, Bucharest.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Food plan for athletes. Hygiene measures	Debate Conversation	2	
First aid and measures in case of sprains, dislocations, fractures		2	
Signs, symptoms and first aid measures in case of cardiac, respiratory and cardio-respiratory arrest		2	
Exercices for the upper limb		2	
Exercices for the lower limb		2	
Shoulder exercices		2	
Exercices for the lumbar spine (Williams program)		2	

Bibliography
1. Badiu C, Băicuș C., (2019), Oxford Handbook of Clinical Medicine, Prior Publishing House, Bucharest;
2. Drăgan C, Pădure L., (2024), Methodology and Techniques of Physiotherapy, National Publishing House, Bucharest;
3. Iancu C, Armean P, Armean M., (2024), First Aid Measures and Nursing Interventions in Medical-Surgical Emergencies, Carol Davilla University Publishing House, Bucharest;
4. Martoma A., Sports traumatology and first aid measures, Course notes for internal use, 2024
5. Olteanu M.I. (2024), Measurement and Evaluation in Physiotherapy", Transilvania University Publishing House of Brașov, Brașov;
6. Olteanu M.I., (2020), General Semiology – From Theory to Practice, Transilvania University Publishing House, Brașov;
7. Olteanu M.I., Martoma A.,(2021), Physiotherapy Tests – Volume 1, Transilvania University of Brasov Publishing House, Brasov;
8. Ozana-Tache G, Beuran M., (2017), Physical Medicine and Medical Recovery Guide, Scripta Publishing House, Bucharest.

Optional Bibliography
1. Crețu, A. – ABC of Medical First Aid – Didactica si Pedagogica Publishing House, R.A. – Bucharest, 2000;
2. Cioroiu, S. G. – Sportsman's Education – Food Hygiene, First Aid Measures, Transilvania University of Brasov Publishing House, 2009;
3. Moțeț D., (2009), Physiotherapy Encyclopedia,, Volume 2, Semne Publishing House, Bucharest.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Awareness of the need for continuous professional training throughout life through the use of effective

methods and techniques for students' learning in relation to social requirements in order to integrate them into the labor market.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Correct explanation of the concepts and notions specific to sports traumatology and first aid	Written exam	80 %
10.5 Seminar/ laboratory/ project	Correct explanation of the conceptual aspects of sports trauma and first aid	Check along the way	20 %
10.6 Minimal performance standard			
• Knowledge and appropriate use of first aid and sports trauma concepts.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025.

Assoc.prof.PhD. Ioan TURCU Dean	Assoc.prof.PhD. Bogdan-Marian OANCEA Head of Department
Lecturer PhD. Alina Martoma Course holder	Lecturer PhD. Petronela URSU Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Sports group psychology					
2.2 Course convenor			Tohănean Dragoș Ioan					
2.3 Seminar/ laboratory/ project convenor			Tohănean Dragoș Ioan					
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	C	2.7 Course status	Content[3)]	DI
							Attendance type[4)]	DS

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**3**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	35
Additional documentation in libraries, specialized electronic platforms, and field research	35
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	35
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	108
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• lecture room with projection system
5.2 for seminar/ laboratory/ project development	• lecture room with projection system

6. Specific competences and learning outcomes

Professional competences	CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge LO9.1.1. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. LO9.1.2. The student/graduate manages human, temporal and material resources in physical education and sports. LO9.1.3. The student/graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills LO9.2.1. The student/graduate adapts teaching methods, demonstrating flexibility and the ability to respond effectively in unpredictable situations. LO9.2.2. The student/graduate applies elements of organizational and educational management. LO9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy R.Î.9.3.1. The student / graduate coordinates training activities, making informed decisions and assuming responsibility for their safety and success. R.Î.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. R.Î.9.3.3. The student / graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

Transversal competences	CT3. Moderates discussions, negotiates compromises, resolves conflicts, shows empathy and has an open mind Learning outcomes (LO) 3.1. Knowledge LO3.1.1. The student/graduate identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life. LO3.1.2. The student/graduate understands the techniques of negotiation, mediation and constructive conflict management. LO3.1.3. The student/graduate knows the principles of assertive and effective communication in various contexts. 3.2. Skills LO3.2.1. The student/graduate develops and adapts physical activities, regardless of the level of abilities of the practitioner, promoting inclusion and equal opportunities. LO3.2.2. The student/graduate negotiates fair solutions by identifying common ground and accepting beneficial compromises for all parties involved. R.Î.3.2.3. The student/graduate moderates discussions in a balanced manner, ensuring active participation and mutual respect between participants. 3.3. Responsibility and autonomy R.Î.3.3.1. The student/graduate demonstrates initiative and responsibility in planning and implementing training and educational activities, contributing to creating a safe, motivating and inclusive environment. R.Î.3.3.2. The student/graduate demonstrates autonomy in initiating mediation and conflict resolution processes, without avoiding necessary confrontations. R.Î.3.3.3. The student/graduate constantly promotes respect for diversity, demonstrating an empathetic and open attitude towards different ideas, values and opinions. CT6. Respects the diversity of cultural values and norms Learning outcomes (LO) 6.1. Knowledge LO6.1.1. The student/graduate knows the fundamental concepts regarding cultural diversity, values, traditions and social norms specific to different communities. LO6.1.2. The student/graduate understands the importance of mutual respect, tolerance and inclusion in a multicultural society. 6.2. Skills LO6.2.1. The student/graduate recognizes and values cultural differences in behaviors, perspectives and social or professional practices. LO6.2.2. The student/graduate communicates effectively and openly with people from diverse cultural backgrounds, adapting their attitude and language to facilitate mutual understanding. 6.3. Responsibility and autonomy LO6.3.1. The student/graduate assumes the responsibility to promote a climate of respect and acceptance of cultural diversity in any social or professional context. R.Î.6.3.2. The student/graduate demonstrates autonomy in adopting ethical and inclusive behaviors, regardless of the cultural environment in which they operate.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Training skills to manage psychological factors that influence interpersonal relationships, motivation and resilience within sports groups
7.2 Specific objectives	• Analysis of group dynamics and individual roles in sports teams; • Applying the concepts of leadership and motivation in a sports context; • Developing strategies for managing stress and conflict in sports teams.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
The group in social psychology	Lecture	4	
Sports group dynamics	Lecture	4	
The sports group and its management	Lecture	4	
Communication in sports teams	Lecture	4	
Sports team motivation and cohesion	Lecture	4	
Stress and conflict management in sports team	Lecture	4	
Ethical and cultural aspects in sports group psychology	Lecture	4	

Required bibliography

1. Brown R., Pehrson S. - Group processes: dynamics within and between groups. Third edition. Wiley, Hoboken, NJ, 2020;
2. Den Hartigh, R. J. R., Meerhoff, L. R. A., Van Yperen, N. W., et al. - Resilience in sports: A multidisciplinary, dynamic, and personalized perspective. International Review of Sport and Exercise Psychology, 17(1), 2024, p. 564–586;
3. Hardy L. - Understanding psychological preparation for sport. John Wiley & Sons, Chichester, 2018;
4. Levi D. - Group Dynamics for Teams. SAGE Publications, Thousand Oaks, 2016;
5. Mach, M., Ferreira, A.I., Abrantes, A.C.M. - Transformational leadership and team performance in sports teams: A conditional indirect model. Applied Psychology, 71(2), 2022, p. 662–694;
6. Parks C.D., Tasca G.A. - The Psychology of Groups: The Intersection of Social Psychology and Psychotherapy Research, American Psychological Association Washington, D.C., 2021;
7. Shoxrux S. - Studying sports psychology. American Journal Of Social Sciences And Humanity Research, 3(12), 2023, p. 176–188;
8. Singh R. - Sports psychology. K.K. Publications, New Delhi, 2022;
9. Tenenbaum G., Eklund R.C. - Handbook of sport psychology. Fourth edition, Wiley, Hoboken, NJ, 2020;
10. Tohănean D., Sports group psychology, Course notes for internal use, 2024
11. Weinberg R.S., Gould D. - Foundations of Sport and Exercise Psychology, Eighth Edition. Human Kinetics, Champaign, IL, 2023.

Optional bibliography

1. Beauchamp M.R., Eys M. - Group Dynamics in Exercise and Sport Psychology, 2nd Edition Routledge, London, 2014;
2. Holt N.L., McDonough M.H. - Positive Youth Development through Sport. 3rd Edition, Routledge, London 2014;
3. Moran A. - Sport and Exercise Psychology. A Critical Introduction, 2nd Edition. Routledge, London, 2012;
4. Taylor J., Wilson G.S. – Applying Sport Psychology: Four Perspectives, Human Kinetics, Champaign, IL, 2005.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Group processes and phenomena: social facilitation, social laziness, deindividuation	team work	2	
Stereotypes, prejudice, discrimination in sport	individual work	2	
Leadership styles and influence on sports teams	team work	2	
Effective communication in sport	analyse case studies	2	
The psychology of cohesion in multicultural teams	team work	2	
Conflict management in sports teams	team work	2	
Analysis of roles in the sports team	team work	2	

Required bibliography

1. Brown R., Pehrson S. - Group processes: dynamics within and between groups. Third edition. Wiley, Hoboken, NJ, 2020;
2. Den Hartigh, R. J. R., Meerhoff, L. R. A., Van Yperen, N. W., et al. - Resilience in sports: A

multidisciplinary, dynamic, and personalized perspective. International Review of Sport and Exercise Psychology, 17(1), 2024, p. 564–586;
3. Hardy L. - Understanding psychological preparation for sport. John Wiley & Sons, Chichester, 2018;
4. Levi D. - Group Dynamics for Teams. SAGE Publications, Thousand Oaks, 2016;
5. Mach, M., Ferreira, A.I., Abrantes, A.C.M. - Transformational leadership and team performance in sports teams: A conditional indirect model. Applied Psychology, 71(2), 2022, p. 662–694;
6. Parks C.D., Tasca G.A. - The Psychology of Groups: The Intersection of Social Psychology and Psychotherapy Research, American Psychological Association Washington, D.C., 2021;
7. Shoxrux S. - Studying sports psychology. American Journal Of Social Sciences And Humanity Research, 3(12), 2023, p. 176–188;
8. Singh R. - Sports psychology. K.K. Publications, New Delhi, 2022;
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10. Tohănean D., Sports group psychology, Course notes for internal use, 2024
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2. Holt N.L., McDonough M.H. - Positive Youth Development through Sport. 3rd Edition, Routledge, London 2014;
3. Moran A. - Sport and Exercise Psychology. A Critical Introduction, 2nd Edition. Routledge, London, 2012;
4. Taylor J., Wilson G.S. – Applying Sport Psychology: Four Perspectives, Human Kinetics, Champaign, IL, 2005.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Valorization of assimilated theories, methodologies and practices in solving theoretical-practical educational situations through interdisciplinary approaches. The use of a specialized language in communication with different professional environments, with specialists in the field and related fields. The application of assimilated theories and practices in the design and development of educational and research projects specific to physical education and sports and interdisciplinary

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course		written examination	30%
10.5 Seminar/ laboratory/ project	Project evaluation	oral presentation	70%
10.6 Minimal performance standard			
• Ability to Analyze Group Dynamics and Implement Psychological Strategies in Sports Setting.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025.

Assoc. prof. PhD. Ioan TUR Dean	Assoc. prof. PhD. Bogdan Oar Head of Department
Assoc. prof. PhD. Dragoș Ioan TOHĂNEAN Course holder	Assoc. prof. PhD. Dragoș Ioan TOHĂNEAN Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Communication techniques in sports performance					
2.2 Course convenor			Tohănean Dragoș Ioan					
2.3 Seminar/ laboratory/ project convenor			Tohănean Dragoș Ioan					
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	C	2.7 Course status	Content[3)]	DI
							Attendance type[4)]	DS

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**3**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	35
Additional documentation in libraries, specialized electronic platforms, and field research	35
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	35
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	108
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• lecture room with projection system
5.2 for seminar/ laboratory/ project development	• lecture room with projection system

6. Specific competences and learning outcomes

Professional competences	CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge LO9.1.1. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. LO9.1.2. The student/graduate manages human, temporal and material resources in physical education and sports. LO9.1.3. The student/graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills LO9.2.1. The student/graduate adapts teaching methods, demonstrating flexibility and the ability to respond effectively in unpredictable situations. LO9.2.2. The student/graduate applies elements of organizational and educational management. LO9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy R.Î.9.3.1. The student / graduate coordinates training activities, making informed decisions and assuming responsibility for their safety and success. R.Î.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. R.Î.9.3.3. The student / graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

Transversal competences	CT3. Moderates discussions, negotiates compromises, resolves conflicts, shows empathy and has an open mind Learning outcomes (LO) 3.1. Knowledge LO3.1.1. The student/graduate identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life. LO3.1.2. The student/graduate understands the techniques of negotiation, mediation and constructive conflict management. LO3.1.3. The student/graduate knows the principles of assertive and effective communication in various contexts. 3.2. Skills LO3.2.1. The student/graduate develops and adapts physical activities, regardless of the level of abilities of the practitioner, promoting inclusion and equal opportunities. LO3.2.2. The student/graduate negotiates fair solutions by identifying common ground and accepting beneficial compromises for all parties involved. R.Î.3.2.3. The student/graduate moderates discussions in a balanced manner, ensuring active participation and mutual respect between participants. 3.3. Responsibility and autonomy R.Î.3.3.1. The student/graduate demonstrates initiative and responsibility in planning and implementing training and educational activities, contributing to creating a safe, motivating and inclusive environment. R.Î.3.3.2. The student/graduate demonstrates autonomy in initiating mediation and conflict resolution processes, without avoiding necessary confrontations. R.Î.3.3.3. The student/graduate constantly promotes respect for diversity, demonstrating an empathetic and open attitude towards different ideas, values and opinions. CT6. Respects the diversity of cultural values and norms Learning outcomes (LO) 6.1. Knowledge LO6.1.1. The student/graduate knows the fundamental concepts regarding cultural diversity, values, traditions and social norms specific to different communities. LO6.1.2. The student/graduate understands the importance of mutual respect, tolerance and inclusion in a multicultural society. 6.2. Skills LO6.2.1. The student/graduate recognizes and values cultural differences in behaviors, perspectives and social or professional practices. LO6.2.2. The student/graduate communicates effectively and openly with people from diverse cultural backgrounds, adapting their attitude and language to facilitate mutual understanding. 6.3. Responsibility and autonomy LO6.3.1. The student/graduate assumes the responsibility to promote a climate of respect and acceptance of cultural diversity in any social or professional context. R.Î.6.3.2. The student/graduate demonstrates autonomy in adopting ethical and inclusive behaviors, regardless of the cultural environment in which they operate.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Training skills to manage psychological factors that influence interpersonal relationships, motivation and resilience within sports groups
7.2 Specific objectives	• Mastering and applying interpersonal communication techniques in sports • Applying conflict management techniques and constructive feedback

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Communication and information theory	Lecture	4	
Psychology of communication in the sports environment	Lecture	4	
Verbal and nonverbal communication in sports	Lecture	4	
Conflict management in sports	Lecture	4	
Constructive feedback in sports	Lecture	4	
Communication under competitive pressure	Lecture	4	
Intercultural communication in sports	Lecture	4	

Required bibliography

1. Brown R., Pehrson S. - Group processes: dynamics within and between groups. Third edition. Wiley, Hoboken, NJ, 2020;
2. Özsaydı Ş., Uslu Ö.S., Kaplan K., Gorucu A. Communication and Its Importance in Sports. Turk J Sport Exe. December 2024, 26(3):451-459. doi:10.15314/tsed.1515603
3. Shoxrux S. - Studying sports psychology. American Journal Of Social Sciences And Humanity Research, 3(12), 2023, p. 176–188;
4. Singh R. - Sports psychology. K.K. Publications, New Delhi, 2022;
5. Tenenbaum G., Eklund R.C. - Handbook of sport psychology. Fourth edition, Wiley, Hoboken, NJ, 2020;
6. Tohanean D.I. - Communication techniques in sports performance. Course notes. 2024;
7. Watson, J., Hilliard, R., Way, W. - Counseling and Communication Skills in Sport and Performance Psychology. Oxford Research Encyclopedia of Psychology, 2017;
8. Weinberg R.S., Gould D. - Foundations of Sport and Exercise Psychology, Eighth Edition. Human Kinetics, Champaign, IL, 2023.

Optional bibliography

1. Beauchamp M.R., Eys M. - Group Dynamics in Exercise and Sport Psychology, 2nd Edition Routledge, London, 2014;
2. Billings A.C., Butterworth M.L. - Communication and Sport: Surveying the Field. Sage Publications, LA, 2018;
3. Holt N.L., McDonough M.H. - Positive Youth Development through Sport. 3rd Edition, Routledge, London 2014.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Types of communication in sports	team work	2	
Development of nonverbal communication	individual work	2	
Conflict management	team work	2	
Analysis of communication styles of successful coaches	analyse case studies	2	
Constructive feedback in team dynamics	team work	2	
Intercultural communication in sports	team work	2	
Ethics and professionalism in sports communication	team work	2	

Required bibliography

1. Brown R., Pehrson S. - Group processes: dynamics within and between groups. Third edition. Wiley, Hoboken, NJ, 2020;
2. Özsaydı Ş., Uslu Ö.S., Kaplan K., Gorucu A. Communication and Its Importance in Sports. Turk J Sport Exe. December 2024, 26(3):451-459. doi:10.15314/tsed.1515603
3. Shoxrux S. - Studying sports psychology. American Journal Of Social Sciences And Humanity Research, 3(12), 2023, p. 176–188;
4. Singh R. - Sports psychology. K.K. Publications, New Delhi, 2022;
5. Tenenbaum G., Eklund R.C. - Handbook of sport psychology. Fourth edition, Wiley, Hoboken, NJ, 2020;
6. Tohanean D.I. - Communication techniques in sports performance. Course notes. 2024;
7. Watson, J., Hilliard, R., Way, W. - Counseling and Communication Skills in Sport and Performance

Psychology. Oxford Research Encyclopedia of Psychology, 2017;
8. Weinberg R.S., Gould D. - Foundations of Sport and Exercise Psychology, Eighth Edition. Human Kinetics, Champaign, IL, 2023.

Optional bibliography
1. Beauchamp M.R., Eys M. - Group Dynamics in Exercise and Sport Psychology, 2nd Edition Routledge, London, 2014;
2. Billings A.C., Butterworth M.L. - Communication and Sport: Surveying the Field. Sage Publications, LA, 2018;
3. Holt N.L., McDonough M.H. - Positive Youth Development through Sport. 3rd Edition, Routledge, London 2014.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Valorization of assimilated theories, methodologies and practices in solving theoretical-practical educational situations through interdisciplinary approaches. The use of a specialized language in communication with different professional environments, with specialists in the field and related fields. The application of assimilated theories and practices in the design and development of educational and research projects specific to physical education and sports and interdisciplinary

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course		written examination	30%
10.5 Seminar/ laboratory/ project	Project evaluation	oral presentation	70%
10.6 Minimal performance standard			
• Ability to implement effective communication strategies that support team cohesion, promote a positive climate, and optimize individual and collective performance.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025.

Assoc. prof. PhD. Ioan TUR Dean	Assoc. prof. PhD. Bogdan Oar Head of Department
Assoc. prof. PhD. Dragoș Ioan TOHĂNEAN Course holder	Assoc. prof. PhD. Dragoș Ioan TOHĂNEAN Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Specialized practice in team sports training structures					
2.2 Course convenor			Bogdan Oancea					
2.3 Seminar/ laboratory/ project convenor			Bogdan Oancea					
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	C	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**6**	out of which: 3.2 lecture	**0**	3.3 seminar/ laboratory/ project	**6**
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	0	3.6 seminar/ laboratory/ project	84

Time allocation	hours
Study of textbooks, course support, bibliography and notes	
Additional documentation in libraries, specialized electronic platforms, and field research	
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	66
Tutorial	
Examinations	
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	•
5.2 for seminar/ laboratory/ project development	• Existence of partnership protocols regarding student internships

6. Specific competences and learning outcomes

Professional competences	CP1 Manages resources used for educational purposes Learning outcomes (LO) 1.1. Knowledge LO1.1.1. The student/graduate manages human, temporal and material resources in physical education and sports. 1.2. Skills LO1.2.1. The student/graduate identifies and uses efficient action systems. LO1.2.2. The student/graduate applies elements of organizational and educational management. LO1.2.3. The student/graduate applies physical, psychopedagogical and psychological methods and means. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate optimally uses sports materials and facilities. LO1.3.3. The student / graduate demonstrates initiative and responsibility in planning and implementing training and educational activities, contributing to the creation of a safe, motivating and inclusive environment. CP2 Uses pedagogical strategies for creativity Learning outcomes (LO) 2.1. Knowledge LO2.1.1. The student / graduate explains theoretical and practical acquisitions creatively, by adapting and customizing interventions. LO2.1.2. The student / graduate defines the general notions of the field so that they can be used in a training and performance context. 2.2. Skills LO2.2.1. The student / graduate uses the fundamental notions of human motor skills in various contexts. 2.3. Responsibility and autonomy LO2.3.1. The student / graduate initiates measures to improve the efficiency of activities. LO2.3.3. The student/graduate adapts the teaching style according to the age characteristics, level of training and creative needs of the subjects. CP3. Provides constructive feedback Learning outcomes (LO) 3.1. Knowledge LO3.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and rehabilitation contexts. LO3.1.3. The student/graduate conducts theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 3.2. Skills LO3.2.1. The student/graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. 3.3. Responsibility and autonomy LO3.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. R.Î.3.3.2. The student/graduate assumes responsibility for interventions based on the fundamental notions acquired.

Transversal competenences	CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning Outcomes (LO) 2.1. Knowledge LO2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. LO2.1.2. The student/graduate knows the techniques of leadership, motivation and effective delegation of responsibilities. 2.2. Skills LO2.2.1. The student/graduate coordinates group activities, promoting cohesion and team spirit. LO2.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy LO2.3.1. The student/graduate organizes subject groups in accordance with bio-psycho-motor and social particularities. R.Î.2.3.2. The student/graduate demonstrates initiative in taking on the leadership role when necessary and supports the development of other team members.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• acquiring specialized knowledge
7.2 Specific objectives	• using and applying the acquired knowledge in order to successfully solve the specific requirements of the sports field

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Bibliography			

8.2 Practice	Teaching-learning methods	Number of hours	Remarks
Specialized practice in specific primary selection activities in team sports	Group discussions, discovery learning, case studies, collaborative learning, project-based learning, experiential learning, simulation learning, problem-based learning	10	
Specialized practice for initiation in various team sports disciplines		10	
Specialized practice for consolidating technical elements and procedures in various team sports disciplines		10	
Specialized practice for refine technical elements and procedures in various team sports disciplines		10	
Specialized practice for tactical approach in various team sports disciplines		10	
Specialized practice intended for team sports training factors in various sports disciplines		34	

Bibliography

1. ϖOancea B., Practice notebook. Master's degree – PUSE, UNITBV, 2024
2. Specialty practice sheets, PM, FEFSM, 2024

Optional bibliography:

1. Smith R., Rich K., Participatory Research in Sport and Physical Activity, Taylor & Francis Ltd, Munich, 2024

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Valorisation of learning outcomes with the requirements of professional training of teachers and/or specialized trainers

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course			
10.5 Seminar/ laboratory/ project	Evaluation of practical specialized knowledge	Oral presentation of teaching project	100%
10.6 Minimal performance standard			
• Existence of the Practice Portfolio • Implementation of teaching projects aimed at leading sports training lessons • Practical application of essential knowledge regarding research activity in the sports field			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Associate Prof. PhD. Turcu Ioan Dean	Associate Prof. PhD. Oancea Bogdan Marian Head of Department
	Associate Prof. PhD. Oancea Bogdan Marian Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Specialized practice in individual sports training structures					
2.2 Course convenor			Bogdan Oancea					
2.3 Seminar/ laboratory/ project convenor			Bogdan Oancea					
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	C	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**6**	out of which: 3.2 lecture	**0**	3.3 seminar/ laboratory/ project	**6**
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	0	3.6 seminar/ laboratory/ project	84

Time allocation	hours
Study of textbooks, course support, bibliography and notes	
Additional documentation in libraries, specialized electronic platforms, and field research	
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	66
Tutorial	
Examinations	
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	•
5.2 for seminar/ laboratory/ project development	• Existence of partnership protocols regarding student internships

6. Specific competences and learning outcomes

Pofessional competences	CP1 Manages resources used for educational purposes Learning outcomes (LO) 1.1. Knowledge LO1.1.1. The student/graduate manages human, temporal and material resources in physical education and sports. 1.2. Skills LO1.2.1. The student/graduate identifies and uses efficient action systems. LO1.2.2. The student/graduate applies elements of organizational and educational management. LO1.2.3. The student/graduate applies physical, psychopedagogical and psychological methods and means. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate optimally uses sports materials and facilities. LO1.3.3. The student / graduate demonstrates initiative and responsibility in planning and implementing training and educational activities, contributing to the creation of a safe, motivating and inclusive environment. CP2 Uses pedagogical strategies for creativity Learning outcomes (LO) 2.1. Knowledge LO2.1.1. The student / graduate explains theoretical and practical acquisitions creatively, by adapting and customizing interventions. LO2.1.2. The student / graduate defines the general notions of the field so that they can be used in a training and performance context. 2.2. Skills LO2.2.1. The student / graduate uses the fundamental notions of human motor skills in various contexts. 2.3. Responsibility and autonomy LO2.3.1. The student / graduate initiates measures to improve the efficiency of activities. LO2.3.3. The student/graduate adapts the teaching style according to the age characteristics, level of training and creative needs of the subjects. CP3. Provides constructive feedback Learning outcomes (LO) 3.1. Knowledge LO3.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and rehabilitation contexts. LO3.1.3. The student/graduate conducts theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 3.2. Skills LO3.2.1. The student/graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. 3.3. Responsibility and autonomy LO3.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. R.Î.3.3.2. The student/graduate assumes responsibility for interventions based on the fundamental notions acquired.

