

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Faculty of Physical Education and Mountain Sports
1.3 Department	Physical Education and Special Motor Skills
1.4 Field of study ¹⁾	Science of Sport and Physical Education
1.5 Study level ²⁾	Master's degree
1.6 Study programme/ Qualification	LEADERSHIP OF FITNESS AND RECREATIONAL ACTIVITIES (in English) / Professor in High School and Post-High School Education

2. Data about the course

2.1 Name of course	Optimizing Physical Condition								
2.2 Course convenor	Cioroiu Silviu Gabriel								
2.3 Seminar/ laboratory/ project convenor	Cioroiu Silviu Gabriel								
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	professional	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					83 hours
Study of textbooks, course support, bibliography and notes					25
Additional documentation in libraries, specialized electronic platforms, and field research					18
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					26
Tutorial					10
Examinations					4
Other activities.....					
3.7 Total number of hours of student activity					83
3.8 Total number per semester					125
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	<ul style="list-style-type: none"> • • Minimum 80% attendance • • Delivering a lecture during seminars and an oral evaluation, with an average of over 5 (five).

6. Specific competences and learning outcomes

Professional competences	<p>Cp. 1. Assessment and development of physical and motor performance</p> <p>L.O. 1.1. The ability to use advanced methods of assessing the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender.</p> <p>L.O. 1.2. Ability to analyze assessed data to monitor subjects' physical/motor progress and adapt instruction and programs accordingly.</p>
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Transversal