Transversal competenences	CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning Outcomes (LO) 2.1. Knowledge LO2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. LO2.1.2. The student/graduate knows the techniques of leadership, motivation and effective delegation of responsibilities. 2.2. Skills LO2.2.1. The student/graduate coordinates group activities, promoting cohesion and team spirit. LO2.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy LO2.3.1. The student/graduate organizes subject groups in accordance with bio-psycho-motor and social particularities. R.Î.2.3.2. The student/graduate demonstrates initiative in taking on the leadership role when necessary and supports the development of other team members.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• acquiring specialized knowledge
7.2 Specific objectives	• using and applying the acquired knowledge in order to successfully solve the specific requirements of the sports field

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Bibliography			

8.2 Practice	Teaching-learning methods	Number of hours	Remarks
Specialized practice in specific primary selection activities in individual sports	Group discussions, discovery learning, case studies, collaborative learning, project-based learning, experiential learning, simulation learning, problem-based learning	10	
Specialized practice for initiation in various individual sports disciplines		10	
Specialized practice for consolidating technical elements and procedures in various individual sports disciplines		10	
Specialized practice for refine technical elements and procedures in various individual sports disciplines		10	
Specialized practice for tactical approach in various individual sports disciplines		10	
Specialized practice intended for individual sports training factors in various sports disciplines		34	

Bibliography

1. ϖOancea B., Practice notebook. Master's degree – PUSE, UNITBV, 2024
2. Specialty practice sheets, PM, FEFSM, 2024

Optional bibliography:

1. Smith R., Rich K., Participatory Research in Sport and Physical Activity, Taylor & Francis Ltd, Munich, 2024

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Valorisation of learning outcomes with the requirements of professional training of teachers and/or specialized trainers

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course			
10.5 Seminar/ laboratory/ project	Evaluation of practical specialized knowledge	Oral presentation of teaching project	100%
10.6 Minimal performance standard			
• Existence of the Practice Portfolio • Implementation of teaching projects aimed at leading sports training lessons • Practical application of essential knowledge regarding research activity in the sports field			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Associate Prof. PhD. Turcu Ioan Dean	Associate Prof. PhD. Oancea Bogdan Marian Head of Department
	Associate Prof. PhD. Oancea Bogdan Marian Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Neuronal motor control and learning					
2.2 Course convenor			Dana Badau					
2.3 Seminar/ laboratory/ project convenor			Dana Badau					
2.4 Study year	II	2.5 Semester	II	2.6 Evaluation type	C	2.7 Course status	Content[3)]	DS
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	3	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	40
Additional documentation in libraries, specialized electronic platforms, and field research	30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	35
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	108
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	●
4.2 competences-related	●

5. Conditions (if applicable)

5.1 for course development	● Classroom with video projection system
5.2 for seminar/ laboratory/ project development	● Classroom with video projection system. ● According to the didactic regulations of the students

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.2. The student / graduate acquires fundamental and applied knowledge necessary for the achievement and dissemination of scientific research results. LO7.1.3. The student / graduate Knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.1. The student / graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. LO7.2.2. The student / graduate identifies and uses efficient actuation systems. LO7.2.3. The student / graduate identifies research themes and topics, specific to the field. 7.3. Responsibility and autonomy R.Î.7.3.1. The student / graduate responds to the motor needs of the subjects through appropriate content. R.Î.7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. R.Î.7.3.3. The student / graduate promotes current scientific approaches in the research activities carried out. R.Î.7.3.4. The student / graduate demonstrates objectivity and scientific rigor in the processing of scientific data, reasoning and specific interventions. CP9. Organizes training activities Learning outcomes (RO) 9.1. Knowledge R.Î.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. R.Î.9.1.2. The student / graduate manages human, temporal and material resources in physical education and sports. R.Î.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills R.Î.9.2.1. The student / graduate adapts teaching methods, demonstrating flexibility and the ability to respond effectively in unpredictable situations. R.Î.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy R.Î.9.3.1. The student / graduate coordinates training activities, making informed decisions and assuming responsibility for their safety and success. R.Î.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports.

Transversal competences	CT5. Expresses himself/herself creatively and uses communication and collaboration software Learning Outcomes (LO) 5.1. Knowledge LO5.1.2. The student/graduate understands how digital technologies can support collaborative work, the exchange of ideas and the development of interactive and innovative projects. 5.2. Skills LO5.2.1. The student/graduate effectively uses communication and collaboration software to facilitate the exchange of information, team coordination and the development of sports and educational projects 5.3. Responsibility and autonomy LO5.3.1. The student/graduate demonstrates autonomy in choosing and creatively combining digital resources and applications to achieve the proposed objectives LO5.3.2. The student/graduate encourages initiative and active participation in teams, promoting a collaborative and innovative work environment, based on mutual respect and free expression

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	● Acquisition of theoretical and practical knowledge regarding control and neuro-motor learning
7.2 Specific objectives	● Learning of basic notions about motor control. ● Learning of the specific notion about neuro-motor learning in sports.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Motor control and learning - conceptual boundaries	Lecture	4	
2. The Motor Control Functions. Motor Control Theories	Lecture	4	
3. Motor Learning Theories	Lecture	4	
4. Stages of Motor Learning. Factors affecting Motor Learning	Lecture	4	
5. Positive and negative transfer of motor learning	Lecture	4	
6. Motor control and learning strategies in sport	Lecture	4	
7. Review	Lecture	4	

Bibliography

1. Badau D - Neuronal motor control and learning,, Course notes for internal use, UNITBV, 2024
2. Iarna A, David A. Winters Biomechanics and Motor Control Of Human Movement. Publishing House Wiley, 2022
3. Richard A. Schmidt, Timothy D. Lee, Carolee J. Winstein, Gabriele Wulf, Howard N. Zelaznik. Motor Control and Learning. Human Kinetics Publishers, 2018
4. Utley A. Motor Control, Learning and Development: Instant Notes, 2nd Edition, Publishing House Routledge, 2018

Optional bibliography:

1. Mark L. Latash, Francis Lestienne. *Motor Control and Learning*, Publishing House Springer-Verlag New York Inc., 2006

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks

Classifying Skills and Abilities.	Debate, discussions, multimedia presentations	4	
Models of Motor Learning Stages Structuring the Learning Experience	Debate, discussions, multimedia presentations	2	
Motor Program and Motor. Coordination in Sports	Debate, discussions, multimedia presentations	4	
Reaction time in sports.	Debate, discussions, multimedia presentations	4	

Bibliography

1. Badau D - Neuronal motor control and learning,, Course notes for internal use, UNITBV, 2024
2. Iarna A, David A. Winters Biomechanics and Motor Control Of Human Movement. Publishing House Wiley, 2022
3. Richard A. Schmidt, Timothy D. Lee, Carolee J. Winstein, Gabriele Wulf, Howard N. Zelaznik. Motor Control and Learning. Human Kinetics Publishers, 2018
4. Utley A. Motor Control, Learning and Development: Instant Notes, 2nd Edition, Publishing House Routledge, 2018

Optional bibliography:

1. Mark L. Latash, Francis Lestienne. *Motor Control and Learning*, Publishing House Springer-Verlag New York Inc., 2006

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Valorization of assimilated theories, methodologies and practices in solving theoretical-practical educational situations through interdisciplinary approaches.
The use of a specialized language in communication with different professional environments, with specialists in the field and related fields.
The application of assimilated theories and practices in the design and development of educational and research projects specific to physical education and sports and interdisciplinary

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	The evaluation of the discipline knowledge's.	Written test/Quiz	50%
10.5 Seminar/ laboratory/ project	The evaluation of the methodical-practical activities	Didactic project /report	50%
10.6 Minimal performance standard			
● Evaluation of the seminar - obtaining a minimum grade of 5. Theoretical evaluation - obtaining a minimum grade of 5.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025.

Assoc.prof. PhD. Ioan Turcu	Assoc.prof. PhD. Bogdan Marian Oanc

Dean	Head of Department
Prof. PhD. Dana Badau Course holde 	Prof. PhD. Dana Badau Holder of seminar/ laboratory/ project 

Note
:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Information technologies applied in sports performance monitoring					
2.2 Course convenor			Bogdan Oancea					
2.3 Seminar/ laboratory/ project convenor			Bogdan Oancea					
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**3**	out of which: 3.2 lecture	**1**	3.3 seminar/ laboratory/ project	**2**
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	28
Time allocation					83 hours
Study of textbooks, course support, bibliography and notes					30
Additional documentation in libraries, specialized electronic platforms, and field research					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					45
Tutorial					
Examinations					3
Other activities.....					

3.7 Total number of hours of student activity	108
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• video and audio projection system
5.2 for seminar/ laboratory/ project development	• Classroom, video projector, stable data connection, basic software user license

6. Specific competences and learning outcomes

Pofessional competences	CP3. Provides constructive feedback Learning outcomes (LO) 3.1. Knowledge LO3.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO3.1.2. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. LO3.1.3. The student/graduate conducts theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 3.2. Skills LO3.2.1. The student/graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. LO3.2.2. The student / graduate identifies and uses efficient driving systems. R.Î.3.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 3.3. Responsibility and autonomy R.Î.3.3.1. The student / graduate responds to the motor needs of the subjects through appropriate content. R.Î.3.3.2. The student / graduate assumes responsibility for interventions based on the fundamental notions acquired. R.Î.3.3.3. The student / graduate responds to the motor needs of the subjects through appropriate content. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge R.Î.11.1. The student / graduate knows at an advanced level the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. R.Î.11.1.2. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different population categories. R.Î.11.1.3. The student / graduate defines the general notions of the field so that they can be used in a formative and performative context. 11.2. Skills R.Î.11.2.1. The student / graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. R.Î.11.2.2. The student / graduate identifies and uses efficient actuation systems. R.Î.11.2.3. The student / graduate specifies the teaching / intervention and evaluation methods. R.Î.11.2.4. The student / graduate uses the fundamental notions of human motor skills in various contexts. 11.3. Responsibility and autonomy R.Î.11.3.1. The student / graduate responds to the motor needs of the subjects through appropriate content. R.Î.11.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. R.Î.11.3.3. The student / graduate organizes the groups of subjects in accordance with the bio-psycho-motor and social particularities. R.Î.11.3.4. The student / graduate identifies and exemplifies motor acts and actions. R.Î.11.3.5. The student / graduate communicates effectively and uses specific terminology.

Transversal competences	CT5. Expresses himself/herself creatively and uses communication and collaboration software Learning Outcomes (LO) 5.1. Knowledge LO5.1.1. The student/graduate is familiar with the essential functionalities of communication and collaboration applications and platforms LO5.1.2. The student/graduate understands how digital technologies can support collaborative work, the exchange of ideas and the implementation of interactive and innovative projects. 5.2. Skills LO5.2.1. The student/graduate effectively uses communication and collaboration software to facilitate the exchange of information, team coordination and the development of sports and educational projects LO5.2.2. The student/graduate integrates digital tools (interactive presentations, collaborative platforms, multimedia resources) to support and enhance creative expression in educational and sports activities 5.3. Responsibility and autonomy LO5.3.1. The student/graduate demonstrates autonomy in choosing and creatively combining digital resources and applications to achieve the proposed objectives R.Î.5.3.2. The student/graduate Encourages initiative and active participation in teams, promoting a collaborative and innovative work environment, based on mutual respect and free expression

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• use of information technology specific to the sports field with a high degree of efficiency
7.2 Specific objectives	• use of IT resources in carrying out analyses and interpretations in the direction of sports performance monitoring activity

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Spreadsheets, text editing, presentations	lecture	2	
Graphical representation of sports performance	lecture	2	
Kinematic analysis of human movements	lecture	2	
Sensors	lecture	2	
Simulators	lecture	2	
Monitoring sports performance using information technology – equipment and software	lecture	4	

Bibliography:

1. Anghel, T. – Dictionary of Computer Science, Ed. Corint, Bucharest, 2017
2. Mihăilă, J. – General Computer Science, Ed. Universitară, 2009
3. Ivanov V. – Sensors and Transducers, Editura Universitaria, 2018
4. Miloșescu M. – Computer Science. Computer-Assisted Technologies, Ed. Teora, Bucharest, 2001
5. Popa, O. – Using the Computer Step by Step, Ed. Complement control, 2015
6. Oancea B., Information technologies applied in sports performance monitoring, Course notes for internal use, 2024
7. https://www.degruyter.com/view/j/ijcss

Optional bibliography:

1. Constantinescu R., Dănăilă I. – ECDL Spreadsheet Manual - Microsoft Excel, ECDL Publishing House, 2016
2. Constantinescu R., Dănăilă I. – ECDL Text Editing Manual - Word, ECDL Publishing House, 2016
3. Constantinescu R., Dănăilă I. – ECDL Presentations Manual – Power Point, ECDL Publishing House, 2016

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks

Spreadsheets, text editing, presentations	Debate + practical application	4	
Graphical representation of sports performance	Debate + practical application	4	
Kinematic analysis of human movements	Debate + practical application	4	
Sensors	Debate + practical application	4	
Simulators	Debate + practical application	4	
Monitoring sports performance using information technology – equipment and software	Debate + practical application	8	

Bibliography:

1. Anghel, T. – Dictionary of Computer Science, Ed. Corint, Bucharest, 2017
2. Mihăilă, J. – General Computer Science, Ed. Universitară, 2009
3. Ivanov V. – Sensors and Transducers, Editura Universitaria, 2018
4. Miloșescu M. – Computer Science. Computer-Assisted Technologies, Ed. Teora, Bucharest, 2001
5. Oancea B., Information technologies applied in sports performance monitoring, Course notes for internal use, 2024
6. Popa, O. – Using the Computer Step by Step, Ed. Complement control, 2015
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2. Constantinescu R., Dănăilă I. – ECDL Text Editing Manual - Word, ECDL Publishing House, 2016
3. Constantinescu R., Dănăilă I. – ECDL Presentations Manual – Power Point, ECDL Publishing House, 2016

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Correlating the contents with the current requirements of the sports field regarding the use of specialized IT knowledge

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Evaluation of theoretical knowledge of the specialty	written examination	50%
10.5 Seminar/ laboratory/ project	Evaluation of practical knowledge of the specialty	project presentation	50%
10.6 Minimal performance standard			
• successfully solving well-defined requirements (application of assimilated knowledge) and/or transferring them from the IT field to the sports field			

This course outline was certified in the Department Board meeting on 23/06/2025. and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof. PhD. Ioan Turcu Dean	Assoc.prof. PhD. Bogdan Marian Oancea Head of Department

Assoc.prof. PhD. Bogdan Marian Oancea Course holder	Assoc.prof. PhD. Bogdan Marian Oanc Holder of seminar/ laboratory/ projec

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Sport legislation					
2.2 Course convenor			Razvan Enoiu					
2.3 Seminar/ laboratory/ project convenor			Razvan Enoiu					
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**2**	out of which: 3.2 lecture	**1**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	40
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	20
Tutorial	
Examinations	3
Other activities: participation in the organization of sporting events	19

3.7 Total number of hours of student activity	122
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• video projection system clasroom
5.2 for seminar/ laboratory/ project development	• video projection system clasroom

6. Specific competences and learning outcomes

Professional competences	CP1 Manages resources used for educational purposes Learning outcomes (LO) 1.1. Knowledge LO1.1.1. The student/graduate manages human, temporal and material resources in physical education and sports. LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of participants and stimulate interest in practicing physical sports activities. LO1.1.3. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. 1.2. Skills LO1.2.1. The student/graduate identifies and uses efficient action systems. LO1.2.2. The student/graduate applies elements of organizational and educational management. LO1.2.3. The student/graduate applies physical, psychopedagogical and psychological methods and means. 1.3. Responsibility and autonomy R.Î.1.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. R.Î.1.3.2. The student/graduate optimally uses sports materials and facilities. R.Î.1.3.3. The student/graduate demonstrates initiative and responsibility in planning and implementing training and educational activities, contributing to the creation of a safe, motivating and inclusive environment.

Transversal competences	CT4. Promotes the principles of democracy and the rule of law and exercises their rights and responsibilities Learning outcomes (LOs) 4.1. Knowledge LO4.1.1. The student/graduate knows the fundamental principles of democracy, the rule of law and human rights. LO4.1.2. The student/graduate understands the role of the citizen in a democratic society, including rights, duties and civic responsibilities. 4.2. Skills LO4.2.1. The student/graduate actively participates in the life of the academic community, supporting democratic values and getting involved in decision-making processes at local or institutional level. LO4.2.2. The student/graduate defends and promotes fundamental rights, both their own and those of others, through dialogue and responsible actions. 4.3. Responsibility and autonomy LO4.3.1. The student/graduate consciously and responsibly exercises his/her civil, political and social rights, while respecting the rights of others. R.Î.4.3.2. The student/graduate demonstrates autonomy and initiative in promoting democratic values CT6. Respects the diversity of cultural values and norms Learning outcomes (RO) 6.1. Knowledge R.Î.6.1.1. The student/graduate knows the fundamental concepts regarding cultural diversity, values, traditions and social norms specific to different communities. R.Î.6.1.2. The student/graduate understands the importance of mutual respect, tolerance and inclusion in a multicultural society. 6.2. Skills R.Î.6.2.1. The student/graduate recognizes and values cultural differences in behaviors, perspectives and social or professional practices. R.Î.6.2.2. The student/graduate communicates effectively and openly with people from diverse cultural backgrounds, adapting their attitude and language to facilitate mutual understanding. 6.3. Responsibility and autonomy R.Î.6.3.1. The student/graduate assumes responsibility for promoting a climate of respect and acceptance of cultural diversity in any social or professional context. R.Î.6.3.2. The student/graduate demonstrates autonomy in adopting ethical and inclusive behaviors, regardless of the cultural environment in which they operate

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Mastering the specialized theoretical notions that define the activity of legislation in the sports field
7.2 Specific objectives	• Applying knowledge specific to the field of law in the sports field

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Hierarchy of sports norms and their legal value	lecture	2	
Delimitation of the field (state justice, mediation, conciliation)	lecture	2	
National and international sports organizations (legal form, economic importance, social impact)	lecture	2	
Legal sports relations	lecture	2	
Disputes specific to the sports field	lecture	2	
Legal sports relations	lecture	2	
Arbitral disputes in the sports field	lecture	2	

Bibliography:
1. Enoiu R., Sports Law. Lecture Notes. Internal Use. UNITBV. 2024
2. Nnafzinger J., International sports law, Transnationals Publishers, New York, 2017

Optional bibliography:
1. Panagiotopoulos D., Sport Law Lex Sportiva, Biblioedit, Athens, Greece, 2017

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Hierarchy of sports norms and their legal value	Debate	2	
Delimitation of the field (state justice, mediation, conciliation)	Debate	2	
National and international sports organizations (legal form, economic importance, social impact)	Debate	2	
Legal sports relations	Debate	2	
Disputes specific to the sports field	Debate	2	
Legal sports relations	Debate	2	
Arbitral disputes in the sports field	Debate	2	

Bibliography:
1. Enoiu R., Sports Law. Lecture Notes. Internal Use. UNITBV. 2024
2. Nnafzinger J., International sports law, Transnationals Publishers, New York, 2017

Optional bibliography:
1. Panagiotopoulos D., Sport Law Lex Sportiva, Biblioedit, Athens, Greece, 2017

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The content of the discipline is harmonized with both the specifics of activities specific to the field of Law and specific to sports structures.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Evaluation of theoretical knowledge of the specialty	written examination	50%
10.5 Seminar/ laboratory/ project	Evaluation of practical knowledge of the specialty	project presentation	50%
10.6 Minimal performance standard			
• Knowledge, explanation and interpretation of contents specific to the field of sports legislation			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025.

Assoc.prof. PhD. Ioan Turcu Dean	Assoc.prof. PhD. Bogdan Marian Oancea Head of Department
Prof.PhD. Razvan Enoiu Course holder	Prof.PhD. Razvan Enoiu Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Volunteering in sports activity					
2.2 Course convenor			Razvan Enoiu					
2.3 Seminar/ laboratory/ project convenor			Razvan Enoiu					
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**2**	out of which: 3.2 lecture	**1**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					83 hours
Study of textbooks, course support, bibliography and notes					40
Additional documentation in libraries, specialized electronic platforms, and field research					40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					20
Tutorial					
Examinations					3
Other activities: participation in the organization of sporting events					19

3.7 Total number of hours of student activity	122
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• video projection system clasroom
5.2 for seminar/ laboratory/ project development	• video projection system clasroom

6. Specific competences and learning outcomes

Professional competences	CP8. Apply risk management in the sports field Learning outcomes (RO) 8.1. Knowledge RO8.1.1. The student / graduate Identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life. RO8.1.2. The student / graduate Manages human, temporal and material resources in physical education and sports. 8.2. Skills RO8.2.1. The student / graduate Evaluates potential risks (e.g., risk of injury, environmental factors) and implements strategies to mitigate them. RO8.2.2. The student / graduate Apply elements of organizational and educational management. 8.3. Responsibility and autonomy RO8.3.1. The student / graduate uses sports materials and facilities optimally. R.Î.8.3.2. The student / graduate demonstrates initiative and responsibility in planning and implementing training and educational activities, contributing to the creation of a safe, motivating and inclusive environment. R.Î.8.3.3. The student / graduate carries out projects and programs in the field of physical education and sports.

Transversal competences	CT3. Moderates discussions, negotiates compromises, resolves conflicts, shows empathy and has an open mind Learning outcomes (LO) 3.1. Knowledge LO3.1.1. The student/graduate identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life. LO3.1.2. The student/graduate understands the techniques of negotiation, mediation and constructive conflict management. LO3.1.3. The student/graduate knows the principles of assertive and effective communication in various contexts. 3.2. Skills LO3.2.1. The student/graduate develops and adapts physical activities, regardless of the level of abilities of the practitioner, promoting inclusion and equal opportunities. LO3.2.2. The student/graduate negotiates fair solutions by identifying common ground and accepting beneficial compromises for all parties involved. R.Î.3.2.3. The student/graduate moderates discussions in a balanced manner, ensuring active participation and mutual respect between participants. 3.3. Responsibility and autonomy R.Î.3.3.1. The student/graduate demonstrates initiative and responsibility in planning and implementing training and educational activities, contributing to creating a safe, motivating and inclusive environment. R.Î.3.3.2. The student/graduate demonstrates autonomy in initiating mediation and conflict resolution processes, without avoiding necessary confrontations. R.Î.3.3.3. The student/graduate constantly promotes respect for diversity, demonstrating an empathetic and open attitude towards different ideas, values and opinions. CT4. Promotes the principles of democracy and the rule of law and exercises their rights and responsibilities Learning Outcomes (LO) 4.1. Knowledge LO4.1.1. The student/graduate knows the fundamental principles of democracy, the rule of law and human rights. LO4.1.2. The student/graduate understands the role of the citizen in a democratic society, including rights, duties and civic responsibilities. 4.2. Skills LO4.2.1. The student/graduate actively participates in the life of the academic community, supporting democratic values and getting involved in decision-making processes at local or institutional level. LO4.2.2. The student/graduate defends and promotes fundamental rights, both their own and those of others, through dialogue and responsible actions. 4.3. Responsibility and autonomy LO4.3.1. The student/graduate consciously and responsibly exercises his/her civil, political and social rights, while respecting the rights of others. R.Î.4.3.2. The student/graduate demonstrates autonomy and initiative in promoting democratic values

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Acquiring the theoretical and practical specialized notions that define volunteering in sports.
7.2 Specific objectives	• Acquiring the ability to correctly organize the group of pupils/students/athletes with the methods and methodological procedures specific to performance sports. • Acquiring the ability to efficiently use existing resources for

	organizing sports events. • Acquiring the ability to cooperate and integrate within sports activities.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Volunteering – optional or mandatory activity?	lecture	2	
Notions specific to sports volunteering activity.	lecture	2	
Volunteering contract – legal framework of activity.	lecture	2	
Volunteer legal rights.	lecture	2	
Volunteer obligations.	lecture	2	
The impact of modern equipment and technologies in sports volunteering activity.	lecture	2	
Specific features of sports volunteering activity.	lecture	2	
Bibliography: 1. Enoiu R., Volunteering in Sport. Course notes. Internal use. UNITBV. 2024 2. Cuskelly G., Hoye G., Auld C., Working with Volunteers in Sport. Theory and practice. Routlage, Abingdom, UK, 2006 Optional bibliography: 1. Hoye R., Cuskelly G., Auld C., Kappelides P., Misener K., Sport Volunteering, Routlage, Abingdom, UK, 2020			

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Volunteering – optional or mandatory activity?	Debate	2	
Notions specific to sports volunteering activity.	Debate	2	
Volunteering contract – legal framework of activity.	Debate	2	
Volunteer legal rights.	Debate	2	
Volunteer obligations.	Debate	2	
The impact of modern equipment and technologies in sports volunteering activity.	Debate	2	
Specific features of sports volunteering activity.	Debate	2	
Bibliography: 1. Enoiu R., Volunteering in Sport. Course notes. Internal use. UNITBV. 2024 2. Cuskelly G., Hoye G., Auld C., Working with Volunteers in Sport. Theory and practice. Routlage, Abingdom, UK, 2006 Optional bibliography: 1. Hoye R., Cuskelly G., Auld C., Kappelides P., Misener K., Sport Volunteering, Routlage, Abingdom, UK, 2020			

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The content of the discipline is harmonized both with the specifics of volunteer activities in national federations, clubs and sports associations, as well as with the specific documents regulating volunteer activity.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade

10.4 Course	Evaluation of theoretical knowledge of the specialty	written examination	50%
10.5 Seminar/ laboratory/ project	Evaluation of practical knowledge of the specialty	project presentation	50%
10.6 Minimal performance standard			
• Knowing, explaining and interpreting the specific basic contents of volunteering in the organization of sports events.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025.

Assoc.prof. PhD. Ioan Turcu Dean	Assoc.prof. PhD. Bogdan Marian Oancea Head of Department
Prof.PhD. Razvan Enoiu Course holder	Prof.PhD. Razvan Enoiu Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Doping and nutrition in sports					
2.2 Course convenor			Alina Martoma					
2.3 Seminar/ laboratory/ project convenor			Alina Martoma					
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	C	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**2**	out of which: 3.2 lecture	**1**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	40
Additional documentation in libraries, specialized electronic platforms, and field research	30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	39
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	122
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Classroom with video projection system
5.2 for seminar/ laboratory/ project development	• Classroom with video projection system

6. Specific competences and learning outcomes

Professional competences	CP1 Manages resources used for educational purposes Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. LO1.1.3. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts 1.2. Skills LO1.2.2. The student/graduate applies elements of organizational and educational management 1.3. Responsibility and autonomy LO1.3.3. The student / graduate demonstrates initiative and responsibility in planning and implementing training and educational activities, contributing to the creation of a safe, motivating and inclusive environment CP2 Uses pedagogical strategies for creativity Learning outcomes (LO) 2.1. Knowledge LO2.1.1. The student / graduate explains theoretical and practical acquisitions creatively, by adapting and customizing interventions LO2.1.2. The student / graduate defines the general notions of the field so that they can be used in a formative and performance context LO2.1.3. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities 2.2. Skills LO2.2.1. The student / graduate uses the fundamental notions of human motor skills in various contexts. R.Î.2.2.2. The student / graduate designs and plans training, educational and recovery programs. R.Î.2.2.3. The student / graduate innovates programs according to the particularities of subject groups. 2.3. Responsibility and autonomy R.Î.2.3.1. The student / graduate initiates measures to improve the efficiency of activities
Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.1. The student/graduate identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life. LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.1. The student/graduate applies physical, psychopedagogical and psychological methods and means. LO1.2.2. The student/graduate adapts teaching methods, demonstrating flexibility and the ability to respond effectively in unpredictable situations. LO1.2.3. The student / graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy R.Î.1.3.2. The student / graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. R.Î.1.3.3. The student / graduate constantly participates in continuing professional training programs, with the aim of insertion and adaptability to the requirements of the labor market.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Acquiring theoretical notions specific to the discipline and developing skills to apply these notions in practice
7.2 Specific objectives	• Developing the ability to use and apply nutritional means effectively in sports activity

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
The role of nutrition in sports performance. Sports with high risk for poor nutrition	Lecture	2	
Proteins, carbohydrates, lipids, minerals, vitamins		2	
Diet during different periods of sports activity		2	
Aspects of dehydration and rehydration in sports		2	
Doping. Definition. List of doping substances. Side effects		2	
Main classes and methods of doping		2	
Doping. Legislation		2	

Bibliography

1. Brouns, F. et al. - Nutritional needs of the athlete, England, 2006
2. LAW no. 310/2021 on the prevention and fight against doping in sport
3. Martoma A., Doping and nutrition in sports, Course notes for internal use, 2024
4. Prohibited list – Q&A, National Anti-Doping Agency
5. World Anti-Doping Code | International Standard
6. Vâjîială, G.E. and Collaborators, Doping in sport. Prevention and fight FEST Publishing House, 2007;

Optional bibliography:

1. Drăgan, I., Sports Medicine, Medical Publishing House, Bucharest, 2002.
2. Vâjîială, G.E., Biochemistry of effort, Romania of Tomorrow Foundation Publishing House, Bucharest, 2002;
3. Vâjîială, G.E., Lamor, M., Doping – Antidoping, FEST Publishing House, Bucharest, 2002;

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
The role of nutrition in sports performance. Sports with high risk for poor nutrition	Debate Conversation	2	
Proteins, carbohydrates, lipids, minerals, vitamins		2	
Diet during different periods of sports activity		2	
Aspects of dehydration and rehydration in sports		2	
Doping. Definition. List of doping substances. Side effects		2	
Main classes and methods of doping		2	
Doping. Legislation		2	

Bibliography

1. Brouns, F. et al. - Nutritional needs of the athlete, England, 2006
2. LAW no. 310/2021 on the prevention and fight against doping in sport
3. Martoma A., Doping and nutrition in sports, Course notes for internal use, 2024
4. Prohibited list – Q&A, National Anti-Doping Agency
5. World Anti-Doping Code | International Standard
6. Vâjîială, G.E. and Collaborators, Doping in sport. Prevention and fight FEST Publishing House, 2007;

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2. Vâjîială, G.E., Biochemistry of effort, Romania of Tomorrow Foundation Publishing House, Bucharest, 2002;
3. Vâjîială, G.E., Lamor, M., Doping – Antidoping, FEST Publishing House, Bucharest, 2002;

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Capitalizing on the theories, methodologies and practices assimilated in solving theoretical-practical educational situations through interdisciplinary approaches. Using specialized language in communicating with different professional environments, with specialists in the field and related fields..

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Evaluation of theoretical knowledge of the specialty	Oral examination	50 %
10.5 Seminar/ laboratory/ project	Evaluation of practical knowledge of the specialty	Project presentation	50 %
10.6 Minimal performance standard			
• successfully solving well-defined requirements (application of acquired knowledge) and/or transferring them from the medical field to the sports field			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025.

Assoc.prof.PhD. Ioan TURCU Dean	Assoc.prof.PhD. Bogdan-Marian OANCEA Head of Department
Lecturer PhD. Alina Martoma Course holder	Lecturer PhD. Petronela URSU Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Research systems and equipment in sports performance					
2.2 Course convenor			Dana Badau					
2.3 Seminar/ laboratory/ project convenor			Dana Badau					
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DS
							Attendance type[4)]	DO

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**2**	out of which: 3.2 lecture	**1**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	40
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	39
Tutorial	
Examinations	3
Other activities:	

3.7 Total number of hours of student activity	122
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• video projection system clasroom
5.2 for seminar/ laboratory/ project development	• video projection system clasroom

6. Specific competences and learning outcomes

Professional competences	CP5. Develops digital educational materials Learning outcomes (LO) 5.1. Knowledge LO5.1.3. The student/graduate explains theoretical and practical acquisitions creatively, by adapting and customizing interventions. 5.2. Skills LO5.2.1. The student/graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. LO5.2.3. The student/graduate innovates programs according to the particularities of subject groups. 5.3. Responsibility and autonomy LO5.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO5.3.2. The student/graduate prepares specific activity planning documents. LO5.3.3. The student/graduate initiates measures to improve the performance of activities. CP6. Evaluates the progress of physical activity practitioners Learning outcomes 6.1. Knowledge R.Î.6.1.1. The student/graduate evaluates sports activities in order to achieve training objectives. 6.2. Skills R.Î.6.2.2. The student/graduate customizes teaching/intervention and evaluation methods. R.Î.6.2.3. The student/graduate evaluates potential risks (e.g., risk of injury, environmental factors) and implements strategies to mitigate them. 6.3. Responsibility and autonomy R.Î.6.3.3. The student/graduate evaluates and monitors behaviors from a psychopedagogical perspective. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge R.Î.11.1.3. The student / graduate defines the general notions of the field so that they can be used in a formative and performative context. 11.2. Skills R.Î.11.2.1. The student / graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. R.Î.11.2.2. The student / graduate identifies and uses efficient actuation systems. 11.3. Responsibility and autonomy R.Î.11.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge in an autonomous and responsible manner. R.Î.11.3.4. The student / graduate identifies and exemplifies motor acts and actions. R.Î.11.3.5. The student / graduate communicates effectively and uses specific terminology.

Transversal competences	CT5. Expresses himself/herself creatively and uses communication and collaboration software Learning Outcomes (LO) 5.1. Knowledge LO5.1.1. The student/graduate is familiar with the essential functionalities of communication and collaboration applications and platforms LO5.1.2. The student/graduate understands how digital technologies can support collaborative work, the exchange of ideas and the implementation of interactive and innovative projects. 5.2. Skills LO5.2.1. The student/graduate effectively uses communication and collaboration software to facilitate the exchange of information, team coordination and the development of sports and educational projects LO5.2.2. The student/graduate integrates digital tools (interactive presentations, collaborative platforms, multimedia resources) to support and enhance creative expression in educational and sports activities 5.3. Responsibility and autonomy LO5.3.1. The student/graduate demonstrates autonomy in choosing and creatively combining digital resources and applications to achieve the proposed objectives R.Î.5.3.2. The student/graduate encourages initiative and active participation in teams, promoting a collaborative and innovative work environment, based on mutual respect and free expression

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• acquiring theoretical and practical knowledge specific to sports performance research systems and equipment
7.2 Specific objectives	• acquiring the basic notions, principles and concepts specific to research systems and equipment in performance sports • acquiring the methods of using specific research systems and equipment in sports performance.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
The role, directions and trends of development of systems and equipment and research in human sports performance. Sports performance research equipment.	Lecture, technology-assisted learning	2	
Wearable technology in sports science research. Wearable inertial sensors in sports science research	Lecture, technology-assisted learning	2	
Smart equipment in sports science research. Neurocognitive tools in sports science research. Environmental adaptation tools in sports science research.	Lecture, technology-assisted learning	2	
Data integration platforms in sports science research. Gamification in sports science research	Lecture, technology-assisted learning	2	
Biomechanical analysis systems and equipment in sports performance. Artificial intelligence (AI) in sports science research.	Lecture, technology-assisted learning	2	
Heart rate monitor, BMI, VO2max, lactate and posture analysis in sports science research	Lecture, technology-assisted learning	2	
Virtual reality (VR) in sports performance analysis	Lecture, technology-assisted learning	2	
Bibliography:			

1. Badau D. Sports Performance Research Equipment, Notes of course for internal use, UNITBV, 2024
2. Brady Chris, Karl Tuyls, Shayegan Omidshafiei - AI for Sports, Taylor & Francis Ltd, 2022
3. Duarte Arajo - Artificial Intelligence in Sport Performance Analysis, Routledge, 2021
4. Mallen Cheryl - Emerging Technologies in Sport: Implications for Sport Management, Routledge, 2020
5. Roslyn Kerr - Sport and technology, MANCHESTER UNIVERSITY PRESS, 2016

Optional bibliography
1. Southgate Dominic F. L. - Sports Innovation, Technology and Research, World Scientific Pub Co Inc, 2016

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
The role, directions and trends of development of systems and equipment and research in human sports performance. Sports performance research equipment.	Debate, collaborative learning, discovery learning	2	
Wearable technology in sports science research. Wearable inertial sensors in sports science research	Debate, collaborative learning, discovery learning	2	
Smart equipment in sports science research. Neurocognitive tools in sports science research. Environmental adaptation tools in sports science research.	Debate, collaborative learning, discovery learning	2	
Data integration platforms in sports science research. Gamification in sports science research	Debate, collaborative learning, discovery learning	2	
Biomechanical analysis systems and equipment in sports performance. Artificial intelligence (AI) in sports science research.	Debate, collaborative learning, discovery learning	2	
Heart rate monitor, BMI, VO2max, lactate and posture analysis in sports science research	Debate, collaborative learning, discovery learning	2	
Virtual reality (VR) in sports performance analysis	Debate, collaborative learning, discovery learning	2	

Bibliography:
1. Badau D. Sports Performance Research Equipment, Notes of course for internal use, UNITBV, 2024
2. Brady Chris, Karl Tuyls, Shayegan Omidshafiei - AI for Sports, Taylor & Francis Ltd, 2022
3. Duarte Arajo - Artificial Intelligence in Sport Performance Analysis, Routledge, 2021
4. Mallen Cheryl - Emerging Technologies in Sport: Implications for Sport Management, Routledge, 2020
5. Roslyn Kerr - Sport and technology, MANCHESTER UNIVERSITY PRESS, 2016

Optional bibliography
1. Southgate Dominic F. L. - Sports Innovation, Technology and Research, World Scientific Pub Co Inc, 2016

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Capitalizing on the theories, methodologies and practices assimilated in solving theoretical-practical

educational situations through interdisciplinary approaches. Using a specialized language in communicating with different professional environments, with specialists in the field and related fields. Applying the theories and practices assimilated in the design and development of educational and research projects specific to physical education and sports and interdisciplinary.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Evaluation of theoretical knowledge of the specialty	written examination	50%
10.5 Seminar/ laboratory/ project	Evaluation of practical knowledge of the specialty	project presentation	50%
10.6 Minimal performance standard			
• Developing skills in using concepts and tools specific to the discipline.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025.

Assoc.prof. PhD. Ioan Turcu Dean	Assoc.prof. PhD. Bogdan Marian Oancea Head of Department
Prof.PhD. Dana Badau Course holder	Prof.PhD. Dana Badau Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Ethics and academic integrity					
2.2 Course convenor			Teriș Ștefan					
2.3 Seminar/ laboratory/ project convenor			Teriș Ștefan					
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	C	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**2**	out of which: 3.2 lecture	**1**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	40
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	39
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	122
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Projector
5.2 for seminar/ laboratory/ project development	• Projector

6. Specific competences and learning outcomes

Professional competences	CP2 Uses pedagogical strategies for creativity Learning outcomes (LO) 2.1. Knowledge LO2.1.1. The student/graduate explains theoretical and practical acquisitions in a creative way, by adapting and customizing interventions. 2.3. Responsibility and autonomy LO2.3.3. The student/graduate adapts the teaching style according to the age characteristics, level of training and creative needs of the subjects. CP4. Prepares the content of the lesson Learning outcomes (LO) 4.1. Knowledge LO4.1.3. The student/graduate manages human, temporal and material resources in physical education and sports. CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.2. The student/graduate acquires fundamental and applied knowledge necessary for the achievement and dissemination of scientific research results. 7.2. Skills R.Î.7.2.3. The student/graduate identifies research themes and topics, specific to the field.
Transversal competences	CT4. Promotes the principles of democracy and the rule of law and exercises their rights and responsibilities Learning outcomes (LOs) 4.1. Knowledge LO4.1.1. The student/graduate knows the fundamental principles of democracy, the rule of law and human rights. LO4.1.2. The student/graduate understands the role of the citizen in a democratic society, including rights, duties and civic responsibilities. 4.2. Skills LO4.2.1. The student/graduate actively participates in the life of the academic community, supporting democratic values and getting involved in decision-making processes at local or institutional level. LO4.2.2. The student/graduate defends and promotes fundamental rights, both their own and those of others, through dialogue and responsible actions. 4.3. Responsibility and autonomy LO4.3.1. The student/graduate consciously and responsibly exercises his/her civil, political and social rights, while respecting the rights of others. R.Î.4.3.2. The student/graduate demonstrates autonomy and initiative in promoting democratic values

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Acquiring knowledge about the concepts and aspects of professional ethics and deontology and their application in sports training and competition.
7.2 Specific objectives	• Understand the principles of ethics and academic integrity; To have the ability to apply and operate with the principles of ethics in the field of sports training. Understanding the special role of ethics for personal, professional and social development.

8. Content

8.1 Course	Teaching methods	Number of	Remarks

		hours	
Introductory notion: the distinction between ethics, morality and applied ethics.	Lecture	2	
Models of moral man: Socratic	Lecture	2	
Moral Man Models: Platonic	Lecture	2	
Moral Man Models: Epicurean	Lecture	2	
Moral Man Models: Aristotelian	Lecture	2	
Combining moral models for the realization of the sports model (ethical and moral)	Lecture	2	
Ethics and deontology in sports training	Lecture	2	

Bibliography

1. Boone B., - Ethics 101, Adam Media, Massachusetts, 2017.
2. Cuc C.M., - Introducere în etica și deontologia profesiei didactice, Ed. Școala Ardeleană, Cluj Napoca, 2015.
3. MacKinnon B., Fiala A., Ethics – Theory and contemporany issues, Boston 2018
   Matic, A.V., - Plagiatul, autoplagiatul și alte abateri de la normele de bună conduită în cercetarea științifică, dezvoltarea tehnologică și inovare. În C.C. Vlad, Etică și deontologie academică (pp. 59-117). Editura Universității din Galați, Galați, 2018.
4. .https://www.highspeedtraining.co.uk/hub/classroom-equality-diversity/
5. Teriș Ș., - Ethics and academic integrity. Course Notes. Internal use

Optional Bibliography:

1. Bauman Z., - Etica postmodernă,Ed. Amarcord, Timișoara, 2000.
2. Cântărețul P. (coord)., - Tratat de etică, Ed. Polirom, Iași, 2006
3. Chiriac V., (trad) – Etică și eficiență profesională, Ed. A II, București, 2005.
4. Maxim S.T., - Responsabilitatea morală, Ed. Mușatinii, Suceava, 2000.
5. Mureșan, V., Comentariu la Întemeierea metafizicii moravurilor. În I. Kant, Întemeierea metafizicii moravurilor (pp. 187-410), Editura Humanitas, București, 2007
6. Pleșu A., – Minima Morală, Ed. Humanitas, București, 2005
7. Sandu A., -Etică și deontologie profesională, Ed. Lumen, Iași, 2012.
8. Sârbu T., - Etică: valori și virtuți morale, Ed. Soc. Academice,, Mateiu Teiu Botez", Iași, 2005.
9. Vrăsmaș, E. Vrăsmaș, T. (coord). Educația incluzivă în grădiniță: dimensiuni, provocări și soluții. Alpha Mon, 2012

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Ethics and deontology in individual sports	Debate	2	
Ethics and deontology in team sports	Debate	2	
Ethics and deontology in contact sports	Debate	2	
Ethics and deontology in winter sports	Debate	2	
Ethics and deontology in sports training	Debate	2	
Ethical role models in performance sports	Debate	2	
Ethics in the sports press	Debate	2	

Bibliography

1. Boone B., - Ethics 101, Adam Media, Massachusetts, 2017.
2. Cuc C.M., - Introducere în etica și deontologia profesiei didactice, Ed. Școala Ardeleană, Cluj Napoca, 2015.
3. MacKinnon B., Fiala A., Ethics – Theory and contemporany issues, Boston 2018
   Matic, A.V., - Plagiatul, autoplagiatul și alte abateri de la normele de bună conduită în cercetarea științifică, dezvoltarea tehnologică și inovare. În C.C. Vlad, Etică și deontologie academică (pp. 59-117). Editura Universității din Galați, Galați, 2018.
4. .https://www.highspeedtraining.co.uk/hub/classroom-equality-diversity/
5. Teriș Ș., - Ethics and academic integrity. Course Notes. Internal use

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4. Maxim S.T., - Responsabilitatea morală, Ed. Mușatinii, Suceava, 2000.
5. Mureșan, V., Comentariu la Întemeierea metafizicii moravurilor. În I. Kant, Întemeierea metafizicii moravurilor (pp. 187-410), Editura Humanitas, București, 2007
6. Pleșu A., – Minima Morală, Ed. Humanitas, București, 2005
7. Sandu A., -Etică și deontologie profesională, Ed. Lumen, Iași, 2012.
8. Sârbu T., - Etică: valori și virtuți morale, Ed. Soc. Academice,, Mateiu Teiu Botez", Iași, 2005.
9. Vrăsmaș, E. Vrăsmaș, T. (coord). Educația incluzivă în grădiniță: dimensiuni, provocări șisoluții. Alpha Mon, 2012

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The correctness and accuracy of the use of the concepts and theories learned at the level of the discipline will meet the expectations of the representatives of the community and of the professional associations and employers in the field.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Minimum attendance 50%	Written exam	100%
10.5 Seminar/ laboratory/ project	Minimum attendance 80%	Supporting a report on sports ethics in our own specialization	Exam entry requirement
10.6 Minimal performance standard			
• Correct communication of information using scientific language related to "professional ethics and deontology", knowledge of the basic concepts specific to the discipline and obtaining a minimum grade of 5 in the final evaluation.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Conf.dr.Ioan Turcu Dean	Conf.dr.Bogdan Marian Oancea Head of Department
Lect.dr.Ștefan Teriș Course holder	Lect.dr.Ștefan Teriș Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Sports selection and orientation					
2.2 Course convenor			Dana Badau					
2.3 Seminar/ laboratory/ project convenor			Dana Badau					
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	C	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	40
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	39
Tutorial	
Examinations	3
Other activities.....	
3.7 Total number of hours of student activity	122
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	● Elaboration of curricular tools (specialist books, course notes, notebooks and guidance for practical work, methodological guides, etc.) ● Syntheses and bibliographic selections in the specialty of the discipline (mandatory and optional) ● Discipline sheet, digital supports, e-learning and multimedia tools ● Links to open sources or other web resources in the field
4.2 competences-related	● Teaching skills acquired in one's own teaching career, through accumulated experience and through the development of personal curricular supports

5. Conditions (if applicable)

5.1 for course development	● the classroom. According to the didactic regulations of the students
5.2 for seminar/	● the classroom. According to the didactic regulations of the students

laboratory/ project development	

6. Specific competences and learning outcomes

Professional competences	CP3. Provides constructive feedback Learning outcomes (LO) 3.1. Knowledge LO3.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and rehabilitation contexts. LO3.1.3. The student/graduate leads theoretically and practically grounded activities and evaluates their effect on different categories of the population. 3.2. Skills LO3.2.1. The student/graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. LO3.2.2. The student/graduate identifies and uses effective actuation systems. CP4. Prepares the content of the lesson Learning outcomes (LO) 4.1. Knowledge LO4.1.3. The student / graduate manages human, temporal and material resources in physical education and sports. 4.2. Skills R.Î.4.2.1. The student / graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. CP6. Evaluates the progress of physical activity practitioners Learning outcomes 6.1. Knowledge R.Î.6.1.1. The student / graduate evaluates sports activities in order to achieve the training objectives. 6.2. Skills R.Î.6.2.1. The student / graduate selects and combines criteria and methods for evaluating somatic, functional, motor and mental indices. R.Î.6.2.2. The student / graduate customizes teaching / intervention and evaluation methods. 6.3. Responsibility and autonomy R.Î.6.3.1. The student / graduate evaluates and monitors somato-functional and psychomotor development. R.Î.6.3.2. The student / graduate organizes groups of subjects in accordance with bio-psychomotor and social particularities. R.Î.6.3.3. The student / graduate evaluates and monitors behaviors from a psychopedagogical perspective.
Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning Outcomes (LO) 1.2. Skills LO1.2.1. The student/graduate applies physical, psycho-pedagogical and psychological methods and means. LO1.2.2. The student/graduate adapts teaching methods, demonstrating flexibility and the ability to respond effectively in unpredictable situations. 1.3. Responsibility and autonomy LO1.3.1. The student/graduate evaluates and monitors behaviors from a psycho-pedagogical perspective; LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	● Acquisition of theoretical and practical knowledge regarding selection and sports orientation performance
7.2 Specific objectives	● acquisition of basic notions and selection criteria depending on the type of sport practiced ● knowledge of the specific stages and contents of selection and sports orientation ● knowledge of tests and criteria specific to the stages of selection depending on the type of sport practiced

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Conceptual boundaries regarding sports selection and orientation. Peculiarities of the sports selection.	Lecture, debate, multimedia materials (ppt)	2	
2. Stages of sports selection. Model of sport selection.	Lecture, debate, multimedia materials (ppt)	2	
3. Selection criteria. The selection process	Lecture, debate, multimedia materials (ppt)	2	
4. Selection in individual sports	Lecture, debate, multimedia materials (ppt)	2	
5. Selection in team sports	Lecture, debate, multimedia materials (ppt)	2	
6. Methodological norms regarding sports selection	Lecture, debate, multimedia materials (ppt)	2	
7. Sports orientation; characteristic, particularities. Sport orientation in individual and team sports	Lecture, debate, multimedia materials (ppt)	2	

Bibliography

1. Badau D., Selection and sports orientation, Course notes for internal use UNITBV, 2024
2. Uriel Zútiga Galaviz C.- Teory and methodology of sports training, Editura Our Knowledge Publishing, 2020
3. High Performance Sport Skill Instruction, Training, and Coaching, DDJ Publishing, 2023
4. https://lege5.ro/Gratuit/gmytgnbrha/organizarea-si-desfasurarea-activitatii-de-selectie-si-initiere-a-elevilor-cu-aptitudini-pentru-practicarea-sportului-de-performanta-in-cadrul-unitatilor-de-invatamant-cu-program-sportiv-metodologie?dp=gyydonrrheyda#google_vignette

Optional bibliography:

1. Bocu Traian – Selectia in sport, Editura Dacia, 1997
2. Drăgan, I. Selectia si orientarea medico-sportiva. Bucuresti: Editura Sport-Turism, 1989.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
The selection process in sports	Debate, discussions, multimedia presentations	2	
Selection criteria in individual sports	Debate, discussions, multimedia presentations	4	
Selection criteria in team sports	Debate, discussions, multimedia	4	

	presentations		
Orientation criteria in sports performance	Debate, discussions, multimedia presentations	4	

Bibliography

1. Badau D., Selection and sports orientation, Course notes for internal use UNITBV, 2024
2. C. Uriel Zútiga Galaviz - Teory and methodology of sports training, Editura Our Knowledge Publishing, 2020
3. High Performance Sport Skill Instruction, Training, and Coaching, DDJ Publishing, 2023
4. https://lege5.ro/Gratuit/gmytgnbrha/organizarea-si-desfasurarea-activitatii-de-selectie-si-initiere-a-elevilor-cu-aptitudini-pentru-practicarea-sportului-de-performanta-in-cadrul-unitatilor-de-invatamant-cu-program-sportiv-metodologie?dp=gyydonrrheyda#google_vignette

Optional bibliography:

1. Bocu T., – Selectia in sport, Editura Dacia, 1997
2. Drăgan, I. Selectia si orientarea medico-sportiva. Bucuresti: Editura Sport-Turism, 1989.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Valorization of assimilated theories, methodologies and practices in solving theoretical-practical educational situations through interdisciplinary approaches.
The use of a specialized language in communication with different professional environments, with specialists in the field and related fields.
The application of assimilated theories and practices in the design and development of educational and research projects specific to physical education and sports and interdisciplinary

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	The evaluation of the discipline knowledge's.	Written test/Quiz	70%
10.5 Seminar/ laboratory/ project	The evaluation of the methodical-practical activities	Didactic project /report	30%
10.6 Minimal performance standard			
● Evaluation of the seminar - obtaining a minimum grade of 5. Theoretical evaluation - obtaining a minimum grade of 5.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof. PhD. Ioan Tu Dean	Assoc.prof. PhD. Bogdan Marian Oanc Head of Department
Prof. PhD. Dana Badau Course holde	Prof. PhD. Dana Badau Holder of seminar/ laboratory/ project

Note :

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			The scientific fundaments of sports training and competition					
2.2 Course convenor			Enoiu Răzvan					
2.3 Seminar/ laboratory/ project convenor			Enoiu Răzvan					
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DO

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**2**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**2**
3.4 Total number of hours in the curriculum	56	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	28

Time allocation	hours
Study of textbooks, course support, bibliography and notes	30
Additional documentation in libraries, specialized electronic platforms, and field research	30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	31
Tutorial	
Examinations	2
Other activities.....	

3.7 Total number of hours of student activity	94
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Projector
5.2 for seminar/ laboratory/ project development	• Projector

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and rehabilitation contexts. 7.2. Skills LO7.2.1. The student/graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. LO7.2.2. The student/graduate identifies and uses efficient actuation systems. LO7.2.3. The student/graduate identifies research themes and topics specific to the field. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge R.O.10.1.1. The student / graduate designs and plans the content of physical education and sports activities at individual and group level. R.O.10.1.3. The student / graduate explains the theoretical and practical acquisitions creatively, by adapting and customizing the interventions. 10.2. Skills R.O.10.2.1. The student / graduate knows the stages and operations of didactic design and planning. R.O.10.2.4. The student / graduate Innovates programs according to the particularities of subject groups. 10.3. Responsibility and autonomy R.O.10.3.1. The student / graduate prepares documents for planning specific activities. R.Î.10.3.2. The student / graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge R.Î.11.1. The student / graduate knows at an advanced level the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. 11.2. Skills R.Î.11.2.1. The student / graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. R.Î.11.2.4. The student / graduate uses the fundamental notions of human motor skills in various contexts. 11.3. Responsibility and autonomy R.Î.11.3.4. The student / graduate identifies and exemplifies motor acts and actions. R.Î.11.1.3. The student / graduate defines the general notions of the field so that they can be used in a formative and performative context. R.Î.11.3.5. The student / graduate communicates effectively and uses specific terminology.

Transversal competences	CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning Outcomes (LO) 2.1. Knowledge LO2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills LO2.2.1. The student/graduate coordinates group activities, promoting cohesion and team spirit. LO2.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• To acquire the main fundamental scientific aspects that intervene in sports training.
7.2 Specific objectives	• Scientific evaluation of the sports training process, Operation with specific principles, methods and techniques aimed at scientific optimization of the training system in sports training.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Aspects and laws specific to the sports training process.	Lecture, debate, power point	4	
Areas of effort specific to performance sports.	Lecture, debate, power point	4	
Physical effort in performance sports.	Lecture, debate, power point	4	
Sports form, a fundamental parameter of sports training and competition	Lecture, debate, power point	4	
Biorhythm in performance sports.	Lecture, debate, power point	4	
Specific aspects regarding the planning, scheduling and periodization of sports training.	Lecture, debate, power point	4	
Scientific evaluation of sports training – tests and control tests specific to training factors	Lecture, debate, power point	4	

Bibliography

1. Enoiu R.S., General Bases of Sports Training" Ed. Univ.Transilvania, Brașov, 2015.
2. Enoiu R.S. "Planning and programming in sports training" Ed. Univ. Transilvania, Brașov, 2015.
3. Enoiu R. S. "Differentiated training of footballers in the winter preparatory period" Ed. Univ. Transilvania, Brașov, 2016.
4. Enoiu R.S. - The scientific fundaments of sports training and competition, Course notes for internal use, 2025

Optional Bibliography

1. Alexe, N., - Modern Sports Training, Editis, Bucharest 1993.
2. Avramescu E.T., Anatomical Bases of Movement, Practical Course for Students of Faculties of Physical Therapy, pdf format, www.scribd.com, accessed 15.11.2009.
3. Chirazi M., Ciorbă C., Bodybuilding. Maintenance and Competition, Polirom Publishing House, Iasi 2006.
4. Delavier F., "Strength Training Anatomy", Publisher Human Kinetics, USA, 2005.
5. Demeter A. Physiology of physical effort. - Bucharest: Sport Turism, 1994..
6. Demeter A. Physiology and biochemistry of motor skills development. - Bucharest: Sport-tourism, 1983.
7. Derevenko P., "Physiological Elements of Sports Effort", Argonaut Publishing House, Cluj-Napoca,

1998.
8. Dragnea A, Mate-Teodorescu S. Sports theory. –FEST.-Bucharest, 2002.
9. Dragoi Gh. S.,:General Anatomy of Human Body Systems, vol.1,Craiova: University Publishing House, 2003.
10. Gagea A., "Analytical biomechanics", Char. Dounias & Co. Publishing House, Greece, 2008.
11. Krautblatt, C., "Fitness Training Manual" – International Fitness Association, USA – Orlando, 2007.
12. Sbenghe T., "Kinesiology – The Science of Movement", Medical Publishing House, Bucharest, 2005.
13. Szekely L., "Arnold uncensored", Garamond Publishing House, Bucharest, 2004.
14. Voicu A. V., Bodybuilding and fitness course, FEFS Cluj-Napoca, 2007.
15. Zatsiorsky V. M., Kraemer W. J., "Science and Practice of Strength Training, Second Edition", Publisher Human Kinetics, USA, 2006.
16. http://fitclub.ro/antrenament/programe-antrenament/antrenament-culturism
17. http://www.acsm.org.
18. http://www.frcf.ro.
19. http://www.icnr.com/articles/thenatureofstress.html.
20. http://www.ifafitness.com.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Directions of evolution of sports training and competition	Lecture, debate, power point	4	
Exemplification of the areas of effort specific to different sports disciplines.	Lecture, debate, power point	4	
Types of effort in sports training - general and particular aspects.	Lecture, debate, power point	4	
Graph of sports form in the specific periods of sports training - essential indicator of sports performance	Lecture, debate, power point	4	
Calculation of the main types of biorhythms - their relationship with the achievement of sports performance.	Lecture, debate, power point	4	
Examples of making planning documents specific to sports training.	Lecture, debate, power point	4	
Tests and control tests in performance sports.	Lecture, debate, power point	4	

Bibliography

1. Enoiu R.S., General Bases of Sports Training" Ed. Univ.Transilvania, Brașov, 2015.
2. Enoiu R.S. "Planning and programming in sports training" Ed. Univ. Transilvania, Brașov, 2015.
3. Enoiu R. S. "Differentiated training of footballers in the winter preparatory period" Ed. Univ. Transilvania, Brașov, 2016.
4. Enoiu R.S. - The scientific fundaments of sports training and competition, Course notes for internal use, 2025

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3. Chirazi M., Ciorbă C., Bodybuilding. Maintenance and Competition, Polirom Publishing House, Iasi 2006.
4. Delavier F., "Strength Training Anatomy", Publisher Human Kinetics, USA, 2005.
5. Demeter A. Physiology of physical effort. - Bucharest: Sport Turism, 1994..
6. Demeter A. Physiology and biochemistry of motor skills development. - Bucharest: Sport-tourism, 1983.
7. Derevenko P., "Physiological Elements of Sports Effort", Argonaut Publishing House, Cluj-Napoca, 1998.

8. Dragnea A, Mate-Teodorescu S. Sports theory. –FEST.-Bucharest, 2002.
9. Dragoi Gh. S.,:General Anatomy of Human Body Systems, vol.1,Craiova: University Publishing House, 2003.
10. Gagea A., "Analytical biomechanics", Char. Dounias & Co. Publishing House, Greece, 2008.
11. Krautblatt, C., "Fitness Training Manual" – International Fitness Association, USA – Orlando, 2007.
12. Sbenghe T., "Kinesiology – The Science of Movement", Medical Publishing House, Bucharest, 2005.
13. Szekely L., "Arnold uncensored", Garamond Publishing House, Bucharest, 2004.
14. Voicu A. V., Bodybuilding and fitness course, FEFS Cluj-Napoca, 2007.
15. Zatsiorsky V. M., Kraemer W. J., "Science and Practice of Strength Training, Second Edition", Publisher Human Kinetics, USA, 2006.
16. http://fitclub.ro/antrenament/programe-antrenament/antrenament-culturism
17. http://www.acsm.org.
18. http://www.frcf.ro.
19. http://www.icnr.com/articles/thenatureofstress.html.

http://www.ifafitness.com.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Formation of the capacity for continuous improvement of professional training in relation to scientific discoveries in the specific field of activity (sports clubs, sports associations, and educational units with sports program).

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Minimum attendance 50% Interactive activity.	Written examination	100%
10.5 Seminar/ laboratory/ project	Minimum attendance 80% Interactive activity.	Presentation of a project/report on the theme of consolidating or improving the sports training process in one's own specialization.	Exam entry requirement
10.6 Minimal performance standard			
• Knowledge of the optimal methodologies of intervention in the sports training process based on the scientific foundations in the field.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Conf.dr.Ioan Turcu Dean	Conf.dr.Bogdan Marian Oanc Head of Department
Prof.dr.Răzvan Sandu Enoiu Course holder	Prof.dr.Răzvan Sandu Enoiu Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Fitness and body aesthetics					
2.2 Course convenor			Chicomban Mihaela					
2.3 Seminar/ laboratory/ project convenor			Chicomban Mihaela					
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					40
Additional documentation in libraries, specialized electronic platforms, and field research					40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					39
Tutorial					
Examinations					3
Other activities.....					
3.7 Total number of hours of student activity	122				
3.8 Total number per semester	150				
3.9 Number of credits[5)]	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	
4.2 competences-related	To know and apply the means of programs specific to the field of fitness The motor expression capacity of specific acquisitions of programs in the field of fitness

5. Conditions (if applicable)

5.1 for course development	
5.2 for seminar/ laboratory/ project development	Fitness Hall

6. Specific competences and learning outcomes

Professional competences	CP6. Evaluates the progress of physical activity practitioners Learning outcomes 6.1. Knowledge R.Î.6.1.2. The student / graduate conducts theoretically and practically grounded activities and evaluates their effect at the level of different population categories. 6.2. Skills R.Î.6.2.1. The student / graduate selects and combines criteria and methods for evaluating somatic, functional, motor and mental indices. R.Î.6.2.2. The student / graduate customizes teaching / intervention and evaluation methods. R.Î.6.2.3. The student / graduate evaluates potential risks (e.g., risk of injury, environmental factors) and implements strategies to mitigate them. 6.3. Responsibility and autonomy R.Î.6.3.1. The student / graduate evaluates and monitors somato-functional and psychomotor development. R.Î.6.3.2. The student / graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities. CP7. Provides training in the field of sports Learning outcomes (RO) 7.1. Knowledge R.Î.7.1.3. The student / graduate Knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills R.Î.7.2.1. The student / graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. R.Î.7.2.4. The student / graduate identifies anatomical structures of the human body, describes the functional aspects of the human body and describes joint movements and the actions of various muscle groups. R.Î.7.2.5. The student/graduate describes joint movements and the actions of different muscle groups. R.Î.7.2.6. The student/graduate argues the importance of knowing the anatomy and physiology of the human body in general and its demands during physical exertion, in particular. 7.3. Responsibility and autonomy R.Î.7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content.

Transversal competences	CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning Outcomes (LO) 2.1. Knowledge LO2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. LO2.1.2. The student/graduate knows the techniques of leadership, motivation and effective delegation of responsibilities. 2.3. Responsibility and autonomy LO2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities. CT3. Moderates discussions, negotiates compromises, resolves conflicts, shows empathy and has an open mind Learning Outcomes (LO) 3.1. Knowledge LO3.1.1. The student/graduate identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life. 3.2. Skills R.Î.3.2.1. The student/graduate develops and adapts physical activities, regardless of the level of skills of the practitioner, promoting inclusion and equal opportunities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	The need to know the disciplines of the fitness-aerobic field as an applied science of improving the human body both morphologically and functionally, as well as its ability to move.
7.2 Specific objectives	The need to know the requirements, rules, and specific methods of practice used in their training program, relying on the data of other sciences that have the human at the center of their concerns and that in turn study, from a particular perspective, human mobility.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Defining aspects and components of fitness.	Power-Point presentation	1	
Theoretical aspects regarding motor qualities.	Power-Point presentation	1	
Theoretical aspects of basic motor skills, skill and endurance.	Power-Point presentation	1	
Training methods.	Power-Point presentation	1	
Step program.	Power-Point presentation	2	
TotalGym/Gravity program.	Power-Point presentation	2	
The TRX program.	Power-Point presentation	2	
Pilates program.	Power-Point presentation	2	
Functional training.	Power-Point presentation	1	
"Circuit" training method.	Power-Point presentation	1	

Mandatory bibliography

1. Carr K.,Feit M., K. Functional Training Anatomy, Ed. Human Kinetics Publishers, 2021
2. Chicomban M., Fitness and body aesthetics, Course notes for internal use, 2024
3. Knopf K., Therapy Ball Workbook: Illustrated Step-By-Step Guide to Stretching, Strengthening, and Rehabilitative Techniques, Ed. Ulysses, 2020
4. Siler, B. The Pilates Body. London: Edited by Michael Joseph, 2000

Optional bibliography 1. Chicomban C.M. Kinesiologie, Ed. Univ. Transilvania, 2014 2. Chicomban C.M, Fitball. Program multifuncțional de corectare postural și antrenament specific, 2015 3. Chicomban C.M. Fitness, Curs tehnologie IFR, actualizat 2020 4. Hansen D.,Kennelly S.Plyometrie.Anatomie, Ed. Compress sport, 2018			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Generalities, terminological discussions, training methods.	Presentation, group work, practical-methodical learning, analysis and debate, etc.	1	
The content of aerobics programs.	Presentation, group work, practical-methodical learning, analysis and debate, etc.	1	
Practical methods in teaching Step aerobics.	Presentation, group work, practical-methodical learning, analysis and debate, etc.	4	
Practical methods in teaching TotalGym/Gravity.	Presentation, group work, practical-methodical learning, analysis and debate, etc.	4	
Practical methods in teaching Total resistance exercises-TRX	Presentation, group work, practical-methodical learning, analysis and debate, etc.	2	
Practical methods in teaching Stretching-Pilates		2	
Mandatory bibliography 1. Carr K.,Feit M., K. Functional Training Anatomy, Ed. Human Kinetics Publishers, 2021 2. Chicomban M., Fitness and body aesthetics, Course notes for internal use, 2024 3. Knopf K., Therapy Ball Workbook: Illustrated Step-By-Step Guide to Stretching, Strengthening, and Rehabilitative Techniques, Ed. Ulysses, 2020 4. Siler, B. The Pilates Body. London: Edited by Michael Joseph, 2000 Optional bibliography 1. Chicomban C.M. Kinesiologie, Ed. Univ. Transilvania, 2014 2. Chicomban C.M, Fitball. Program multifuncțional de corectare postural și antrenament specific, 2015 3. Chicomban C.M. Fitness, Curs tehnologie IFR, actualizat 2020 1. 4. Hansen D.,Kennelly S.Plyometrie.Anatomie, Ed. Compress sport, 2018			

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The County School Inspectorate, sports clubs and the specialized federation

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Correct explanation of specific concepts with	Written assessment with items subject	30%

	appropriate terminology		
10.5 Seminar/ laboratory/ project	Writing a paper involving a research study on a Fitness program	Adherence to the standard structure of a scientific article which includes summarizing sections, introduction, methods, methods, results, discussion and conclusions.	70%
10.6 Minimal performance standard			
Solving a well-defined problem (explaining, demonstrating, designing exercises specific to fitness programs, of medium complexity)			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof. PhD. Ioan TURC Dean	Assoc.prof. PhD. Bogdan OANCE Head of Department
Assoc.prof. PhD. Chicomban Mihaela Course holder	Assoc.prof. PhD. Chicomban Mihaela Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Organizing and planning sports competitions					
2.2 Course convenor			Bogdan-Iulian Pelin					
2.3 Seminar/ laboratory/ project convenor			Bogdan-Iulian Pelin					
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	C	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**2**	out of which: 3.2 lecture	**1**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	40
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	39
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	122
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Classroom video projector
5.2 for seminar/ laboratory/ project development	• Seminar room-video projector

6. Specific competences and learning outcomes

Professional competences	CP1 Manages resources used for educational purposes Learning outcomes (LO) 1.1. Knowledge LO1.1.3. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and rehabilitation contexts. 1.2. Skills LO1.2.2. The student/graduate applies elements of organizational and educational management. LO1.2.3. The student/graduate applies physical, psychopedagogical and psychological methods and means. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate makes optimal use of sports materials and facilities. LO1.3.3. The student/graduate demonstrates initiative and responsibility in planning and implementing formative and educational activities, contributing to the creation of a safe, motivating and inclusive environment. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. RO10.1.3. The student/graduate explains theoretical and practical acquisitions creatively, by adapting and customizing interventions. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. RO10.2.2. The student/graduate assumes responsibility for drawing up functional rehabilitation programs. RO10.2.3. The student/graduate designs and plans training, educational and recovery programs. RO10.2.4. The student / graduate Innovates programs according to the particularities of the subject groups. 10.3. Responsibility and autonomy R.Î.10.3.1. The student / graduate draws up documents for planning the specific activity. R.Î.10.3.2. The student / graduate applies physical, psychopedagogical and psychological methods and means. R.Î.10.3.3. The student / graduate demonstrates initiative and responsibility in planning and implementing training and educational activities, contributing to the creation of a safe, motivating and inclusive environment. R.Î.10.3.4. The student / graduate Initiates measures to improve the efficiency of activities. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge R.Î.11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.3.4. The student/graduate identifies and exemplifies motor acts and actions. 11.2. Skills R.Î.11.2.4. The student/graduate uses the fundamental notions of human motor skills in various contexts. 11.3. Responsibility and autonomy R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context.

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.3. The student/graduate constantly participates in continuing professional training programs, with the aim of insertion and adaptability to the demands of the labor market. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2.1. The student/graduate coordinates group activities, promoting cohesion and team spirit. 2.3. Responsibility and autonomy R.Î.2.3.2. The student/graduate demonstrates initiative in taking on a leadership role when necessary and supports the development of other team members.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Acquiring the theoretical and practical notions of specialization in the field of sports training for individual and team sports disciplines.
7.2 Specific objectives	• Elaboration of programming and planning documents specific to the sports training process.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
The rules for the organization and conduct of sports competitions	Lecture, analysis and discussion based on slides	2	
Designing sports events		2	
Planning sports events		2	
Preparation of sports events		2	
Promotion of sports events		2	
Coordination of sports events		2	
Evaluation of sports events held		2	

Bibliography

1. Enoiu R.S.- Introduction to the Basics of Sports Training, Transilvania University Publishing House, Brașov, 2015.
2. Eric C. Schwarz, Hans Westerbeek, Dongfeng Liu, Paul Turner, Paul Emery. Managing Sport Facilities and Major Events, Taylor and Francisc LTd, 2016
3. Greenwell T. C. Managing Sport Events, Human Kinetics Pub. 2019
4. Pelin B., Organizing and planning sports competitions, Course notes for internal use, 2024

Optional Bibliography:

1. Gheorghe D., - Theory of Sports Training, Ed. Fundația România de Mâine, Bucharest, 2005.
2. Hanțiu, I., Study of Movement. Ed.Universității din Oradea, 2003.
3. Popescu F., - Physical Training in Sports Games, Ed. Romania of Tomorrow Foundation, Bucharest, 2009.
4. Prescorniță A., Tohănean D.,- Techniques for monitoring sports performance, Transilvania University

Publishing House Brașov, 2008.
5. Radu I.,T., - Evaluation in the teaching process, EDP, Bucharest, 2000.
6. Ungureanu O. – Theory and methodology that sports training, Al.I. Cuza University Publishing House, Iași, 1995.
7. Todea S.,F., - Methodical and sports education, "Romania of Tomorrow" Foundation Publishing House, Bucharest, 2001.
8. https://lege5.ro/gratuit/geytimzwge/obligatiile-organizatorului-de-competitii-sau-de-jocuri-sportive-lege-4-2008?dp=gm2dmmzugyztg#google_vignette
9. https://www.jandarmeriaromana.ro/competi%C8%9Bii-sportive-ob-org-organizarea

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
The derived and complementary terms of the fundamental notion of competition	Group work, debate	2	
The functions of sports competition		2	
The principles and factors of sports competitions		2	
The structure of competitive activity in sports games		4	
The systems for conducting competitions		4	

Bibliography

1. Enoiu R.S.- Introduction to the Basics of Sports Training, Transilvania University Publishing House, Brașov, 2015.
2. Eric C. Schwarz, Hans Westerbeek, Dongfeng Liu, Paul Turner, Paul Emery. Managing Sport Facilities and Major Events, Taylor and Francisc LTd, 2016
3. Greenwell T. C. Managing Sport Events, Human Kinetics Pub. 2019
4. Pelin B., Organizing and planning sports competitions, Course notes for internal use, 2024

Optional Bibliography:

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2. Hanțiu, I., Study of Movement. Ed.Universității din Oradea, 2003.
3. Popescu F., - Physical Training in Sports Games, Ed. Romania of Tomorrow Foundation, Bucharest, 2009.
4. Prescorniță A., Tohănean D.,- Techniques for monitoring sports performance, Transilvania University Publishing House Brașov, 2008.
5. Radu I.,T., - Evaluation in the teaching process, EDP, Bucharest, 2000.
6. Ungureanu O. – Theory and methodology that sports training, Al.I. Cuza University Publishing House, Iași, 1995.
7. Todea S.,F., - Methodical and sports education, "Romania of Tomorrow" Foundation Publishing House, Bucharest, 2001.
8. https://lege5.ro/gratuit/geytimzwge/obligatiile-organizatorului-de-competitii-sau-de-jocuri-sportive-lege-4-2008?dp=gm2dmmzugyztg#google_vignette
9. https://www.jandarmeriaromana.ro/competi%C8%9Bii-sportive-ob-org-organizarea

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Formation of the capacity for continuous improvement of professional training in relation to scientific discoveries in the specific field of activity (sports clubs, sports associations, educational units with a sports program).

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade

10.4 Course	Minimum attendance 50% (including online)	Written examination	50%
10.5 Seminar/ laboratory/ project	Minimum attendance 80% (including online)	Didactic project	50%
10.6 Minimal performance standard			
• Knowledge of the optimal intervention methodologies in the sports training process in sports disciplines			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Conf.dr. Ioan TURCU Dean	Conf.dr. Bogdan OANCEA Head of Department
Lect.dr. Bogdan-Iulian PELIN Course holder	Lect.dr. Bogdan-Iulian PELIN Holder of seminar/ laboratory/ projec

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Specialization in a sport discipline_Swimming					
2.2 Course convenor			Enoiu Răzvan Sandu					
2.3 Seminar/ laboratory/ project convenor			Enoiu Răzvan Sandu					
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**6**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**2/2**
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	56

Time allocation	hours
Study of textbooks, course support, bibliography and notes	20
Additional documentation in libraries, specialized electronic platforms, and field research	20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	23
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Projector
5.2 for seminar/ laboratory/ project development	• Projector/Swimming pool

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.2. The student/graduate identifies and uses efficient actuation systems. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge L.O.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. L.O.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills L.O.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy L.O.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. 10.3. Responsibility and autonomy RO10.3.1. The student/graduate prepares documents for planning the specific activity. RO10.3.2. The student/graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge RO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills R.Î.11.2.2. The student/graduate identifies and uses efficient action systems. 11.3. Responsibility and autonomy R.Î.11.3.3. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Conducting, scheduling and planning sports training lessons with swimming themes
7.2 Specific objectives	• Directing the effort in swimming. • Knowledge and application of the principles of sports training in swimming.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Stages of learning technique in swimming: initiation into the technical bases of execution, consolidation-fixation and improvement.	Slide-based lecture, analysis and debate	4	
Areas of effort in swimming.	Slide-based lecture, analysis and debate	4	
Means of training in water. Combinations of means specific to swimming.	Slide-based lecture, analysis and debate	4	
Sports selection in swimming. The scheme of the selection stage.	Slide-based lecture, analysis and debate	4	
Swimming training methods. The continuous training method. Variable (alternate) training method. The method of training with repetitions. The interval training method. The method of training in competition tempo. The hypoxic training method. Autogenous, psychotonic and mental training.	Slide-based lecture, analysis and debate	4	
Operational models of actuation systems specific to swimming training.	Slide-based lecture, analysis and debate	4	
Optimization of sports training objectives and its evaluation. Improvement of the elements of the	Slide-based lecture, analysis and debate	4	

technical processes.			

Bibliography

1. Enoiu R.- Manual for learning swimming, Univ. Transilvania Publishing House, Brasov, 2006
2. Enoiu R.- The Swimmer's Book, Univ. Transilvania Publishing House, Brasov, 2003
3. Enoiu R.S. - Specialization in a sport discipline_Swimming, Course notes for internal use, 2024
4. Salo D. - Complete Conditioning for Swimming 'With DVD', Human Kinetics Pub., 2018

Optional Bibliography

1. Dragnea A., Mate S.- Sports Theory, FEST Publishing House, Bucharest, 2002
2. Drăgan I.- Medicina sportivă aplică, Editura Editis, Bucharest, 1994
3. Enoiu R.- Theory and Bases of the Methodology of Physical Education and Sport, Omnia UNI-S Publishing House. A.S.T., Braşov, 2000
4. Mahlo F.- Specific muscle strength in rowing, Performance Sport, No. 443, Bucharest, 2002
5. Maglisco E.- Swimming Faster; A comprehensive guide to the science of swimming, California State College, Bakersfield, Mayfield Publishing Company, 1982
6. Marinescu G., Creţuleşteanu G.- Swimming. Specialization course, ANEFS, Bucharest, 1995
7. Olaru M.- "Inot", Ed. Sport-Turism, 1982
8. Prelici V.- "Sports performance, personality, selection", Facla Publishing House, 1980
9. Hohmann H.- Development of muscle strength within the long-term preparation of performance,
10. M.T.S., National Research Institute for Sport-Swimming, Bucharest, 2002

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Improvement of the back process.	Debate Individual work	8	
Perfecting the craul process.	Debate Individual work	8	
Perfecting the breaststroke process.	Debate Individual work	8	
Perfecting the butterfly process.	Debate Individual work	8	
Operational models for directing swimmers' training.	Debate Individual work	8	
Methodical indications for consolidation-improvement in swimming procedures.	Debate Individual work	8	
Training methods in water.	Debate Individual work	8	

Bibliography

1. Enoiu R.- Manual for learning swimming, Univ. Transilvania Publishing House, Brasov, 2006
2. Enoiu R.- The Swimmer's Book, Univ. Transilvania Publishing House, Brasov, 2003
3. Enoiu R.S. - Specialization in a sport discipline_Swimming, Course notes for internal use, 2024
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2. Drăgan I.- Medicina sportivă aplică, Editura Editis, Bucharest, 1994
3. Enoiu R.- Theory and Bases of the Methodology of Physical Education and Sport, Omnia UNI-S Publishing House. A.S.T., Braşov, 2000
4. Mahlo F.- Specific muscle strength in rowing, Performance Sport, No. 443, Bucharest, 2002
5. Maglisco E.- Swimming Faster; A comprehensive guide to the science of swimming, California State College, Bakersfield, Mayfield Publishing Company, 1982
6. Marinescu G., Creţuleşteanu G.- Swimming. Specialization course, ANEFS, Bucharest, 1995
7. Olaru M.- "Inot", Ed. Sport-Turism, 1982
8. Prelici V.- "Sports performance, personality, selection", Facla Publishing House, 1980
9. Hohmann H.- Development of muscle strength within the long-term preparation of performance,

10. M.T.S., National Research Institute for Sport-Swimming, Bucharest, 2002

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The correctness and accuracy of the use of the concepts and theories learned at the level of the discipline will meet the expectations of the representatives of the community and of the professional associations and employers in the field.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Minimum attendance 50%	Written examination	100%
10.5 Seminar/ laboratory/ project	Minimum presence 80%	Practical verification	Exam entry requirement
10.6 Minimal performance standard			
• Knowledge and explanation of the specific contents of the didactic process of initiation, consolidation and improvement in the technical procedures specific to swimming.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Conf.dr.Ioan Turcu Dean	Conf.dr.Bogdan Marian Oancea Head of Department
Prof.dr.Enoiu Răzvan Sandu Course holder	Prof.dr.Enoiu Răzvan Sandu Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			SPECIALIZATION IN A SPORT DISCIPLINE_SKIING					
2.2 Course convenor			BOGDAN-IULIAN PELIN					
2.3 Seminar/ laboratory/ project convenor			BOGDAN-IULIAN PELIN					
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	C	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**6**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**2/2**
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	56

Time allocation	hours
Study of textbooks, course support, bibliography and notes	20
Additional documentation in libraries, specialized electronic platforms, and field research	20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	23
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Classroom video projector
5.2 for seminar/ laboratory/ project development	• Specific sports equipment • The hours of practical work take place on the ski slope in Poiana Brașov

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.2. The student/graduate identifies and uses efficient actuation systems. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge L.O.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. L.O.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills L.O.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy L.O.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. 10.3. Responsibility and autonomy RO10.3.1. The student/graduate prepares documents for planning the specific activity. RO10.3.2. The student/graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge RO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills R.Î.11.2.2. The student/graduate identifies and uses efficient action systems. 11.3. Responsibility and autonomy R.Î.11.3.3. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.	

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.	

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Understanding and implementing operational systems specific to the alpine skiing discipline
7.2 Specific objectives	• Explanation of some theoretical concepts regarding the methodology of learning alpine skiing. Adequate use of a minimum set of motor skills specific to alpine skiing, followed by an evaluation of technical-tactical acquisitions. • The acquisition of a specific terminology, as well as the formation of methodological and organizational skills, regarding the teaching of alpine skiing disciplines, in education and beyond.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
The general bases of the methodology of learning to ski Aspects related to the particularities of the discipline Practical-methodical aspects regarding the coordination of the skiing group and the choice of the working terrain The skiing lesson - Structure	Lecture slides	4	
Factors favoring learning to ski		4	
SYSTEMATIZATION OF TECHNIQUE Classifications. Definitions Ski technique, technical element and process, basic mechanism. Mode of transport of skis, Accommodation with equipment Falling and picking up from the fall		4	
Technical procedures WALK, TURNS, CLIMBS Execution mechanism, Mistakes, Methodical		4	

indications			
Positions on skis DIRECT DESCENT. OBLIQUE Descent. Technical procedures. Implementation mechanism, mistakes and methodological indications		4	
PASSING OVER DUMPS Passing Slope Breaks, Slope Connections, Damping and Recoil Technical Mechanism, Mistakes Methodical Indications		4	
Lateral Slips - Oblique slips Technical mechanism, Mistakes Methodical indications		4	

Bibliography

1. Losnegard, T., Schafer, D., Hallen, J.,(2014), Exercise economy in skiing and running, Frontiers in Psysiology, 5:5
2. https://www.youtube.com/watch?v=R0cDTAOucSk
3. https://www.youtube.com/watch?v=R0cDTAOucSk
4. https://www.youtube.com/watch?v=lDf6z6465nw
5. https://www.youtube.com/watch?v=R0cDTAOucSk
6. Pelin B., SPECIALIZATION IN A SPORT DISCIPLINE_SKIING, Course notes for internal use, 2024

Optional Bibliography

1. Cârstocea,V., Stroe S., Pelin F., Kacso L., (2001), Skiing Theory and Methodology, Printech Publishing House Bucharest
2. Cârstocea, V., Kacso, L., (2007), Snowboarding Monitor, Palestra Publishing House, Giurgiu
3. Cătănescu, A. (2013), Alpine Skiing Technique and Methodology, Universitaria Publishing House Craiova
4. Grigoraș, P., & collaborators (2011) – Romanian Ski School-Official methodological system for teaching alpine skiing in Romania, National Association of Ski Schools in Romania, FRSB.
5. Pelin,F.(2008) – Technique and methodology of mountain disciplines, A.N.E.F.S., Bucharest.
6. Stroe, S., Pelin F., Runcan C., (2001), Technique and methodology of teaching alpine skiing, Printech Publishing House Bucharest
7. Warren, S., (2006), Go ski, Printed Dorlin Kindersley Great Britain.
8. D'Alessio, F., Serafin R., (1991), Corso di Sci, Le techniche piu attuali didiscesa e fuoripista, Giovanni de Vecchi Publishing House, Milan
9. Matei, I., (1988), Schi alpin modern, Sport-Turism Publishing House, Bucharest
10. Warren, S., (2006), Go ski, Printed Dorlin Kindersley Great Britain.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Improving specific motor skills, performed in sliding, on slopes with different degrees of inclination, as well as different types of snow. The improvement of the execution mechanisms, in the following technical procedures: direct descent, oblique, crossings of the connections and breaks of the slope, respecting the specific dynamics, with a better control of the skis, the edges, the placement of the center of gravity, the coordination between the upper limbs and bottoms, damping, angulation, pressure, as well as ski control, etc.	Practical applications	8	
Improving the execution mechanism for plowing, focusing on: weight transfer from one foot to the other, coordination, balance,		8	

pressure management on the first half of the skis, as well as speed control in sliding, on slopes with different degrees of sliding.			
Improving the mechanisms for making oblique crossings, on inclined slopes, with an emphasis on: control and pressure exerted on the edges of the hill, knee rotation, angulation, pressure exerted on certain segments of the ski.		8	
Improving the mechanisms for making passes over: slopes, by adapting the body position, by absorption or by retreating - emphasis on dynamic work of the legs - flexibility, correct posture, dynamic at the time of scoring.		8	
Passing some routes between the stakes, to improve the execution technique in the following technical procedures: cristiania with rotation and simultaneous opening.		8	
Exercises on short poles/pennants, on the color of different lengths and widths, for control, precision, rhythm, tempo, attacking the pennant, coordination, balance, etc. Games and relays to increase the capacity for balance, coordination, and better control of the skis.		8	
Training in slalom gates. Work on a wide track when sliding with parallel skis. Gliding with an emphasis on ski control at low and even higher speeds, the possibility of body recovery during sliding, changes in body posture depending on the snow, obstacles, etc.		8	

Bibliography

1. Losnegard, T., Schafer, D., Hallen, J.,(2014), Exercise economy in skiing and running, Frontiers in Psysiology, 5:5
2. https://www.youtube.com/watch?v=R0cDTAOucSk
3. https://www.youtube.com/watch?v=R0cDTAOucSk
4. https://www.youtube.com/watch?v=lDf6z6465nw
5. https://www.youtube.com/watch?v=R0cDTAOucSk
6. Pelin B., SPECIALIZATION IN A SPORT DISCIPLINE_SKIING, Course notes for internal use, 2024

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2. Cârstocea, V., Kacso, L., (2007), Snowboarding Monitor, Palestra Publishing House, Giurgiu
3. Cătănescu, A. (2013), Alpine Skiing Technique and Methodology, Universitaria Publishing House Craiova
4. Grigoraș, P., & collaborators (2011) – Romanian Ski School-Official methodological system for teaching alpine skiing in Romania, National Association of Ski Schools in Romania, FRSB.
5. Pelin,F.(2008) – Technique and methodology of mountain disciplines, A.N.E.F.S., Bucharest.
6. Stroe, S., Pelin F., Runcan C., (2001), Technique and methodology of teaching alpine skiing, Printech Publishing House Bucharest
7. Warren, S., (2006), Go ski, Printed Dorlin Kindersley Great Britain.

8. D'Alessio, F., Serafin R., (1991), Corso di Sci, Le techniche piu attuali didiscesa e fuoripista, Giovanni de Vecchi Publishing House, Milan
9. Matei, I., (1988), Schi alpin modern, Sport-Turism Publishing House, Bucharest
10. Warren, S., (2006), Go ski, Printed Dorlin Kindersley Great Britain.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

School and County Sports Clubs, Sports Associations

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Minimum attendance 50% (including online)	Written assessment/Grid test	50%
	Interactive activity		
10.5 Seminar/ laboratory/ project	The practical activity is noted, during the applications, as well as the level of practical-methodical acquisition of the elements and technical procedures specific to alpine skiing, on slopes with different degrees of sliding. Attendance is mandatory, at a percentage of 80%, for the practical works.	Practical evaluation	50%
	Interactive activity		
10.6 Minimal performance standard			
Acquiring from a practical-methodical point of view the basic technique and methodology, specific to alpine skiing. Acquiring the terminology specific to this discipline. The student's ability to be a good demonstrator.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof. Ioan TURCU Dean	Assoc.prof.Bogdan OANCEA Head of Department
Lecturer PhD. Bogdan-Iulian PELIN Course holder	Lecturer PhD. Bogdan-Iulian PELIN Holder of seminar/ laboratory/ proje

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the

Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Specialization in a sport discipline_Athletics					
2.2 Course convenor			Assoc.prof. Florentina Nechita					
2.3 Seminar/ laboratory/ project convenor			Assoc.prof. Florentina Nechita					
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**6**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**2/2**
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	56

Time allocation	hours
Study of textbooks, course support, bibliography and notes	20
Additional documentation in libraries, specialized electronic platforms, and field research	20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	23
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• video and audio projection system
5.2 for seminar/ laboratory/ project development	• video and audio projection system, functional sport hall for athletics disciplines

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.2. The student/graduate identifies and uses efficient actuation systems. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge L.O.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. L.O.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills L.O.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy L.O.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. 10.3. Responsibility and autonomy RO10.3.1. The student/graduate prepares documents for planning the specific activity. RO10.3.2. The student/graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge RO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills R.Î.11.2.2. The student/graduate identifies and uses efficient action systems. 11.3. Responsibility and autonomy R.Î.11.3.3. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.	

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.	

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• detailed knowledge of the specific training particularities of athletic events
7.2 Specific objectives	• designing, selecting and applying means and actuation systems correlated with technical requirements by age category and according to the particularities of athlets.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Athletics – history, components etc	lecture	4	
2. Speed running events	lecture	6	
3. Relay races	lecture	6	
4. Hurdles athetics events	lecture	6	
5. Long and very long athletisc events	lecture	6	

Required bibliography:

1. Anderson M.K., Barnum, M. Foundations of Athletic Training: Prevention, Assessment, and Management, 2021.
2. FRA. Competition Rules, Technical Rules, 2022.
3. Graham., J. Practical Track and Field Athletics, 2021.
4. Nechita F., Specialization in a sport discipline_Athletics, Course notes for internal use, 2024
5. Onea, G.A. (2022). Methodology of Teaching Athletics in Schools. Transilvania University Press, Brașov, 2022. ISBN 978-606-19-1584-2
6. Silvey., S. Championship Training Sessions For Sprints, Hurdles & Relay Events: A Book Written By A Proven National Championship and Olympic Track & Field Coach, 2024.
7. USA Track & Field., Track & Field Coaching Essentials, 2015.

Optional bibliography:

1. Alexei., M. Athletics - Test Technique, Cluj University Press Publishing House, Cluj-Napoca, 2005.
2. Alexei M., Bogdan, V., Technique and Methodology of Teaching Athletic Tests, Napoca Star Publishing House, 2009.

3. Gârleanu D., Gârleanu R. Athletics Coach's Guide, Printech Publishing House, 2007.
4. Rogers. J.L. USA Athletics Coach's Handbook, Bucharest, 2004
5. Țifrea., C. Athletics - Training and Competition Effort, DARECO Publishing House, 2002.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Methodology of running fundamentals	Debate + practical application	12	
Methodology of jumping fundamentals	Debate + practical application	12	
Methodology of throwing fundamentals	Debate + practical application	12	
Methodology of athletics motor qualityes development thru athletic methods	Debate + practical application	20	

Required bibliography:

1. Anderson M.K., Barnum, M. Foundations of Athletic Training: Prevention, Assessment, and Management, 2021.
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5. Țifrea., C. Athletics - Training and Competition Effort, DARECO Publishing House, 2002.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Brașov County Scholar Inspectorate, County Athletics Association, National Coach Training and Improvement Center

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	assessment of theoretical knowledge	written examination	50%
10.5 Seminar/ laboratory/ project	assessment of practical knowledge	practical examination	50%
10.6 Minimal performance standard			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof. PhD. Ioan Turcu Dean	Assoc.prof. PhD. Bogdan Marian Oanc Head of Department
Assoc.prof. PhD. Florentina Nechita Course holder	Assoc.prof. PhD. Florentina Nechita Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Specialization in a sports discipline_Gymnastics					
2.2 Course convenor			Dana Badau					
2.3 Seminar/ laboratory/ project convenor			Dana Badau					
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	2	out of which: 3.2 lecture	2	3.3 seminar/ laboratory/ project	2/2
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	56

Time allocation	hours
Study of textbooks, course support, bibliography and notes	20
Additional documentation in libraries, specialized electronic platforms, and field research	20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	20
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	● Elaboration of curricular tools (specialist books, course notes, notebooks and guidance for practical work, methodological guides, etc.) ● Syntheses and bibliographic selections in the specialty of the discipline (mandatory and optional) ● Discipline sheet, digital supports, e-learning and multimedia tools ● Links to open sources or other web resources in the field
4.2 competences-related	● Teaching skills acquired in one's own teaching career, through accumulated experience and through the development of personal curricular supports

5. Conditions (if applicable)

5.1 for course development	● the classroom. According to the didactic regulations of the students
5.2 for seminar/	● the classroom. According to the didactic regulations of the students

laboratory/ project development	

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.2. The student/graduate identifies and uses efficient actuation systems. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge L.O.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. L.O.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills L.O.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy L.O.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. 10.3. Responsibility and autonomy RO10.3.1. The student/graduate prepares documents for planning the specific activity. RO10.3.2. The student/graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge RO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills R.Î.11.2.2. The student/graduate identifies and uses efficient action systems. 11.3. Responsibility and autonomy R.Î.11.3.3. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.	

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.	

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	● Acquisition of theoretical and practical knowledge regarding the training and the methodology of gymnastic performance
7.2 Specific objectives	● knowledge of the specific stages and contents of the training of gymnastic performance

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
The characteristics and tasks of performance gymnastics	Lecture, debate, multimedia materials (ppt)	2	
The anthropometric and motor model of the gymnast	Lecture, debate, multimedia materials (ppt)	2	
The general bases of the exercise technique in performance gymnastics	Lecture, debate, multimedia materials (ppt)	4	
The specific content of sports training in gymnastics	Lecture, debate, multimedia materials (ppt)	6	
Technical training in performance gymnastics	Lecture, debate, multimedia materials (ppt)	8	
Physical training in performance gymnastics	Lecture, debate, multimedia materials	4	

	(ppt)		
Management and organization of gymnastics competitions	Lecture, debate, multimedia materials (ppt)	2	

Bibliography

1. Badau D., Specialization in a sports discipline_Gymnastics, Course notes for internal use, 2024
2. Monm A. *The Science of Gymnastics.* Advanced Concepts. Routledge Publishing, 2018
3. Peter M. Gymnastic Skills Handbook: Levels 1-5. Publishing Lulu Pr, 2024
4. Blackall Bernie. Gymnastics, Redback Publishing, 2024

Optional bibliography:

1. High Performance Sport Skill Instruction, Training, and Coaching, DDJ Publishing, 2023

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Technical training in performance gymnastics	Debate, discussions, multimedia presentations	16	
Physical training in performance gymnastics	Debate, discussions, multimedia presentations	16	
Tactical and psychological training in performance gymnastics	Debate, discussions, multimedia presentations	16	
Preparation and organization of sports gymnastics competitions	Debate, discussions, multimedia presentations	8	

Bibliography

1. Badau D., Specialization in a sports discipline_Gymnastics, Course notes for internal use, 2024
2. Monm A. *The Science of Gymnastics.* Advanced Concepts. Routledge Publishing, 2018
3. Peter M. Gymnastic Skills Handbook: Levels 1-5. Publishing Lulu Pr, 2024
4. Blackall Bernie. Gymnastics, Redback Publishing, 2024

Optional bibliography:

1. High Performance Sport Skill Instruction, Training, and Coaching, DDJ Publishing, 2023

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Valorization of assimilated theories, methodologies and practices in solving theoretical-practical educational situations through interdisciplinary approaches.
The use of a specialized language in communication with different professional environments, with specialists in the field and related fields.
The application of assimilated theories and practices in the design and development of educational and research projects specific to physical education and sports and interdisciplinary

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	The evaluation of the discipline knowledge's.	Written test/Quiz	50%
10.5 Seminar/ laboratory/	The evaluation of the	Didactic project /report	50%

project	methodical-practical activities		
10.6 Minimal performance standard			
● Evaluation of the seminar - obtaining a minimum grade of 5. Theoretical evaluation - obtaining a minimum grade of 5.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof. PhD. Ioan Tur Dean	Assoc.prof. PhD. Bogdan Marian Oancea Head of Department
Prof. PhD. Dana Badau Course holde	Prof. PhD. Dana Badau Holder of seminar/ laboratory/ project

Note
:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Specialization in a sport discipline_Football					
2.2 Course convenor			Teriș Ștefan					
2.3 Seminar/ laboratory/ project convenor			Teriș Ștefan					
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**6**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**2/2**
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	56

Time allocation	hours
Study of textbooks, course support, bibliography and notes	20
Additional documentation in libraries, specialized electronic platforms, and field research	20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	23
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Projector
5.2 for seminar/ laboratory/ project development	• Football sport hall

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.2. The student/graduate identifies and uses efficient actuation systems. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge L.O.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. L.O.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills L.O.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy L.O.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. 10.3. Responsibility and autonomy RO10.3.1. The student/graduate prepares documents for planning the specific activity. RO10.3.2. The student/graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge RO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills R.Î.11.2.2. The student/graduate identifies and uses efficient action systems. 11.3. Responsibility and autonomy R.Î.11.3.3. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Acquisition and deepening of specialized theoretical-methodical knowledge, with applications in sports training, selection and sports performance in football;
7.2 Specific objectives	• To understand the peculiarities specific to the game of football. To have the ability to apply notions specific to the game of football to the structure of sports training. To know actuation systems specific to the game of football with application in sports training.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Sports training in the game of football	Participatory lecture, debate, exemplification	4	
Components of training in the game of football	Participatory lecture, debate, exemplification	4	
The Physical Factor in the Game of Football	Participatory lecture, debate, exemplification	4	
The Technical Factor in the Game of Football	Participatory lecture, debate, exemplification	4	
The Tactical Factor in the Game of Football	Participatory lecture, debate, exemplification	4	
The Psychological Factor in the Game of Football	Participatory lecture, debate,	4	

	exemplification		
The Theoretical Factor in the Game of Football	Participatory lecture, debate, exemplification	4	

Bibliography

1. Simion G., Training Methods on Sport Discipline - Football, specialization course sem. I IFR, Univ. Transilvania Publishing House, Braşov, 2014
2. Teriș Ș., "Biomechanical analysis regarding kicking the ball at the age of 10 and 12 years", "Transilvania" University Publishing House, Brașov 2022
3. Teriș Ș., Enoiu R. S., "Specific means of correcting the biomechanics of kicking the ball at the age between 10 and 12 years", "Transilvania" University Publishing House, Brașov 2022
4. Teriș Ș, Specialization in a sport discipline_Football, Course notes for internal use, 2023

Optional Bibliography

5. Apolzan D. Football – 2010 F.R.F. Bucharest 1998
6. Cojocaru V. Football from 6 to 18 years. Ed. A.N.E.F.S. Buc. 2002
7. Oancea V., Motor Qualities in the Football Game, Ed. Univ. Transilvania Braşov, 2004.
8. Simion G., Oancea B. Football. Training Aspects, Ed. Univ. Transilvania Braşov, 2010.
9. Simion G., Football – Action Systems for Learning Technique and Tactics, Ed. Univ. Transilvania, Braşov, 2011.
10. Simion G., Football. The Theory of the Game, Univ. Transilvania Publishing House, Braşov, 2013.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Exercises for learning and perfecting the phases of the attack	Explanation, demonstration, exercise, group work, discussion, debate, dialogue	6	
Exercises for learning and perfecting the forms of attack	Explanation, demonstration, exercise, group work, discussion, debate, dialogue	8	
Exercises for the improvement of the defense phases	Explanation, demonstration, exercise, group work, discussion, debate, dialogue	6	
Exercises for the improvement of the forms of defense	Explanation, demonstration, exercise, group work, discussion, debate, dialogue	8	
Exercises for perfecting individual tactical actions in attack	Explanation, demonstration, exercise, group work, discussion, debate, dialogue	6	
Exercises for perfecting individual tactical actions in defence	Explanation, demonstration, exercise, group work, discussion, debate, dialogue	8	
Exercises for perfecting collective tactical actions in attack	Explanation, demonstration, exercise, group work, discussion, debate, dialogue	6	
Exercises for perfecting collective tactical actions in defence	Explanation, demonstration, exercise, group work, discussion,	8	

	debate, dialogue		

Bibliography

1. Simion G., Training Methods on Sport Discipline - Football, specialization course sem. I IFR, Univ. Transilvania Publishing House, Braşov, 2014
2. Teriș Ș., "Biomechanical analysis regarding kicking the ball at the age of 10 and 12 years", "Transilvania" University Publishing House, Brașov 2022
3. Teriș Ș., Enoiu R. S., "Specific means of correcting the biomechanics of kicking the ball at the age between 10 and 12 years", "Transilvania" University Publishing House, Brașov 2022
4. Teriș Ș, Specialization in a sport discipline_Football, Course notes for internal use, 2023

Optional Bibliography

5. Apolzan D. Football – 2010 F.R.F. Bucharest 1998
6. Cojocaru V. Football from 6 to 18 years. Ed. A.N.E.F.S. Buc. 2002
7. Oancea V., Motor Qualities in the Football Game, Ed. Univ. Transilvania Braşov, 2004.
8. Simion G., Oancea B. Football. Training Aspects, Ed. Univ. Transilvania Braşov, 2010.
9. Simion G., Football – Action Systems for Learning Technique and Tactics, Ed. Univ. Transilvania, Braşov, 2011.
10. Simion G., Football. The Theory of the Game, Univ. Transilvania Publishing House, Braşov, 2013.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The correctness and accuracy of the use of the concepts and theories learned at the level of the discipline will meet the expectations of the representatives of the community and of the professional associations and employers in the field.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Minimum attendance 50%	Written exam	100%
10.5 Seminar/ laboratory/ project	Minimum presence 80% Project - Lesson/training plans with given themes and objectives.	Holding training lessons with themes and objectives specific to the game of football.	Exam entry requirement
10.6 Minimal performance standard			
• Solving a well-defined problem (demonstration, application and design of exercises for learning the technique and tactics of the game of football), of medium complexity, in the field of physical education			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Conf.dr.Ioan Turcu Dean	Conf.dr.Bogdan Marian Oancea Head of Department
Lect.dr.Ștefan Teriș Course holder	Lect.dr.Ștefan Teriș Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Specialization in a sport discipline_Handball					
2.2 Course convenor			Veronica Mindrescu					
2.3 Seminar/ laboratory/ project convenor			Veronica Mindrescu					
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**6**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**2/2**
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	56

Time allocation	hours
Study of textbooks, course support, bibliography and notes	20
Additional documentation in libraries, specialized electronic platforms, and field research	20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	23
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Classroom - Video projector - powerpoint presentation (mixed lecture)
5.2 for seminar/ laboratory/ project development	• Classroom

6. Specific competences and learning outcomes

Professional compnces	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.2. The student/graduate identifies and uses efficient actuation systems. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge L.O.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. L.O.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills L.O.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy L.O.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. 10.3. Responsibility and autonomy RO10.3.1. The student/graduate prepares documents for planning the specific activity. RO10.3.2. The student/graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge RO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills R.Î.11.2.2. The student/graduate identifies and uses efficient action systems. 11.3. Responsibility and autonomy R.Î.11.3.3. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

Transversal compeences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• assimilation of advanced specialized knowledge regarding handball game technique
7.2 Specific objectives	• designing, selecting and applying means and actuation systems correlated with technical requirements by age category and according to the particularities of handball players

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Athletic game. Goalkeeper actions.	Lecture	6	
Passing the handball ball.	Lecture	8	
Dribbling the handball ball.	Lecture	6	
Shooting the handball ball.	Lecture	8	

Bibliography

1. ϖCazan F., - Methodology of teaching handball in school, 2018, ISBN 978-606-14-1437-6, Universitaria Publishing House, Bucharest
2. Gherman A., - Improving the biomechanics of movements in handball, 2017, ISBN: 978-606-17-1074-4,
3. ϖMîndrescu V., - Handball, Game, Players, Regulations, Palmares., 2020, Rizoprint Publishing House, Cluj Napoca, ISBN - 978-973-53-2523-7
4. ϖMîndrescu V., - Handball-Training Techniques, 2015, Lux Libris Publishing House. Brașov
5. Mîndrescu V., Specialization in a sport discipline_Handball, Course notes for internal use, 2024

Optional Bibliography:

1. Abălașei B., - INTRODUCTION TO HANDBALL TRAINING, 2012, Lumen Publishing House, Iași
2. Mîndrescu V. Selection, training and rehabilitation in private Handball clubs, 2012, Lux Libris Publishing House, Brașov.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Athletic game. Goalkeeper actions.	Debate + practical aplication	12	

Passing the handball ball.	Debate + practical aplication	14	
Dribbling the handball ball.	Debate + practical aplication	6	
Shooting the handball ball.	Debate + practical aplication	24	

Bibliography

1. ϖCazan F., - Methodology of teaching handball in school, 2018, ISBN 978-606-14-1437-6, Universitaria Publishing House, Bucharest
2. Gherman A., - Improving the biomechanics of movements in handball, 2017, ISBN: 978-606-17-1074-4,
3. ϖMîndrescu V., - Handball, Game, Players, Regulations, Palmares., 2020, Rizoprint Publishing House, Cluj Napoca, ISBN - 978-973-53-2523-7
4. ϖMîndrescu V., - Handball-Training Techniques, 2015, Lux Libris Publishing House. Brașov
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2. Mîndrescu V. Selection, training and rehabilitation in private Handball clubs, 2012, Lux Libris Publishing House, Brașov.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

County Handball Association, National Coach School

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Written evaluation		50%
10.5 Seminar/ laboratory/ project	Practical evaluation		50%
10.6 Minimal performance standard			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Dean Associate Prof. PhD. Turcu Ioan	Head of Department Associate Prof. PhD. Oancea Bogdan Maria
Course holder Professor PhD. Veronica Mindrescu	Holder of seminar/ laboratory/ project Professor PhD. Veronica Mindrescu

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the

Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Specialization in a sport discipline_Basketball					
2.2 Course convenor			Bogdan Oancea					
2.3 Seminar/ laboratory/ project convenor			Bogdan Oancea					
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**6**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**2/2**
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	56

Time allocation	hours
Study of textbooks, course support, bibliography and notes	20
Additional documentation in libraries, specialized electronic platforms, and field research	20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	23
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• video and audio projection system
5.2 for seminar/ laboratory/ project development	• video and audio projection system, functional sport hall for basketball game

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.2. The student/graduate identifies and uses efficient actuation systems. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge L.O.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. L.O.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills L.O.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy L.O.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. 10.3. Responsibility and autonomy RO10.3.1. The student/graduate prepares documents for planning the specific activity. RO10.3.2. The student/graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge RO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills R.Î.11.2.2. The student/graduate identifies and uses efficient action systems. 11.3. Responsibility and autonomy R.Î.11.3.3. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• assimilation of advanced specialized knowledge regarding basketball game technique
7.2 Specific objectives	• designing, selecting and applying means and actuation systems correlated with technical requirements by age category and according to the particularities of basketball players.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. The game of basketball – history, competition, organization, forms, functions, character, objectives, regulations	lecture	4	
2. Basketball selection methods	lecture	2	
3. Movements on the court. Jumps. Changes of direction.	lecture	4	
4. Basketball fundamental position	lecture	4	
5. Holding and catching the ball	lecture	2	
6. Passing the ball	lecture	4	
7. Dribbling the ball	lecture	2	
8. Stops. Pivoting	lecture	2	
9. Basketball shooting	lecture	4	

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1. Chicomban M., Methodology of sports disciplines – Basketball, Transilvania University Publishing House, Braşov, 2010
2. Oancea B., Methodology of teaching the technique of the basketball game, Transilvania University Publishing House, Braşov, 2016
3. Oancea B., Specialization in a sport discipline_Basketball, Course notes for internal use, 2023

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1. Negulescu C. et al., Methodology of learning and improving the technique and tactics of the

basketball game, ANEFS, Bucharest, 1997
2. Moldovan E., Aspects of the theory and methodology of the basketball game, Transilvania University Publishing House, Braşov, 2006
3. Hopla D., Basketball Shooting, Human Kinetics, 2012
4. Krause J., Pim R., Coaching Basketball, New York. Professional Publishing, 2002
5. Miniscalco K., Kot G., Survival Guide for Coaching Youth Basketball, Human Kinetics, USA, 2009
6. Paye B., Paye P., Youth Basketball Drills, Second Edition, Champaign, Illinois, Human Kinetics, USA, 2013
7. Showalter D., Coaching Young basketball, 5th Edition, American Sport Education Program, Champaign, Illinois, Human Kinetics, USA, 2012
8. Popescu F., Basketball. Basic course, Romania of Tomorrow Foundation Publishing House, Bucharest, 2010
9. Săndulache Ș., Basketball. Practical works. Romania de Mâine Foundation Publishing House, Bucharest, 2009
10. Vasilescu L., Basketball - training, exercises, games, Romania de Mâine Foundation Publishing House, Bucharest, 1999

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. The game of basketball – history, competition, organization, forms, functions, character, objectives, regulations	Debate + practical application	4	
2. Basketball selection methods	Debate + practical application	8	
3. Movements on the court. Jumps. Changes of direction.	Debate + practical application	4	
4. Basketball fundamental position	Debate + practical application	6	
5. Holding and catching the ball	Debate + practical application	4	
6. Passing the ball	Debate + practical application	8	
7. Dribbling the ball	Debate + practical application	8	
8. Stops. Pivoting	Debate + practical application	4	
9. Basketball shooting	Debate + practical application	10	

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1. Chicomban M., Methodology of sports disciplines – Basketball, Transilvania University Publishing House, Braşov, 2010
2. Oancea B., Methodology of teaching the technique of the basketball game, Transilvania University Publishing House, Braşov, 2016
3. Oancea B., Specialization in a sport discipline_Basketball, Course notes for internal use, 2023

Optional bibliography:

1. Negulescu C. et al., Methodology of learning and improving the technique and tactics of the basketball game, ANEFS, Bucharest, 1997
2. Moldovan E., Aspects of the theory and methodology of the basketball game, Transilvania University Publishing House, Braşov, 2006
3. Hopla D., Basketball Shooting, Human Kinetics, 2012
4. Krause J., Pim R., Coaching Basketball, New York. Professional Publishing, 2002
5. Miniscalco K., Kot G., Survival Guide for Coaching Youth Basketball, Human Kinetics, USA, 2009
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7. Showalter D., Coaching Young basketball, 5th Edition, American Sport Education Program,

Champaign, Illinois, Human Kinetics, USA, 2012
8. Popescu F., Basketball. Basic course, Romania of Tomorrow Foundation Publishing House, Bucharest, 2010
9. Săndulache Ș., Basketball. Practical works. Romania de Mâine Foundation Publishing House, Bucharest, 2009
10. Vasilescu L., Basketball - training, exercises, games, Romania de Mâine Foundation Publishing House, Bucharest, 1999

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Brașov County Scholar Inspectorate, County Basketball Association, National Coach Training and Improvement Center

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	-	written examination	100%
10.5 Seminar/ laboratory/ project	-	-	-
10.6 Minimal performance standard			
• Knowledge of the methodical approach of elements and technical procedures specific to the game of basketball according to sport traininglevel			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof. PhD. Ioan Turcu Dean	Assoc.prof. PhD. Bogdan Marian Oancea Head of Department
Assoc.prof. PhD. Bogdan Marian Oancea Course holder	Assoc.prof. PhD. Bogdan Marian Oancea Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Specialization in a sport discipline_Volleyball					
2.2 Course convenor			Assoc.prof. Ioan Turcu					
2.3 Seminar/ laboratory/ project convenor			Assoc.prof. Ioan Turcu					
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	
							Attendance type[4)]	

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**6**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**2/2**
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	56

Time allocation	hours
Study of textbooks, course support, bibliography and notes	20
Additional documentation in libraries, specialized electronic platforms, and field research	20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	23
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• video and audio projection system
5.2 for seminar/ laboratory/ project development	• video and audio projection system, functional sport hall for volleyball game

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.2. The student/graduate identifies and uses efficient actuation systems. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge L.O.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. L.O.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills L.O.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy L.O.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. 10.3. Responsibility and autonomy RO10.3.1. The student/graduate prepares documents for planning the specific activity. RO10.3.2. The student/graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge RO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills R.Î.11.2.2. The student/graduate identifies and uses efficient action systems. 11.3. Responsibility and autonomy R.Î.11.3.3. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Acquiring specialized knowledge regarding the sports training process specific to volleyball
7.2 Specific objectives	• Acquiring / consolidating / perfecting skills and motor skills specific to the content of the volleyball game; • Improving / educating the determining motor qualities in the application of the motor content of the volleyball game; • The formation of skills related to the methodology of teaching volleyball content at the level of different echelons of sports training.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. The theory and methodology of sports training specific to volleyball - generalities	lecture	4	
2. Perfecting the main technical procedures (passing, attacking, serving, blocking, diving).	lecture	4	
3. Improving the game in attack by using systems with entry	lecture	4	
4. Approach to 4T+2R and 5T+1R game systems.	lecture	4	
5. Conducting the training lesson with technical improvement topics.	lecture	4	
6. Global and partial work applied depending on the complexity of the tasks to be performed.	lecture	4	
7. Application of refereeing knowledge in the game.	lecture	4	

Bibliography:

1. Conohova T. - Theory and Methodology of Volleyball, Ed. Pim, 2014
2. Drugău S. - Volleyball in school, Transilvania University Publishing House, Braşov, 2023Volleyball Rules – F.I.V.B
3. Santa C. - Volleyball in School, Ed. Casa Cărții de știie, Cluj-Napoca, 2016

4. Santa C. - Volleyball, Ed. Casa Cărții de știie, Cluj-Napoca, 2014
5. Ungur N. - Innovative Technologies in Volleyball – Ed. University Press, Targu Mures, 2015
6. .Turcu I., Specialization in a sport discipline_Volleyball, Course notes for internal use, 2024

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2. Croitoru, D. – Volleyball, ANEFS Publishing House, Bucharest, 2000.
3. Dragnea, A., Mate-Teodorescu, S. – Theory of sport, FEST Publishing House, Bucharest, 2002.
4. Drăgan, A. – Volleyball, basic concepts, Romania of Tomorrow Foundation Publishing House, Bucharest, 2002.
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9. Păcuraru, A. et al. – Volleyball Teacher's Handbook, Helios Publishing House, Iaşi, 2000.
10. Prescorniță, A. – Volleyball, Transilvania University Publishing House, Braşov, 2003.
11. Prescorniță, A. – Theory and Methodology of Sports Training, Transilvania University Publishing House, Braşov, 2004.
12. Physical Education Curriculum in Middle School and High School Education.
13. Turcu, I. – Research Methodology in Physical Education and Sports, Transilvania University Publishing House, Braşov, 2007.
14. Turcu, I. – Volleyball – IFR Course, Transilvania University Publishing House, Braşov, 2009

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
The game without the ball	Debate + practical application	8	
Volleyball technique	Debate + practical application	20	
Volleyball tactics	Debate + practical application	20	
Specialized training in volleyball	Debate + practical application	8	

Bibliography:
1. Conohova T. - Theory and Methodology of Volleyball, Ed. Pim, 2014
2. Drugău S. - Volleyball in school, Transilvania University Publishing House, Braşov, 2023Volleyball Rules – F.I.V.B
3. Santa C. - Volleyball in School, Ed. Casa Cărții de știie, Cluj-Napoca, 2016
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3. Dragnea, A., Mate-Teodorescu, S. – Theory of sport, FEST Publishing House, Bucharest, 2002.
4. Drăgan, A. – Volleyball, basic concepts, Romania of Tomorrow Foundation Publishing House, Bucharest, 2002.
5. Drăgan, A. et al. – Volleyball game rules with comments, Bucharest, 2003.
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13. Turcu, I. – Research Methodology in Physical Education and Sports, Transilvania University Publishing House, Braşov, 2007.
14. Turcu, I. – Volleyball – IFR Course, Transilvania University Publishing House, Braşov, 2009

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Brașov County Scholar Inspectorate, County Volleyball Association, National Coach Training and Improvement Center

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course		written examination	100%
10.5 Seminar/ laboratory/ project			
10.6 Minimal performance standard			
• Knowledge of the methodical approach of elements and technical procedures specific to the game of volleyball according to sport traininglevel			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof. PhD. Ioan Turcu Dean	Assoc.prof. PhD. Bogdan Marian Oance Head of Department
Assoc.prof. PhD. Ioan Turcu Course holder	Assoc.prof. PhD. Ioan Turcu Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Sports training planning					
2.2 Course convenor			Enoiu Răzvan Sandu					
2.3 Seminar/ laboratory/ project convenor			Enoiu Răzvan Sandu					
2.4 Study year	1	2.5 Semester	2	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**3**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	45
Additional documentation in libraries, specialized electronic platforms, and field research	30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	30
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	108
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Projector
5.2 for seminar/ laboratory/ project development	• Projector

6. Specific competences and learning outcomes

Professional competences	CP10. Plans the sports training program Learning outcomes (LO) 10.1. Knowledge LO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group levels. LO10.1.2. The student/graduate identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life. LO10.1.3. The student/graduate explains theoretical and practical acquisitions in a creative way, by adapting and customizing interventions. 10.2. Skills LO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. LO10.2.2. The student/graduate assumes responsibility for drawing up functional rehabilitation programs. R.Î.10.2.3. The student / graduate designs and plans training, educational and recovery programs. R.Î.10.2.4. The student / graduate Innovates programs according to the particularities of subject groups. 10.3. Responsibility and autonomy R.Î.10.3.1. The student / graduate draws up documents for planning specific activities. R.Î.10.3.2. The student / graduate applies physical, psychopedagogical and psychological methods and means. R.Î.10.3.3. The student / graduate demonstrates initiative and responsibility in planning and implementing training and educational activities, contributing to the creation of a safe, motivating and inclusive environment. R.Î.10.3.4. The student / graduate Initiates measures to improve the efficiency of activities. CP11. Personalize the sports training program Learning outcomes (LO) 11.1. Knowledge LO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and rehabilitation contexts. LO11.1.2. The student/graduate leads theoretically and practically grounded activities and evaluates their effect on different categories of the population. LO11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills LO11.2.1. The student/graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. LO11.2.2. The student/graduate identifies and uses efficient actuation systems. R.Î.11.2.3. The student / graduate particularizes teaching / intervention and evaluation methods. R.Î.11.2.4. The student / graduate uses the fundamental notions of human motor skills in various contexts. 11.3. Responsibility and autonomy R.Î.11.3.1. The student / graduate responds to the motor needs of the subjects through appropriate content. R.Î.11.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. R.Î.11.3.3. The student / graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities. R.Î.11.3.4. The student / graduate identifies and exemplifies motor acts and actions. R.Î.11.3.5. The student / graduate communicates effectively and uses specific terminology.

Transversal competences	CT5. Expresses himself/herself creatively and uses communication and collaboration software Learning Outcomes (LO) 5.1. Knowledge LO5.1.1. The student/graduate is familiar with the essential functionalities of communication and collaboration applications and platforms LO5.1.2. The student/graduate understands how digital technologies can support collaborative work, the exchange of ideas and the implementation of interactive and innovative projects. 5.2. Skills LO5.2.1. The student/graduate effectively uses communication and collaboration software to facilitate the exchange of information, team coordination and the development of sports and educational projects LO5.2.2. The student/graduate integrates digital tools (interactive presentations, collaborative platforms, multimedia resources) to support and enhance creative expression in educational and sports activities 5.3. Responsibility and autonomy LO5.3.1. The student/graduate demonstrates autonomy in choosing and creatively combining digital resources and applications to achieve the proposed objectives R.Î.5.3.2. The student/graduate Encourages initiative and active participation in teams, promoting a collaborative and innovative work environment, based on mutual respect and free expression

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• To acquire the notions of specialized modular design in the field of sports training.
7.2 Specific objectives	• Acquiring the ability to develop programming and planning documents specific to the sports training process. • Acquiring the ability to operate with means specific to sports training.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Terminology concepts: planning, scheduling and periodization of sports training	Slide-based lecture, analysis and debate	4	
Content of the annual calendar plan specific to sports training	Slide-based lecture, analysis and debate	4	
Annual plan. The macrocycle in sports training.	Slide-based lecture, analysis and debate	4	
Mesostructure - the mesocycle in sports training.	Slide-based lecture, analysis and debate	4	
Microstructure – the microcycle in sports training.	Slide-based lecture, analysis and debate	4	
Sports training lesson.	Slide-based lecture, analysis and debate	4	
Terminology concepts: planning, scheduling and periodization of sports training	Slide-based lecture, analysis and debate	4	

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8. Radu I.,T., - Evaluation in the didactic process, EDP, Bucharest, 2000.
9. Ungureanu O. – Theory and Methodology of Sports Training, Al.I. University Publishing House. Cuza, Iaşi, 1995.
10. Todea S.,F., - The Methodology of Physical and Sports Education, "Romania of Tomorrow" Foundation Publishing House, Bucharest, 2001.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Examples of planning, scheduling and periodization of sports training	Debate	2	
2. Realization of the annual calendar plan	Debate	2	
3. Design of the training macrocycle	Debate	2	
4. Designing the training mesocycle	Debate	2	
5. Designing the training micro-cycle	Debate	2	
6. Designing the sports training plan	Debate	2	
7. Programming the sports form within the activities specific to sports training	Debate	2	

Bibliography

1. Enoiu R.S. - Introduction to the Basics of Sports Training, Transilvania University Publishing House, Brasov, 2015.
2. Enoiu R.S. - Sports training planning, Course notes for internal use, 2024

Optional Bibligraphy

1. Enoiu R. S.,- Training Theory. Football. Ed. OMNIA UNISAST, Brasov, 2005.
2. Gheorghe D., - The Theory of Sports Training, Romania of Tomorrow Foundation Publishing House, Bucharest, 2005.
3. Hanțiu, I., The Study of Movement. University of Oradea Publishing House, 2003.
4. Popescu F., - Physical Training in Sports Games, Romania of Tomorrow Foundation Publishing House, Bucharest, 2009.
5. Prescorniță A., Tohănean D.,- Techniques for monitoring sports performance, Ed.Universitati Transilvania Braşov, 2008.
6. Radu I.,T., - Evaluation in the didactic process, EDP, Bucharest, 2000.
7. Ungureanu O. – Theory and Methodology of Sports Training, Al.I. University Publishing House. Cuza, Iaşi, 1995.
8. Todea S.,F., - The Methodology of Physical and Sports Education, "Romania of Tomorrow" Foundation Publishing House, Bucharest, 2001.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The content of the training is harmonized with the specifics of the activities in the sports clubs and with the methodology for the preparation of the planning documents used in the sports training process, within the structures specific to this field.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of

			the final grade
10.4 Course	Minimum attendance 50% Interactive activity.	Written exam	100%
10.5 Seminar/ laboratory/ project	Minimum attendance 80% Interactive activity.	Presentation of planning within a structure specific to sports training (microcycle, mesocycle, macrocycle)	Exam entry requirement
10.6 Minimal performance standard			
• Knowledge, explanation and interpretation of the contents of the planning documents specific to the didactic process of sports training.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Conf.dr.Ioan Turcu Dean	Conf.dr.Bogdan Marian Oancea Head of Department
Prof.dr.Răzvan Sandu Enoiu Course holder	Prof.dr.Răzvan Sandu Enoiu Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Physiology and biochemistry of physical effort					
2.2 Course convenor			Alina Martoma					
2.3 Seminar/ laboratory/ project convenor			Alina Martoma					
2.4 Study year	I	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DS
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**2**	out of which: 3.2 lecture	**1**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	40
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	39
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	122
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Room with computer equipment
5.2 for seminar/ laboratory/ project development	• Room with computer equipment

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and rehabilitation contexts. LO7.1.2. The student/graduate acquires fundamental and applied knowledge necessary for the achievement and dissemination of scientific research results. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.1. The student/graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. LO7.2.2. The student/graduate identifies and uses efficient actuator systems. R.Î.7.2.3. The student/graduate identifies research themes and topics, specific to the field. R.Î.7.2.4. The student/graduate identifies anatomical structures of the human body, describes the functional aspects of the human body and describes joint movements and the actions of different muscle groups. R.Î.7.2.5. The student/graduate describes joint movements and the actions of different muscle groups. R.Î.7.2.6. The student/graduate argues the importance of knowing the anatomy and physiology of the human body in general and its demands during physical effort, in particular. 7.3. Responsibility and autonomy R.Î.7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. R.Î.7.3.2. The student/graduate autonomously and responsibly applies the acquired theoretical and practical skills, knowledge. R.Î.7.3.3. The student/graduate promotes current scientific approaches in the research activities carried out. R.Î.7.3.4. The student/graduate demonstrates objectivity and scientific rigor in the processing of scientific data, reasoning and specific interventions. R.Î.7.3.5. The student/graduate respects the norms of ethics and integrity in research.
Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.1. The student/graduate identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life. LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.1. The student/graduate applies physical, psychopedagogical and psychological methods and means. LO1.2.2. The student/graduate adapts teaching methods, demonstrating flexibility and the ability to respond effectively in unpredictable situations. LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy R.Î.1.3.3. The student/graduate constantly participates in continuing professional training programs, with the aim of insertion and adaptability to the requirements of the labor market.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Enrichment of the knowledge acquired in the physiology of effort
7.2 Specific objectives	• Knowing the adaptive reactions of the human body to the higher demands of the training effort.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1.The contraction mechanism of the striated muscle fiber	Lecture-Exposition Conversation Project-based learning	2 hours	
2. The structure of the striated muscular fiber		2 hours	
3. Adaptation of the body to medium altitude		2 hours	
4. Types of physical efforts		2 hours	
5. Recovery after physical efforts		2 hours	
6. Medication and nutrition in performance sports		2 hours	
7. Specific pathology to performance athletes		2 hours	

Mandatory bibliography

1. Cifu D., "Physical Medicine and Rehabilition – Six edition", Elsevier publishing house, 2020
2. Guyton H., "*Treatise on human physiology* ",11th edition, Callisto medical publishing, 2018.
3. Martoma A., Physiology and biochemistry of physical effort, Course notes for internal use, 2024
4. McArdle W, Katch F, Katch V., "*Exercise physiology - Ninth edition",* LWW publishing house, 2023.
5. Pocock G, Richards C, Richards D., "*Human physiology – Fifth edition",* Oxford OUP publishing house, 2017
6. Patton K, Bell F, Thompson T, Williamson P., Anatomy & Physiology – 11th edition, Evolve publishing house, 2022

Optional bibliography

1. Cohen B.J, DePetris A., Medical terminology An Illustrated Guide, J.B. Lippincott Williams % Wilkins, 7th edition, 2013
2. Glendinning E, Holmstrom B., English in Medicine, Cambridge University Press, U.K, 1992
3. Marieb E.N., Essential of human anatomy and psysiology, 10 th edition, A.W Longmann, 2011
4. Ribes R, Ros P., Medical enghlish, Springer, New York, 2008
5. Lisowski F.P, Oxnard C.E, Anatomical arts and their derivations, World Scientific Publishing, Singapore, 2007.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Measurement of muscle strength and tone	Lecture-Exposition Conversation Project-based learning	2 hours	
2. Methods of measuring aerobic exercise capacity		2 hours	
3. Methods of measuring anaerobic exercise capacity		2 hours	
4. Assessment of fitness capacity		2 hours	
5. Evaluation of cardio-vascular capacity after exercises		2 hours	
6. Postexercise respiratory assessment		2 hours	
7. Nutrition sheet		2 hours	

Mandatory bibliography

1. Cifu D., "Physical Medicine and Rehabilition – Six edition", Elsevier publishing house, 2020
2. Guyton H., "*Treatise on human physiology* ",11th edition, Callisto medical publishing, 2018.

3. Martoma A., Physiology and biochemistry of physical effort, Course notes for internal use, 2024
4. McArdle W, Katch F, Katch V., "*Exercise physiology - Ninth edition",* LWW publishing house, 2023.
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2. Glendinning E, Holmstrom B., English in Medicine, Cambridge University Press, U.K, 1992
3. Marieb E.N., Essential of human anatomy and psysiology, 10 th edition, A.W Longmann, 2011
4. Ribes R, Ros P., Medical enghlish, Springer, New York, 2008
5. Lisowski F.P, Oxnard C.E, Anatomical arts and their derivations, World Scientific Publishing, Singapore, 2007.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Valorization of assimilated theories, methodologies and practices in solving theoretical-practical educational situations through interdisciplinary approaches. The use of a specialized language in communication with different professional environments, with specialists in the field and related fields. The application of assimilated theories and practices in the design and development of educational and research projects specific to physical education and sports and interdisciplinary

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowledge accumulated during the semester	Written exam	80 %
10.5 Seminar/ laboratory/ project	Check along the way		20 %
10.6 Minimal performance standard			
• To be able to apply the accumulated notions, the ability to understand and the ability to solve problems in new or unfamiliar fields, with single or multidisciplinary dimensions, related to the field of study			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof.PhD. Ioan TURCI Dean	Assoc.prof.PhD. Bogdan-Marian OANCEA Head of Department
Lecturer PhD. ALINA MARTOMA Course holder	Lecturer PhD. ALINA MARTOMA Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Advanced assessment in sports performance					
2.2 Course convenor			Dana Badau					
2.3 Seminar/ laboratory/ project convenor			Dana Badau					
2.4 Study year	I	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	2
42	42	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	28

Time allocation	hours
Study of textbooks, course support, bibliography and notes	30
Additional documentation in libraries, specialized electronic platforms, and field research	30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	45
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	108
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	● Elaboration of curricular tools (specialist books, course notes, notebooks and guidance for practical work, methodological guides, etc.) ● Syntheses and bibliographic selections in the specialty of the discipline (mandatory and optional) ● Discipline sheet, digital supports, e-learning and multimedia tools ● Links to open sources or other web resources in the field
4.2 competences-related	● Teaching skills acquired in one's own teaching career, through accumulated experience and through the development of personal curricular supports

5. Conditions (if applicable)

5.1 for course development	● the classroom. According to the didactic regulations of the students
5.2 for seminar/ laboratory/ project development	● the classroom. According to the didactic regulations of the students

6. Specific competences and learning outcomes

Professional competences	CP6. Evaluates the progress of physical activity practitioners Learning outcomes 6.1. Knowledge R.Î.6.1.1. The student/graduate evaluates sports activities in order to achieve the training objectives. R.Î.6.1.2. The student/graduate conducts theoretically and practically grounded activities and evaluates their effect at the level of different population categories. R.Î.6.1.3. The student/graduate identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life or sports performance. 6.2. Skills R.Î.6.2.1. The student/graduate selects and combines criteria and methods for evaluating somatic, functional, motor and mental indices. R.Î.6.2.2. The student/graduate customizes teaching/intervention and evaluation methods. R.Î.6.2.3. The student / graduate assesses potential risks (e.g., risk of injury, environmental factors) and implements strategies to mitigate them. 6.3. Responsibility and autonomy R.Î.6.3.1. The student / graduate assesses and monitors somato-functional and psychomotor development. R.Î.6.3.2. The student / graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities. R.Î.6.3.3. The student / graduate assesses and monitors behaviors from a psychopedagogical perspective. CP7. Provides training in the field of sports Learning outcomes (RO) 7.1. Knowledge R.Î.7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. 7.2. Skills R.Î.7.2.1. The student/graduate analyzes and interprets the main meanings of the basic concepts of the theory, methodology and practice of the field. R.Î.7.1.2. The student/graduate acquires fundamental and applied knowledge necessary for the achievement and dissemination of scientific research results
Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.1. The student/graduate identifies aspects of general and specific behavior of the ages and categories of the population practicing physical exercise, in order to establish the impact of physical activities on the quality of life. LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	● Acquiring the theoretical and practical-methodical knowledge specific to the evaluation methodology of sport performance
7.2 Specific objectives	● acquiring the basic notions, principles and concepts specific to advanced evaluation in performance sports ● knowledge of the specific contents of sports evaluation ● acquisition of test assessment in sport performance

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Evaluation in performance sports. Characteristics and typology.	Lecture, debate, multimedia materials (ppt)	2	
2. Somatoscopy and somatometry; anthropometric measuring instruments and devices; types of anthropometric measurements	Lecture, debate, multimedia materials (ppt)	2	
3. Measuring and evaluating the human body's effort capacity.	Lecture, debate, multimedia materials (ppt)	2	
4. Fitness assessment.	Lecture, debate, multimedia materials (ppt)	2	
5. Specific evaluation methods in individual sports	Lecture, debate, multimedia materials (ppt)	2	
6. Specific assessment methods in sports games	Lecture, debate, multimedia materials (ppt)	2	
7. Information technologies and equipment for evaluating sports performance	Lecture, debate, multimedia materials (ppt)	2	

Bibliography

1. ACSM's Guidelines for Exercise Testing and Prescription, ACSM's Exercise Testing and Prescription, 2nd Edition, Publishing house LWW, 2023
2. Badau D - Advanced evaluation in sports performance, notes of course for internal use, UNITBV 2024
3. Eurofit test (https://www.topendsports.com/testing/eurofit.htm)
4. Fukuda D.H. - Assessments for Sport and Athletic Performance. Edit Human Kinetics, 2019 (https://pdfcoffee.com/david-h-fukuda-phd-assessments-for-sport-and-athletic-performance-2019-human-kinetics-pdf-free.html_
5. Neagu N., (2014) - Human biometrics - vol. I Anthropometry, Publishing House University Press Tg. Mures
6. Pia S., Radu E., (2016)- Practical guide for somatometry, Lambert Academic Publishing
7. Taylor J. Assessment in Applied Sport Psychology. Publishing House HumanKinetics, 2017

Optional bibliography:

1. Bădău, D. (2010), Motor and somato-functional evaluation. "Transilvania" University Publishing House, Braşov
2. Cordun, M. (2009). Kinanthropometry. Bucharest: CD PRESS.
3. Tudor V. (2013). Measurement and evaluation in sport, Discobolul Publishing House, Bucharest,

2013, ISBN 978- 606-8294-52-0			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Anthropometric and body composition measurements	Debate, discussions, multimedia presentations	4	
Functional capacity assessment tests	Debate, discussions, multimedia presentations	4	
Eurofit tests	Debate, discussions, multimedia presentations	4	
Tests for the assessment of psychomotor skills	Debate, discussions, multimedia presentations	4	
Tests and samples for the evaluation of motor capacity	Debate, discussions, multimedia presentations	4	
Sports performance evaluation tests - individual sports tests	Debate, discussions, multimedia presentations	4	
Sports performance evaluation tests - sports games	Debate, discussions, multimedia presentations	4	

Bibliography

1. ACSM's Guidelines for Exercise Testing and Prescription, ACSM's Exercise Testing and Prescription, 2nd Edition, Publishing house LWW, 2023
2. Badau D - Advanced evaluation in sports performance, notes of course for internal use, UNITBV 2024
3. Eurofit test (https://www.topendsports.com/testing/eurofit.htm)
4. Fukuda D.H. - Assessments for Sport and Athletic Performance. Edit Human Kinetics, 2019 (https://pdfcoffee.com/david-h-fukuda-phd-assessments-for-sport-and-athletic-performance-2019-human-kinetics-pdf-free.html_
5. Neagu N., (2014) - Human biometrics - vol. I Anthropometry, Publishing House University Press Tg. Mures
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2. Cordun, M. (2009). Kinanthropometry. Bucharest: CD PRESS.
3. Tudor V. (2013). Measurement and evaluation in sport, Discobolul Publishing House, Bucharest, 2013, ISBN 978- 606-8294-52-0

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Valorization of assimilated theories, methodologies and practices in solving theoretical-practical educational situations through interdisciplinary approaches.
The use of a specialized language in communication with different professional environments, with specialists in the field and related fields.
The application of assimilated theories and practices in the design and development of educational and research projects specific to physical education and sports and interdisciplinary

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	The evaluation of the discipline knowledge's.	Writtel test/Quiz	50%
10.5 Seminar/ laboratory/ project	The evaluation of the specific methodical-practical activities.	Didactic project / report	50%
10.6 Minimal performance standard			
● Evaluation of the seminar - obtaining a minimum grade of 5. Theoretical evaluation - obtaining a minimum grade of 5.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof. PhD. Ioan Tu Dean	Assoc.prof. PhD. Bogdan Marian Oan Head of Department
Prof. PhD. Dana Badau Course holde	Prof. PhD. Dana Badau Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Advanced research in sport performance					
2.2 Course convenor			Dana Badau					
2.3 Seminar/ laboratory/ project convenor			Dana Badau					
2.4 Study year	I	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	40
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	39
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	122
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	● Elaboration of curricular tools (specialist books, course notes, notebooks and guidance for practical work, methodological guides, etc.) ● Syntheses and bibliographic selections in the specialty of the discipline (mandatory and optional) ● Discipline sheet, digital supports, e-learning and multimedia tools ● Links to open sources or other web resources in the field
4.2 competences-related	● Teaching skills acquired in one's own teaching career, through accumulated experience and through the development of personal curricular supports

5. Conditions (if applicable)

5.1 for course development	● the classroom. According to the didactic regulations of the students
5.2 for seminar/ laboratory/ project development	● the classroom. According to the didactic regulations of the students

6. Specific competences and learning outcomes

Professional competences	CP5. Develops digital educational materials Learning outcomes (LO) 5.1. Knowledge LO5.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. CP8. Applies risk management in the sports field Learning outcomes (LO) 8.1. Knowledge LO8.1.2. The student/graduate Manages human, temporal and material resources in physical education and sports. 8.2. Skills LO8.2.1. The student/graduate Evaluates potential risks (e.g., risk of injury, environmental factors) and implements strategies to mitigate them. LO8.2.2. The student/graduate Apply elements of organizational and educational management. 8.3. Responsibility and autonomy R.Î.8.3.3. The student / graduate carries out projects and programs in the field of physical education and sports. CP12. Motivates athletes 12.3. Responsibility and autonomy R.Î.12.3.3. The student / graduate respects the principles of ethics and deontology. R.Î.12.3.5. The student / graduate communicates responsibly, respecting the ethical and deontological principles.
Transversal competences	CT5. Se exprimă într-un mod creativ și utilizează software de comunicare și colaborare Rezultatele învățării (RÎ) 5.1. Cunoștințe R.Î.5.1.1. Studentul / absolventul se familiarizarea cu funcționalitățile esențiale ale aplicațiilor și platformelor de comunicare și colaborare R.Î.5.1.2. Studentul / absolventul înțelege modul în care tehnologiile digitale pot sprijini lucrul colaborativ, schimbul de idei și realizarea de proiecte interactive și inovatoare. 5.2. Abilități R.Î.5.2.1. Studentul / absolventul utilizează eficient software de comunicare și colaborare pentru a facilita schimbul de informații, coordonarea echipei și dezvoltarea proiectelor sportive și educaționale R.Î.5.2.2. Studentul / absolventul integrează instrumente digitale (prezentări interactive, platforme colaborative, resurse multimedia) pentru a susține și valorifica exprimarea creativă în activitățile educaționale și sportive 5.3. Responsabilitate și autonomie R.Î.5.3.1. Studentul / absolventul manifestă autonomie în alegerea și combinarea creativă a resurselor și aplicațiilor digitale pentru a atinge obiectivele propuse R.Î.5.3.2. Studentul / absolventul Încurajează inițiativa și participarea activă în echipe, promovând un mediu de lucru colaborativ și inovator, bazat pe respect reciproc și exprimare liberă

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	● Acquiring the theoretical and practical-methodical knowledge specific to the research methodology of sport performance
7.2 Specific objectives	● acquiring the basic notions, principles and concepts specific to advanced research in performance sports ● knowledge of the specific stages and contents of sports research

	● acquisition of research methods ● learning the methods of editing and disseminating scientific research specific to performance sports

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Scientific research – generalities, delimitations conceptual. Taxonomy of types of scientific research**.** Methodology-Based Research in Sports Science	Lecture, debate, multimedia materials (ppt)	2	
1. Scientific research in performance sports – particularities and specific characteristics The design of a scientific research. Research design. Sampling. Assessment tools. Research methods.	Lecture, debate, multimedia materials (ppt)	2	
2. Biomechanics and Motion Analysis in Sports Science.	Lecture, debate, multimedia materials (ppt)	2	
3. Sports Physiology in Advanced Research in Sports Sciences. Sports Psychology in Advanced Research of Sports Science	Lecture, debate, multimedia materials (ppt)	2	
4. Data Analytics and Artificial Intelligence. Sports Psychology	Lecture, debate, multimedia materials (ppt)	2	
5. Neurocognitive Enhancements in Advanced Research in Sports Sciences	Lecture, debate, multimedia materials (ppt)	2	
6. Course recap.	Lecture, debate, multimedia materials (ppt)	2	

Bibliography

1. Badau D. Advanced research in performance sports, notes of course for internal use, UNITBV, 2024
2. Creswell J. Research design: Qualitative, quantitative, and mixed methods approaches/ 3rd ed. Edit. Sage, 2016, (https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/Creswell.pdf)
3. Franks M. (2019). Essentials of Performance Analysis in Sport: Third edition. Publishing House Routledge
4. Mannings H., (2022). The Science of Athletic Performance. Book Bound Studios,
5. Neacsu I., (2016). Repere in metodologia cercetarii educationale. Teorie. Modele. Aplicatii, Edit. Sitech, 2016
6. Peter O., (2022) Doing a Research Project in Sport Performance Analysis. Publishing House Routledge

Optional bibliography:

1. Bacârea, V. Metodologia cercetării ştiinţifice medicale. University Press Tg. Mureș. 2009
2. Labăr, Adrian Vicențiu. SPPS pentru Științele educației, Editura Polirom, Iași.2008
3. Radulescu S.M (2011) - Metodologia cercetării ştiinţifice – Elaborarea lucrărilor de licenţă, masterat, doctorat – ediţia a II-a, revăzută şi adăugită, Edit. Didactica si Pedag.,Bucuresti

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks

Staging the research process in sports performance	Debate, discussions, multimedia presentations	2	
The structure of a scientific research. Research design. Sampling. Assessment tools. Research methods.	Debate, discussions, multimedia presentations	2	
Bibliographic reference lists, citation styles (MLA, APA, AMA, Chicago, Vancover, Harvard, etc.)	Debate, discussions, multimedia presentations	2	
The scientific works template. The peer-review system	Debate, discussions, multimedia presentations	2	
Cover letter examples, response letters for reviewers. Article Submission Process.	Debate, discussions, multimedia presentations	2	
7. Scientometrics: impact factor (FI), relative influence score (AIS), Hirsch index (h-factor).	Debate, discussions, multimedia presentations	2	
Journal classification. Databases recognized in the field of sports.	Debate, discussions, multimedia presentations	2	

Bibliography

1. Badau D. Advanced research in performance sports, notes of course for internal use, UNITBV, 2024
2. Creswell J.,(2016). Research design: Qualitative, quantitative, and mixed methods approaches/ 3rd ed. Edit. Sage. (https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/Creswell.pdf)
3. Franks M. (2019). Essentials of Performance Analysis in Sport: Third edition. Publishing House Routledge
4. Mannings H., (2022). The Science of Athletic Performance. Book Bound Studios,
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3. Radulescu S.M (2011) - Metodologia cercetării ştiinţifice – Elaborarea lucrărilor de licenţă, masterat, doctorat – ediţia a II-a, revăzută şi adăugită, Edit. Didactica si Pedag.,Bucuresti

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Valorization of assimilated theories, methodologies and practices in solving theoretical-practical educational situations through interdisciplinary approaches.
The use of a specialized language in communication with different professional environments, with specialists in the field and related fields.
The application of assimilated theories and practices in the design and development of educational and research projects specific to physical education and sports and interdisciplinary

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade

10.4 Course	The evaluation of the discipline knowledge's.	Written test/Quiz	70%
10.5 Seminar/ laboratory/ project	The evaluation of the specific methodical-practical activities	Didactic project/ report	30%
10.6 Minimal performance standard			
● Evaluation of the seminar - obtaining a minimum grade of 5. Theoretical evaluation - obtaining a minimum grade of 5.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof. PhD. Ioan Turcu Dean	Assoc.prof. PhD. Bogdan Marian Oancea Head of Department
Prof. PhD. Dana Badau Course holder	Prof. PhD. Dana Badau Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Administration of sports facilities					
2.2 Course convenor			Bogdan-Iulian Pelin					
2.3 Seminar/ laboratory/ project convenor			Bogdan-Iulian Pelin					
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	C	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**2**	out of which: 3.2 lecture	**1**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	40
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	39
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	122
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Classroom video projector
5.2 for seminar/ laboratory/ project development	• Seminar room-video projector

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.2. The student/graduate acquires fundamental and applied knowledge necessary for the achievement and dissemination of scientific research results. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student/graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. LO7.3.3. The student/graduate promotes current scientific approaches in the research activities carried out. CP8. Applies risk management in the field of sports Learning outcomes (LO) 8.2. Skills LO8.3.1. The student/graduate optimally uses sports materials and facilities. R.Î.8.3.3. The student / graduate carries out projects and programs in the field of physical education and sports. CP9. Organizes training activities Learning outcomes (RO) 9.2. Skills R.Î.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. R.Î.9.2.2. The student / graduate applies elements of organizational and educational management. 9.3. Responsibility and autonomy R.Î.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports.
Transversal competences	CT5. Expresses himself/herself creatively and uses communication and collaboration software Learning Outcomes (LO) 5.1. Knowledge LO5.1.1. The student/graduate is familiar with the essential functionalities of communication and collaboration applications and platforms 5.3. Responsibility and autonomy LO5.3.1. The student/graduate demonstrates autonomy in choosing and creatively combining digital resources and applications to achieve the proposed objectives

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Acquiring an appropriate terminology and the formation of methodical-organizational skills regarding the subject of the discipline.
7.2 Specific objectives	• Definition and appropriate use of the terminology from the programs specific to the development of sports facilities • Argumentation, interpretation, operation with concepts regarding the arrangement of sports facilities • Knowing the basics of managing sports facilities

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Sports basics, brief history, definition and classification.	Lecture, analysis and discussion based on slides	2	
2. The methodology of organizing and conducting EFS activities		2	

3. The material base for sports activity		2	
4. Legislation regarding sports facilities		2	
5. Systematization, construction and use of sports fields.		2	
6. Efficient administration of sports bases.		2	
7. Presentation of case studies		2	

Bibliography:

1. Pelin B., Administration of sports facilities, Course notes for internal use, 2024
2. Thomas J. Aicher, Brianna L. Newland, Amanda L. Paule-Koba. Sport Facility and Event Management. Jones And Bartlett Publishers,, 2019 (https://www.researchgate.net/publication/281638391_Sport_Facility_and_Event_Management)

Optional Bibliography

1. Alexandrescu, D. - Hygiene of physical education and sports, Sport Tourism Publishing House, Bucharest, 1977.
2. Angelescu, M., Cristea, D.O. - History of Romanian Football, Bucharest, 2010.
3. Dragnea, A. - Theory of Sport, FEST Publishing House, Bucharest, 2002.
4. Georgescu, F. - Physical Education and Sport - Social Phenomenon, Stadion Publishing House, Bucharest, 1971.
5. Hargalaș, A. - Organization of Spaces for Physical Education, Sport Turism Publishing House, Bucharest, 1985
6. Muraru, A. Moina, I. - Arrangement of Sports Facilities, Coach's Guide III, Bucharest, 2005
7. Postolache, N. - History of Sport in Romania, Bucharest, 1995
8. **** Fields, Arrangements and Equipment for Sports: Project - Arrangements, Buildings and Installations Specific to Mass Sports and Children's Playgrounds, C.N.E.F.S., Bucharest, 1981, updated 1986

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Sports basics for performance	Group work, debate	2	
Sports bases for primary, secondary, high school and university education		2	
Sports facilities for leisure activities		2	
Sports bases in Romania		4	
Sports bases from abroad		4	

Bibliography

1. Pelin B., Administration of sports facilities, Course notes for internal use, 2024
2. Thomas J. Aicher, Brianna L. Newland, Amanda L. Paule-Koba. Sport Facility and Event Management. Jones And Bartlett Publishers,, 2019 (https://www.researchgate.net/publication/281638391_Sport_Facility_and_Event_Management)

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3. Dragnea, A. - Theory of Sport, FEST Publishing House, Bucharest, 2002.
4. Georgescu, F. - Physical Education and Sport - Social Phenomenon, Stadion Publishing House, Bucharest, 1971.
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6. Muraru, A. Moina, I. - Arrangement of Sports Facilities, Coach's Guide III, Bucharest, 2005
7. Postolache, N. - History of Sport in Romania, Bucharest, 1995
8. **** Fields, Arrangements and Equipment for Sports: Project - Arrangements, Buildings and Installations Specific to Mass Sports and Children's Playgrounds, C.N.E.F.S., Bucharest, 1981, updated 1986

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

County School Inspectorate, Sports Clubs, Specialized Federations

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Correct explanation of specific technical and tactical notions with appropriate terminology	Written assessment/Grid test	50%
	Interactive activity		
10.5 Seminar/ laboratory/ project	Elaboration and support of reports prepared on the basis of predetermined topics	Didactic project	50%
	Interactive activity		
10.6 Minimal performance standard			
Solving a well-defined problem (explaining, demonstrating, devising approaches to setting up sports facilities), of medium complexity, in the field of physical education and sports			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Conf.dr. Ioan TURCU Dean	Conf.dr. Bogdan OANCEA Head of Department
Lect.dr. Bogdan-Iulian PELIN Course holder	Lect.dr. Bogdan-Iulian PELIN Holder of seminar/ laboratory/ proj

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Specialization in a sport discipline_Swimming					
2.2 Course convenor			Enoiu Răzvan Sandu					
2.3 Seminar/ laboratory/ project convenor			Enoiu Răzvan Sandu					
2.4 Study year	1	2.5 Semester	2	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**6**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**2/2**
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	56

Time allocation	hours
Study of textbooks, course support, bibliography and notes	20
Additional documentation in libraries, specialized electronic platforms, and field research	20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	23
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Projector
5.2 for seminar/ laboratory/ project development	• Projector/Swimming pool

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.2. The student/graduate identifies and uses efficient actuation systems. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge L.O.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. L.O.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills L.O.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy L.O.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. 10.3. Responsibility and autonomy RO10.3.1. The student/graduate prepares documents for planning the specific activity. RO10.3.2. The student/graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge RO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills R.Î.11.2.2. The student/graduate identifies and uses efficient action systems. 11.3. Responsibility and autonomy R.Î.11.3.3. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Conducting, scheduling and planning sports training lessons with swimming themes
7.2 Specific objectives	• Directing the effort in swimming. • Knowledge and application of the principles of sports training in swimming.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Physiological Foundations of Junior Swimmers Aged 13-16 Years	Slide-based lecture, analysis and debate	4	
Training of Swimmers Aged 13-16 Years	Slide-based lecture, analysis and debate	4	
Particularities of Training Junior Swimmers Aged 13-16 Years	Slide-based lecture, analysis and debate	4	
Planning of Swimmers' Training. Planning Documents: Annual Plan, Macrocycle, Mesocycle.	Slide-based lecture, analysis and debate	4	
Preparation Period	Slide-based lecture, analysis and debate	4	
Pre-competition Period	Slide-based lecture, analysis and debate	4	
Competition Period	Slide-based lecture, analysis and debate	4	

Bibliography

1. Enoiu R.- Manual for learning swimming, Univ. Transilvania Publishing House, Brasov, 2006
2. Enoiu R.- The Swimmer's Book, Univ. Transilvania Publishing House, Brasov, 2003
3. Enoiu R.S. - Specialization in a sport discipline_Swimming, Course notes for internal use, 2024

4. Salo D. - Complete Conditioning for Swimming 'With DVD', Human Kinetics Pub., 2018

Optional Bibliography
1. Dragnea A., Mate S.- Sports Theory, FEST Publishing House, Bucharest, 2002
2. Drăgan I.- Medicina sportivă aplică, Editura Editis, Bucharest, 1994
3. Enoiu R.- Theory and Bases of the Methodology of Physical Education and Sport, Omnia UNI-S Publishing House. A.S.T., Braşov, 2000
4. Mahlo F.- Specific muscle strength in rowing, Performance Sport, No. 443, Bucharest, 2002
5. Maglisco E.- Swimming Faster; A comprehensive guide to the science of swimming, California State College, Bakersfield, Mayfield Publishing Company, 1982
6. Marinescu G., Creţuleşteanu G.- Swimming. Specialization course, ANEFS, Bucharest, 1995
7. Olaru M.- "Inot", Ed. Sport-Turism, 1982
8. Prelici V.- "Sports performance, personality, selection", Facla Publishing House, 1980
9. Hohmann H.- Development of muscle strength within the long-term preparation of performance,
10. M.T.S., National Research Institute for Sport-Swimming, Bucharest, 2002

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Consolidation of the Crawl Stroke	Debate Individual work	10	
Consolidation of the Breaststroke	Debate Individual work	10	
Consolidation of the Backstroke	Debate Individual work	10	
Consolidation of the Butterfly Stroke	Debate Individual work	10	
Methodical aspects regarding the application of training methods specific to swimming	Debate Individual work	16	

Bibliography
1. Enoiu R.- Manual for learning swimming, Univ. Transilvania Publishing House, Brasov, 2006
2. Enoiu R.- The Swimmer's Book, Univ. Transilvania Publishing House, Brasov, 2003
3. Enoiu R.S. - Specialization in a sport discipline_Swimming, Course notes for internal use, 2024
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7. Olaru M.- "Inot", Ed. Sport-Turism, 1982
8. Prelici V.- "Sports performance, personality, selection", Facla Publishing House, 1980
9. Hohmann H.- Development of muscle strength within the long-term preparation of performance,
10. M.T.S., National Research Institute for Sport-Swimming, Bucharest, 2002

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The correctness and accuracy of the use of the concepts and theories learned at the level of the discipline will meet the expectations of the representatives of the community and of the professional associations and employers in the field.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Minimum attendance 50%	Written or oral exam (it is established with the students at the beginning of the students)	100%
10.5 Seminar/ laboratory/ project	Minimum presence 80%	Practical verification	Exam entry requirement
10.6 Minimal performance standard			
• Knowledge and explanation of the specific contents of the didactic process of initiation, consolidation and improvement in the technical procedures specific to swimming.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof.PhD. Ioan Turc Dean	Assoc.prof.PhD. Bogdan Marian Oancea Head of Department
Prof.PhD.Enoiu Răzvan Sandu Course holder	Prof.PhD.Enoiu Răzvan Sandu Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			SPECIALIZATION IN A SPORT DISCIPLINE_SKIING					
2.2 Course convenor			BOGDAN-IULIAN PELIN					
2.3 Seminar/ laboratory/ project convenor			BOGDAN-IULIAN PELIN					
2.4 Study year	I	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**6**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**2/2**
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	56

Time allocation	hours
Study of textbooks, course support, bibliography and notes	20
Additional documentation in libraries, specialized electronic platforms, and field research	20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	23
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Classroom video projector
5.2 for seminar/ laboratory/ project development	• Specific sports equipment • The hours of practical work take place on the ski slope in Poiana Brașov

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.2. The student/graduate identifies and uses efficient actuation systems. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge L.O.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. L.O.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills L.O.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy L.O.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. 10.3. Responsibility and autonomy RO10.3.1. The student/graduate prepares documents for planning the specific activity. RO10.3.2. The student/graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge RO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills R.Î.11.2.2. The student/graduate identifies and uses efficient action systems. 11.3. Responsibility and autonomy R.Î.11.3.3. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Understanding and implementing operational systems specific to the alpine skiing discipline
7.2 Specific objectives	• Explanation of some theoretical concepts regarding the methodology of learning alpine skiing. Adequate use of a minimum set of motor skills specific to alpine skiing, followed by an evaluation of technical-tactical acquisitions. • The acquisition of a specific terminology, as well as the formation of methodological and organizational skills, regarding the teaching of alpine skiing disciplines, in education and beyond.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Competition Alpine Skiing Technique (1) Basic technical content in performance alpine skiing; Competition alpine skiing technique (2); Competition turn technique (1); Competition Turn Technique (2); Competition Turn Technique (3) Basic technical content in performance alpine skiing;	Lecture	4	
Performance alpine skiing events - giant slalom event (notions of regulation, specific requests, technical-tactical aspects, guiding methodical line of initiation into the basic technique, basic notions regarding initiation into the tactics of the giant slalom event)		4	
Performance alpine skiing events - downhill event and super giant slalom (rules, specific requirements, technical-tactical aspects, guiding methodical line of initiation into the basic technique, basic notions regarding the initiation into the		5	

tactics of the giant slalom event)			
Performance alpine skiing events - slalom event (notions of regulation, specific requests, technical-tactical aspects, guiding methodical line of initiation into the basic technique, basic notions regarding initiation into the tactics of the slalom event); the start and finish in the alpine skiing events.		5	
Alpine skiing selection (primary, secondary, continuous)		4	
Programming and planning in alpine skiing (macrocycle, mesocycles, microcycles / training level; Recommendations for drawing up planning documents		6	

Bibliography

1. Losnegard, T., Schafer, D., Hallen, J.,(2014), Exercise economy in skiing and running, Frontiers in Psysiology, 5:5
2. https://www.youtube.com/watch?v=R0cDTAOucSk
3. https://www.youtube.com/watch?v=R0cDTAOucSk
4. https://www.youtube.com/watch?v=lDf6z6465nw
5. https://www.youtube.com/watch?v=R0cDTAOucSk
6. Pelin B., SPECIALIZATION IN A SPORT DISCIPLINE_SKIING, Course notes for internal use, 2024

Optional Bibliography

1. Cârstocea,V., Stroe S., Pelin F., Kacso L., (2001), Skiing Theory and Methodology, Printech Publishing House Bucharest
2. Cârstocea, V., Kacso, L., (2007), Snowboarding Monitor, Palestra Publishing House, Giurgiu
3. Cătănescu, A. (2013), Alpine Skiing Technique and Methodology, Universitaria Publishing House Craiova
4. Grigoraș, P., & collaborators (2011) – Romanian Ski School-Official methodological system for teaching alpine skiing in Romania, National Association of Ski Schools in Romania, FRSB.
5. Pelin,F.(2008) – Technique and methodology of mountain disciplines, A.N.E.F.S., Bucharest.
6. Stroe, S., Pelin F., Runcan C., (2001), Technique and methodology of teaching alpine skiing, Printech Publishing House Bucharest
7. Warren, S., (2006), Go ski, Printed Dorlin Kindersley Great Britain.
8. D'Alessio, F., Serafin R., (1991), Corso di Sci, Le techniche piu attuali didiscesa e fuoripista, Giovanni de Vecchi Publishing House, Milan
9. Matei, I., (1988), Schi alpin modern, Sport-Turism Publishing House, Bucharest
10. Warren, S., (2006), Go ski, Printed Dorlin Kindersley Great Britain.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Operational models for the technical training of alpine skiers / training stages.	Practical applications	12	
Designing training lessons for technical-tactical training		12	
Preparing and conducting training lessons for children and juniors and/or groups of students; Improving the technical-tactical training of the student who opted for practicing-specializing in alpine skiing		8	
Perfecting the technical executions specific to the alpine skiing events - with an emphasis on the giant slalom and slalom events		24	

Bibliography

1. Losnegard, T., Schafer, D., Hallen, J.,(2014), Exercise economy in skiing and running, Frontiers in Psysiology, 5:5
2. https://www.youtube.com/watch?v=R0cDTAOucSk
3. https://www.youtube.com/watch?v=R0cDTAOucSk

4. https://www.youtube.com/watch?v=lDf6z6465nw
5. https://www.youtube.com/watch?v=R0cDTAOucSk
6. Pelin B., SPECIALIZATION IN A SPORT DISCIPLINE_SKIING, Course notes for internal use, 2024

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2. Cârstocea, V., Kacso, L., (2007), Snowboarding Monitor, Palestra Publishing House, Giurgiu
3. Cătănescu, A. (2013), Alpine Skiing Technique and Methodology, Universitaria Publishing House Craiova
4. Grigoraș, P., & collaborators (2011) – Romanian Ski School-Official methodological system for teaching alpine skiing in Romania, National Association of Ski Schools in Romania, FRSB.
5. Pelin,F.(2008) – Technique and methodology of mountain disciplines, A.N.E.F.S., Bucharest.
6. Stroe, S., Pelin F., Runcan C., (2001), Technique and methodology of teaching alpine skiing, Printech Publishing House Bucharest
7. Warren, S., (2006), Go ski, Printed Dorlin Kindersley Great Britain.
8. D'Alessio, F., Serafin R., (1991), Corso di Sci, Le techniche piu attuali didiscesa e fuoripista, Giovanni de Vecchi Publishing House, Milan
9. Matei, I., (1988), Schi alpin modern, Sport-Turism Publishing House, Bucharest
10. Warren, S., (2006), Go ski, Printed Dorlin Kindersley Great Britain.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

School and County Sports Clubs, Sports Associations

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Minimum attendance 50% (including online)	Written assessment/Grid test	50%
	Interactive activity		
10.5 Seminar/ laboratory/ project	The practical activity is noted, during the applications, as well as the level of practical-methodical acquisition of the elements and technical procedures specific to alpine skiing, on slopes with different degrees of sliding. Attendance is mandatory, at a percentage of 80%, for the practical works.	Practical evaluation	50%
	Interactive activity		
10.6 Minimal performance standard			
Acquiring from a practical-methodical point of view the basic technique and methodology, specific to alpine skiing. Acquiring the terminology specific to this discipline. The student's ability to be a good demonstrator.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof.PhD. Ioan TU Dean	Assoc.prof.PhD. Bogdan OAN(Head of Department
Lecturer PhD. Bogdan-Iulian PELIN Course holder	Lecturer PhD. Bogdan-Iulian PELIN Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Specialization in a sport discipline_Athletics					
2.2 Course convenor			Florentina Nechita					
2.3 Seminar/ laboratory/ project convenor			Florentina Nechita					
2.4 Study year	I	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**6**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**2/2**
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	56

Time allocation	hours
Study of textbooks, course support, bibliography and notes	20
Additional documentation in libraries, specialized electronic platforms, and field research	20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	23
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• video and audio projection system
5.2 for seminar/ laboratory/ project development	• video and audio projection system, functional sport hall for athletics disciplines

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.2. The student/graduate identifies and uses efficient actuation systems. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge L.O.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. L.O.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills L.O.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy L.O.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. 10.3. Responsibility and autonomy RO10.3.1. The student/graduate prepares documents for planning the specific activity. RO10.3.2. The student/graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge RO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills R.Î.11.2.2. The student/graduate identifies and uses efficient action systems. 11.3. Responsibility and autonomy R.Î.11.3.3. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• detailed knowledge of the specific training particularities of athletic events
7.2 Specific objectives	• designing, selecting and applying means and actuation systems correlated with technical requirements by age category and according to the particularities of athlets.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Combined athletics events	lecture	10	
2. Specialized athletics sport training	lecture	18	

Required bibliography:

1. Anderson M.K., Barnum, M. Foundations of Athletic Training: Prevention, Assessment, and Management, 2021.
2. FRA. Competition Rules, Technical Rules, 2022.
3. Graham., J. Practical Track and Field Athletics, 2021.
4. Nechita F., Specialization in a sport discipline_Athletics, Course notes for internal use, 2024
5. Onea, G.A. (2022). Methodology of Teaching Athletics in Schools. Transilvania University Press, Brașov, 2022. ISBN 978-606-19-1584-2
6. Silvey., S. Championship Training Sessions For Sprints, Hurdles & Relay Events: A Book Written By A Proven National Championship and Olympic Track & Field Coach, 2024.
7. USA Track & Field., Track & Field Coaching Essentials, 2015.

Optional bibliography:

1. Alexei., M. Athletics - Test Technique, Cluj University Press Publishing House, Cluj-Napoca, 2005.
2. Alexei M., Bogdan, V., Technique and Methodology of Teaching Athletic Tests, Napoca Star Publishing House, 2009.
3. Gârleanu D., Gârleanu R. Athletics Coach's Guide, Printech Publishing House, 2007.
4. Rogers. J.L. USA Athletics Coach's Handbook, Bucharest, 2004
5. Țifrea., C. Athletics - Training and Competition Effort, DARECO Publishing House, 2002.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Combined athletics events	Debate + practical application	10	
2. Specialized athletics sport training	Debate + practical application	14	

Required bibliography:

1. Anderson M.K., Barnum, M. Foundations of Athletic Training: Prevention, Assessment, and Management, 2021.
2. FRA. Competition Rules, Technical Rules, 2022.
3. Graham., J. Practical Track and Field Athletics, 2021.
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4. Rogers. J.L. USA Athletics Coach's Handbook, Bucharest, 2004
5. Țifrea., C. Athletics - Training and Competition Effort, DARECO Publishing House, 2002.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Brașov County Scholar Inspectorate, County Athletics Association, National Coach Training and Improvement Center

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	assessment of theoretical knowledge	written examination	50%
10.5 Seminar/ laboratory/ project	assessment of practical knowledge	practical examination	50%
10.6 Minimal performance standard			
• minimum grade 5 on each examination			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof. PhD. Ioan Tur Dean	Assoc.prof. PhD. Bogdan Marian Oanc Head of Department
Assoc.prof. PhD. Florentina Nechita Course holder	Assoc.prof. PhD. Florentina Nechita Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course				Specialization in a sport discipline_Gymnastics				
2.2 Course convenor				Dana Badau				
2.3 Seminar/ laboratory/ project convenor				Dana Badau				
2.4 Study year	I	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	2	out of which: 3.2 lecture	2	3.3 seminar/ laboratory/ project	2/2
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	56

Time allocation	hours
Study of textbooks, course support, bibliography and notes	20
Additional documentation in libraries, specialized electronic platforms, and field research	20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	23
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	● Elaboration of curricular tools (specialist books, course notes, notebooks and guidance for practical work, methodological guides, etc.) ● Syntheses and bibliographic selections in the specialty of the discipline (mandatory and optional) ● Discipline sheet, digital supports, e-learning and multimedia tools ● Links to open sources or other web resources in the field
4.2 competences-related	● Teaching skills acquired in one's own teaching career, through accumulated experience and through the development of personal curricular supports

5. Conditions (if applicable)

5.1 for course development	● the classroom. According to the didactic regulations of the students
5.2 for seminar/	● the classroom. According to the didactic regulations of the students

laboratory/ project development	

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.2. The student/graduate identifies and uses efficient actuation systems. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge L.O.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. L.O.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills L.O.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy L.O.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. 10.3. Responsibility and autonomy RO10.3.1. The student/graduate prepares documents for planning the specific activity. RO10.3.2. The student/graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge RO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills R.Î.11.2.2. The student/graduate identifies and uses efficient action systems. 11.3. Responsibility and autonomy R.Î.11.3.3. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	● Acquisition of theoretical and practical knowledge regarding the training and the methodology of gymnastic performance
7.2 Specific objectives	● knowledge of the specific stages and contents of the training of gymnastic performance

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
The characteristics and tasks of performance gymnastics	Lecture, debate, multimedia materials (ppt)	2	
The anthropometric and motor model of the gymnast	Lecture, debate, multimedia materials (ppt)	2	
The general bases of the exercise technique in performance gymnastics	Lecture, debate, multimedia materials (ppt)	4	
The specific content of sports training in gymnastics	Lecture, debate, multimedia materials (ppt)	6	
Technical training in performance gymnastics	Lecture, debate, multimedia materials (ppt)	8	
Physical training in performance gymnastics	Lecture, debate, multimedia materials (ppt)	6	
Management and organization of gymnastics competitions	Lecture, debate, multimedia materials (ppt)	2	

Bibliography

1. Badau D., Specialization in a sports discipline_Gymnastics, Course notes for internal use, 2024
2. Monm A. *The Science of Gymnastics.* Advanced Concepts. Routledge Publishing, 2018
3. Peter M. Gymnastic Skills Handbook: Levels 1-5. Publishing Lulu Pr, 2024
4. Blackall Bernie. Gymnastics, Redback Publishing, 2024

Optional bibliography:

1. High Performance Sport Skill Instruction, Training, and Coaching, DDJ Publishing, 2023

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Technical training in performance gymnastics	Debate, discussions, multimedia presentations	67	
Physical training in performance gymnastics	Debate, discussions, multimedia presentations	20	
Preparation and organization of sports gymnastics competitions	Debate, discussions, multimedia presentations	4	

Bibliography

1. Badau D., Specialization in a sports discipline_Gymnastics, Course notes for internal use, 2024
2. Monm A. *The Science of Gymnastics.* Advanced Concepts. Routledge Publishing, 2018
3. Peter M. Gymnastic Skills Handbook: Levels 1-5. Publishing Lulu Pr, 2024
4. Blackall Bernie. Gymnastics, Redback Publishing, 2024

Optional bibliography:

1. High Performance Sport Skill Instruction, Training, and Coaching, DDJ Publishing, 2023

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Valorization of assimilated theories, methodologies and practices in solving theoretical-practical educational situations through interdisciplinary approaches.
The use of a specialized language in communication with different professional environments, with specialists in the field and related fields.
The application of assimilated theories and practices in the design and development of educational and research projects specific to physical education and sports and interdisciplinary

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	The evaluation of the discipline knowledge's.	Writtel test/Quiz	50%
10.5 Seminar/ laboratory/ project	The evaluation of the methodical-practical activities	Didactic project /report	50%
10.6 Minimal performance standard			
● Evaluation of the seminar - obtaining a minimum grade of 5. Theoretical evaluation - obtaining a minimum grade of 5.			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof. PhD. Ioan Turc Dean	Assoc.prof. PhD. Bogdan Marian Oancea Head of Department
Prof. PhD. Dana Badau Course holde	Prof. PhD. Dana Badau Holder of seminar/ laboratory/ project

Note
:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Specialization in a sport discipline_Football					
2.2 Course convenor			Teriș Ștefan					
2.3 Seminar/ laboratory/ project convenor			Teriș Ștefan					
2.4 Study year	1	2.5 Semester	2	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**6**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**2/2**
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	56

Time allocation	hours
Study of textbooks, course support, bibliography and notes	20
Additional documentation in libraries, specialized electronic platforms, and field research	20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	23
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Projector
5.2 for seminar/ laboratory/ project development	• Sports games hall

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.2. The student/graduate identifies and uses efficient actuation systems. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge L.O.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. L.O.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills L.O.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy L.O.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. 10.3. Responsibility and autonomy RO10.3.1. The student/graduate prepares documents for planning the specific activity. RO10.3.2. The student/graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge RO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills R.Î.11.2.2. The student/graduate identifies and uses efficient action systems. 11.3. Responsibility and autonomy R.Î.11.3.3. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Acquisition and deepening of specialized theoretical-methodical knowledge, with applications in sports training, selection and sports performance in football;
7.2 Specific objectives	• To understand the peculiarities specific to the game of football. To have the ability to apply notions specific to the game of football to the structure of sports training. To know actuation systems specific to the game of football with application in sports training.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Effort in the game of football	Participatory lecture, debate, exemplification	2	
Sports shape	Participatory lecture, debate, exemplification	2	
Periodization of training in football game	Participatory lecture, debate, exemplification	2	
Planning and Recording Training in the Football Game	Participatory lecture, debate, exemplification	2	
Training lesson in the game of football	Participatory lecture, debate, exemplification	2	
Selection in the game of football	Participatory lecture, debate,	2	

	exemplification		
Game Concept	Participatory lecture, debate, exemplification	2	

Bibliography

1. Simion G., Training Methods on Sport Discipline - Football, specialization course sem. I IFR, Univ. Transilvania Publishing House, Braşov, 2014
2. Teriș Ș., "Biomechanical analysis regarding kicking the ball at the age of 10 and 12 years", "Transilvania" University Publishing House, Brașov 2022
3. Teriș Ș., Enoiu R. S., "Specific means of correcting the biomechanics of kicking the ball at the age between 10 and 12 years", "Transilvania" University Publishing House, Brașov 2022
4. Teriș Ș, Specialization in a sport discipline_Football, Course notes for internal use, 2023

Optional Bibliography

1. Apolzan D. Football – 2010 F.R.F. Bucharest 1998
2. Cojocaru V. Football from 6 to 18 years. Ed. A.N.E.F.S. Buc. 2002
3. Oancea V., Motor Qualities in the Football Game, Ed. Univ. Transilvania Braşov, 2004.
4. Simion G., Oancea B. Football. Training Aspects, Ed. Univ. Transilvania Braşov, 2010.
5. Simion G., Football – Action Systems for Learning Technique and Tactics, Ed. Univ. Transilvania, Braşov, 2011.
6. Simion G., Football. The Theory of the Game, Univ. Transilvania Publishing House, Braşov, 2013.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Exercises adapted to the specific effort of football	Explanation, demonstration, exercise, group work, discussion, debate, dialogue	4	
The Role of Physical Conditioning and Formation in Football	Explanation, demonstration, exercise, group work, discussion, debate, dialogue	4	
Maximizing Performance: The Science of Periodization in Football Training	Explanation, demonstration, exercise, group work, discussion, debate, dialogue	4	
Effective Planning and Recording of Training in Football	Explanation, demonstration, exercise, group work, discussion, debate, dialogue	4	
Projecting and Planning the Training Lesson Specific to the Football Game	Explanation, demonstration, exercise, group work, discussion, debate, dialogue	4	
Types and Methods of Selection in the Game of Football	Explanation, demonstration, exercise, group work, discussion, debate, dialogue	4	
Understanding the Game Concept in Football	Explanation, demonstration,	4	

	exercise, group work, discussion, debate, dialogue		

Bibliography

1. Simion G., Training Methods on Sport Discipline - Football, specialization course sem. I IFR, Univ. Transilvania Publishing House, Braşov, 2014
2. Teriș Ș., "Biomechanical analysis regarding kicking the ball at the age of 10 and 12 years", "Transilvania" University Publishing House, Brașov 2022
3. Teriș Ș., Enoiu R. S., "Specific means of correcting the biomechanics of kicking the ball at the age between 10 and 12 years", "Transilvania" University Publishing House, Brașov 2022
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2. Cojocaru V. Football from 6 to 18 years. Ed. A.N.E.F.S. Buc. 2002
3. Oancea V., Motor Qualities in the Football Game, Ed. Univ. Transilvania Braşov, 2004.
4. Simion G., Oancea B. Football. Training Aspects, Ed. Univ. Transilvania Braşov, 2010.
5. Simion G., Football – Action Systems for Learning Technique and Tactics, Ed. Univ. Transilvania, Braşov, 2011.
6. Simion G., Football. The Theory of the Game, Univ. Transilvania Publishing House, Braşov, 2013.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The correctness and accuracy of the use of the concepts and theories learned at the level of the discipline will meet the expectations of the representatives of the community and of the professional associations and employers in the field.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Minimum attendance 50%	Written or oral exam (it is established with the students at the beginning of the students)	100%
10.5 Seminar/ laboratory/ project	Minimum attendance 80% Project - Lesson/training plans with given themes and objectives.	Holding training lessons with themes and objectives specific to the game of football.	Exam entry requirement
10.6 Minimal performance standard			
• Solving a well-defined problem (demonstration, application and design of exercises for learning the technique and tactics of the game of football), of medium complexity, in the field of physical education			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Conf.dr.Ioan Turcu Dean	Conf.dr.Bogdan Marian Oance Head of Department
Lect.dr.Ștefan Teriș Course holder	Lect.dr.Ștefan Teriș Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Specialization in a sport discipline_Handball					
2.2 Course convenor			Veronica Mindrescu					
2.3 Seminar/ laboratory/ project convenor			Veronica Mindrescu					
2.4 Study year	I	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content[3)]	DAP
							Attendance type[4)]	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**6**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**2/2**
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	56

Time allocation	hours
Study of textbooks, course support, bibliography and notes	20
Additional documentation in libraries, specialized electronic platforms, and field research	20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	23
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• Classroom - Video projector - powerpoint presentation (mixed lecture)
5.2 for seminar/ laboratory/ project development	• Classroom

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.2. The student/graduate identifies and uses efficient actuation systems. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge L.O.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. L.O.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills L.O.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy L.O.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. 10.3. Responsibility and autonomy RO10.3.1. The student/graduate prepares documents for planning the specific activity. RO10.3.2. The student/graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge RO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills R.Î.11.2.2. The student/graduate identifies and uses efficient action systems. 11.3. Responsibility and autonomy R.Î.11.3.3. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

Transversal competenences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• assimilation of advanced specialized knowledge regarding handball game tactics
7.2 Specific objectives	• designing, selecting and applying means and actuation systems correlated with tactical requirements by age category and according to the particularities of handball players.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Individual offensive tactics	Lecture	8	
Individual defensive tactics	Lecture	8	
Collective offensive tactics	Lecture	8	
Collective defensive tactics	Lecture	8	
Offensive systems in handball game	Lecture	8	
Defensive systems in handball game	Lecture	8	
Specialized training in the game of handball	Lecture	8	

Bibliography

1. ϖCazan F., - Methodology of teaching handball in school, 2018, ISBN 978-606-14-1437-6, Universitaria Publishing House, Bucharest
2. Gherman A., - Improving the biomechanics of movements in handball, 2017, ISBN: 978-606-17-1074-4,
3. ϖMîndrescu V., - Handball, Game, Players, Regulations, Palmares., 2020, Rizoprint Publishing House, Cluj Napoca, ISBN - 978-973-53-2523-7
4. ϖMîndrescu V., - Handball-Training Techniques, 2015, Lux Libris Publishing House. Brașov
5. Mîndrescu V., Specialization in a sport discipline_Handball, Course notes for internal use, 2024

Optional Bibliography:

1. Abălașei B., - INTRODUCTION TO HANDBALL TRAINING, 2012, Lumen Publishing House, Iași
2. Mîndrescu V. Selection, training and rehabilitation in private Handball clubs, 2012, Lux Libris Publishing House, Brașov.

8.2 Seminar/ laboratory/ project	Teaching-learning	Number of	Remarks

	methods	hours	
Individual offensive tactics	Debate + practical application	8	
Individual defensive tactics	Debate + practical application	8	
Collective offensive tactics	Debate + practical application	8	
Collective defensive tactics	Debate + practical application	8	
Offensive systems in handball game	Debate + practical application	8	
Defensive systems in handball game	Debate + practical application	8	
Specialized training in the game of handball	Debate + practical application	8	

Bibliography

1. ϖCazan F., - Methodology of teaching handball in school, 2018, ISBN 978-606-14-1437-6, Universitaria Publishing House, Bucharest
2. Gherman A., - Improving the biomechanics of movements in handball, 2017, ISBN: 978-606-17-1074-4,
3. ϖMîndrescu V., - Handball, Game, Players, Regulations, Palmares., 2020, Rizoprint Publishing House, Cluj Napoca, ISBN - 978-973-53-2523-7
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5. Mîndrescu V., Specialization in a sport discipline_Handball, Course notes for internal use, 2024

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2. Mîndrescu V. Selection, training and rehabilitation in private Handball clubs, 2012, Lux Libris Publishing House, Brașov.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Handball County Association, National Coach School

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Written evaluation		50%
10.5 Seminar/ laboratory/ project	Practical evaluation		50%
10.6 Minimal performance standard			
•			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Dean Associate Prof. PhD. Turcu Ioan	Head of Department Associate Prof. PhD. Oancea Bogdan Maria

Course holder Professor PhD. Veronica Mindrescu	Holder of seminar/ laboratory/ project Professor PhD. Veronica Mindrescu

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study1)	Physical Education and Sport Science
1.5 Study level2)	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Specialization in a sport discipline_Basketball					
2.2 Course convenor			Bogdan Oancea					
2.3 Seminar/ laboratory/ project convenor			Bogdan Oancea					
2.4 Study year	I	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content3)	DAP
							Attendance type4)	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	6	out of which: 3.2 lecture	2	3.3 seminar/ laboratory/ project	2/2
3.4 Total number of hours in the curriculum	**84**	**out of which: 3.5 lecture**	**28**	**3.6 seminar/ laboratory/ project**	**56**
Time allocation					**hours**
Study of textbooks, course support, bibliography and notes					**20**
Additional documentation in libraries, specialized electronic platforms, and field research					**20**
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					**23**
Tutorial					
Examinations					**3**
Other activities……					

3.7 Total number of hours of student activity	**66**
3.8 Total number per semester	**150**
3.9 Number of credits5)	**5**

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• video and audio projection system
5.2 for seminar/ laboratory/ project development	• video and audio projection system, functional sport hall for basketball game

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.2. The student/graduate identifies and uses efficient actuation systems. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge L.O.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. L.O.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills L.O.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy L.O.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. 10.3. Responsibility and autonomy RO10.3.1. The student/graduate prepares documents for planning the specific activity. RO10.3.2. The student/graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge RO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills R.Î.11.2.2. The student/graduate identifies and uses efficient action systems. 11.3. Responsibility and autonomy R.Î.11.3.3. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• assimilation of advanced specialized knowledge regarding basketball game tactics
7.2 Specific objectives	• designing, selecting and applying means and actuation systems correlated with tactical requirements by age category and according to the particularities of basketball players.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Individual offensive tactical actions – demarcate, going out to the ball, triple threat position, penetration, overtaking, chasing and recovering the ball	lecture	6	
2. Individual defensive tactical actions – marcate, chasing and recovering the ball	lecture	2	
3. Collective offensive tactical actions – give and go, crossing, blocking, attacking in numerical superiority, counterattack and fast attack, attacking against zone or combined defense	lecture	6	
4. Collective defensive tactical actions – closing the penetration lane, sliding, floating, crowding, changing opponents, defending in numerical inferiority, zone defense, combined defense	lecture	6	
5. Special tactics – end-of-game strategy / key moments, trap, pressing / pressing zone	lecture	2	
6. Specialized basketball training	lecture	4	
7. Sportive form - planning and inducing	lecture	2	
Bibliography: 1. Chicomban M., Methodology of sports disciplines – Basketball, Transilvania University Publishing House, Braşov, 2010			

2. Oancea B., Methodology of teaching the technique of the basketball game, Transilvania University Publishing House, Braşov, 2016
3. Oancea B., Specialization in a sport discipline_Basketball, Course notes for internal use, 2023

Optional bibliography:
1. Negulescu C. et al., Methodology of learning and improving the technique and tactics of the basketball game, ANEFS, Bucharest, 1997
2. Moldovan E., Aspects of the theory and methodology of the basketball game, Transilvania University Publishing House, Braşov, 2006
3. Hopla D., Basketball Shooting, Human Kinetics, 2012
4. Krause J., Pim R., Coaching Basketball, New York. Professional Publishing, 2002
5. Miniscalco K., Kot G., Survival Guide for Coaching Youth Basketball, Human Kinetics, USA, 2009
6. Paye B., Paye P., Youth Basketball Drills, Second Edition, Champaign, Illinois, Human Kinetics, USA, 2013
7. Showalter D., Coaching Young basketball, 5th Edition, American Sport Education Program, Champaign, Illinois, Human Kinetics, USA, 2012
8. Popescu F., Basketball. Basic course, Romania of Tomorrow Foundation Publishing House, Bucharest, 2010
9. Săndulache Ș., Basketball. Practical works. Romania de Mâine Foundation Publishing House, Bucharest, 2009
10. Vasilescu L., Basketball - training, exercises, games, Romania de Mâine Foundation Publishing House, Bucharest, 1999

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Individual offensive tactical actions – demarcate, going out to the ball, triple threat position, penetration, overtaking, chasing and recovering the ball	Debate + practical application	8	
2. Individual defensive tactical actions – marcate, chasing and recovering the ball	Debate + practical application	8	
3. Collective offensive tactical actions – give and go, crossing, blocking, attacking in numerical superiority, counterattack and fast attack, attacking against zone or combined defense	Debate + practical application	8	
4. Collective defensive tactical actions – closing the penetration lane, sliding, floating, crowding, changing opponents, defending in numerical inferiority, zone defense, combined defense	Debate + practical application	10	
5. Special tactics – end-of-game strategy / key moments, trap, pressing / pressing zone	Debate + practical application	6	
6. Specialized basketball training	Debate + practical application	8	
7. Sportive form - planning and inducing	Debate + practical application	8	

Bibliography:
1. Chicomban M., Methodology of sports disciplines – Basketball, Transilvania University Publishing House, Braşov, 2010
2. Oancea B., Methodology of teaching the technique of the basketball game, Transilvania University Publishing House, Braşov, 2016
3. Oancea B., Specialization in a sport discipline_Basketball, Course notes for internal use, 2023

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3. Hopla D., Basketball Shooting, Human Kinetics, 2012
4. Krause J., Pim R., Coaching Basketball, New York. Professional Publishing, 2002
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10. Vasilescu L., Basketball - training, exercises, games, Romania de Mâine Foundation Publishing House, Bucharest, 1999

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Brașov County Scholar Inspectorate, County Basketball Association, National Coach Training and Improvement Center

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course		written examination	100%
10.5 Seminar/ laboratory/ project			
10.6 Minimal performance standard			
• Knowledge of the methodical approach of tactical elements specific to the game of basketball according to sport training level			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof. PhD. Ioan Turcu Dean	Assoc.prof. PhD. Bogdan Marian Oanc Head of Department
Assoc.prof. PhD. Bogdan Marian Oancea Course holder	Assoc.prof. PhD. Bogdan Marian Oanc Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
2) Study level – choose from among: Bachelor / Master / Doctorat;
3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brașov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Motor Performance
1.4 Field of study[1)]	Physical Education and Sport Science
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Human Performance in Sports Training (in English) / teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course			Specialization in a sport discipline_Volleyball					
2.2 Course convenor			Ioan Turcu					
2.3 Seminar/ laboratory/ project convenor			Ioan Turcu					
2.4 Study year	I	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content[3)]	
							Attendance type[4)]	

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**6**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**2/2**
3.4 Total number of hours in the curriculum	84	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	56

Time allocation	hours
Study of textbooks, course support, bibliography and notes	20
Additional documentation in libraries, specialized electronic platforms, and field research	20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	23
Tutorial	
Examinations	3
Other activities.....	

3.7 Total number of hours of student activity	66
3.8 Total number per semester	150
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• video and audio projection system
5.2 for seminar/ laboratory/ project development	• video and audio projection system, functional sport hall for volleyball game

6. Specific competences and learning outcomes

Professional competences	CP7. Provides training in the field of sports Learning outcomes (LO) 7.1. Knowledge LO7.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to follow and intervene in formative, educational and recovery contexts. LO7.1.3. The student/graduate knows and understands the structure, principles and basic mechanisms of the functioning of the human body and psyche so as to optimally utilize them at the individual and group level. 7.2. Skills LO7.2.2. The student/graduate identifies and uses efficient actuation systems. 7.3. Responsibility and autonomy LO7.3.1. The student/graduate responds to the motor needs of the subjects through appropriate content. LO7.3.2. The student / graduate applies the acquired theoretical and practical skills, knowledge autonomously and responsibly. CP9. Organizes training activities Learning outcomes (LO) 9.1. Knowledge L.O.9.1.1. The student / graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. L.O.9.1.3. The student / graduate leads theoretically and practically grounded activities and evaluates their effect at the level of different categories of the population. 9.2. Skills L.O.9.2.3. The student / graduate customizes teaching / intervention and evaluation methods. 9.3. Responsibility and autonomy L.O.9.3.2. The student / graduate carries out projects and programs in the field of physical education and sports. CP10. Plans the sports training program Learning outcomes (RO) 10.1. Knowledge RO10.1.1. The student/graduate designs and plans the content of physical education and sports activities at individual and group level. 10.2. Skills RO10.2.1. The student/graduate knows the stages and operations of didactic design and planning. 10.3. Responsibility and autonomy RO10.3.1. The student/graduate prepares documents for planning the specific activity. RO10.3.2. The student/graduate applies physical, psychopedagogical and psychological methods and means. CP11. Personalizes the sports training program Learning outcomes (RO) 11.1. Knowledge RO11.1.1. The student/graduate has advanced knowledge of the issues of sports science and physical education so as to monitor and intervene in formative, educational and recovery contexts. R.Î.11.1.3. The student/graduate defines the general notions of the field so that they can be used in a formative and performance context. 11.2. Skills R.Î.11.2.2. The student/graduate identifies and uses efficient action systems. 11.3. Responsibility and autonomy R.Î.11.3.3. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

Transversal competences	CT1. Demonstrates initiative, determination, self-reflection, curiosity and desire to learn Learning outcomes (LO) 1.1. Knowledge LO1.1.2. The student/graduate selects training methods that capitalize on the bio-psycho-motor potential of the participants and stimulate interest in practicing physical sports activities. 1.2. Skills LO1.2.3. The student/graduate uses appropriate language from an academic and professional point of view. 1.3. Responsibility and autonomy LO1.3.2. The student/graduate is autonomously and responsibly aware of the limits imposed by the knowledge and skills acquired. CT2. Works in teams, builds team spirit, leads others and delegates responsibilities Learning outcomes (LO) 2.1. Knowledge R.Î.2.1.1. The student/graduate understands group dynamics and individual roles in the effective functioning of the team. 2.2. Skills R.Î.2.2. The student/graduate delegates responsibilities fairly and effectively, taking into account the skills and potential of team members. 2.3. Responsibility and autonomy R.Î.2.3.1. The student/graduate organizes groups of subjects in accordance with bio-psycho-motor and social particularities.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Acquiring specialized knowledge regarding the sports training process specific to volleyball
7.2 Specific objectives	• Acquiring / consolidating / perfecting skills and motor skills specific to the content of the volleyball game; • Improving / educating the determining motor qualities in the application of the motor content of the volleyball game; • The formation of skills related to the methodology of teaching volleyball content at the level of different echelons of sports training.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Modern directions and trends in the development of the volleyball game	lecture	4	
2. The theory and methodology of sports training specific to volleyball - generalities	lecture	4	
3. Game concept; the concept of preparation; game / team model; the player's role model (physical, motor, technical, tactical, psychological); the tasks of the players in the positions	lecture	4	
4. The principles and requirements of modern training	lecture	4	
5. Effort in the game of volleyball	lecture	4	
6. Sports training factors involved in specific volleyball training	lecture	4	
7. Planning and scheduling specific activity in volleyball player training	lecture	4	
Bibliography: 1. Conohova T. - Theory and Methodology of Volleyball, Ed. Pim, 2014			

2. Drugău S. - Volleyball in school, Transilvania University Publishing House, Braşov, 2023Volleyball Rules – F.I.V.B
3. Santa C. - Volleyball in School, Ed. Casa Cărții de șiție, Cluj-Napoca, 2016
4. Santa C. - Volleyball, Ed. Casa Cărții de șiție, Cluj-Napoca, 2014
5. Ungur N. - Innovative Technologies in Volleyball – Ed. University Press, Targu Mures, 2015
6. .Turcu I., Specialization in a sport discipline_Volleyball, Course notes for internal use, 2024

Optional bibliography:
1. Bâc, O. – Volleyball, University of Oradea Publishing House, Oradea, 1999.
2. Croitoru, D. – Volleyball, ANEFS Publishing House, Bucharest, 2000.
3. Dragnea, A., Mate-Teodorescu, S. – Theory of sport, FEST Publishing House, Bucharest, 2002.
4. Drăgan, A. – Volleyball, basic concepts, Romania of Tomorrow Foundation Publishing House, Bucharest, 2002.
5. Drăgan, A. et al. – Volleyball game rules with comments, Bucharest, 2003.
6. F.R.V. – Volleyball Game Rules, FRV, Bucharest, 2009.
7. Ghenadi, V. et al. – Volleyball in Education, Plumb Publishing House, Bacau, 1998.
8. M.E.C. – Methodological Guide for Applying the Physical Education and Sports Curriculum in Middle School Education, Bucharest, 2001
9. Păcuraru, A. et al. – Volleyball Teacher's Handbook, Helios Publishing House, Iaşi, 2000.
10. Prescorniță, A. – Volleyball, Transilvania University Publishing House, Braşov, 2003.
11. Prescorniță, A. – Theory and Methodology of Sports Training, Transilvania University Publishing House, Braşov, 2004.
12. Physical Education Curriculum in Middle School and High School Education.
13. Turcu, I. – Research Methodology in Physical Education and Sports, Transilvania University Publishing House, Braşov, 2007.
14. Turcu, I. – Volleyball – IFR Course, Transilvania University Publishing House, Braşov, 2009

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Volleyball technique at different training levels	Debate + practical application	20	
Volleyball tactics at different training levels	Debate + practical application	20	
Techniques and methods for monitoring and testing volleyball activities	Debate + practical application	16	

Bibliography:
1. Conohova T. - Theory and Methodology of Volleyball, Ed. Pim, 2014
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9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Brașov County Scholar Inspectorate, County Volleyball Association, National Coach Training and Improvement Center

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course		written examination	100%
10.5 Seminar/ laboratory/ project			
10.6 Minimal performance standard			
• Knowledge of the methodical approach of elements and technical procedures specific to the game of volleyball according to sport traininglevel			

This course outline was certified in the Department Board meeting on 23/06/2025 and approved in the Faculty Board meeting on 23/06/2025

Assoc.prof. PhD. Ioan Turcu Dean	Assoc.prof. PhD. Bogdan Marian Oancea Head of Department
Assoc.prof. PhD. Ioan Turcu Course holder	Assoc.prof. PhD. Ioan Turcu Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
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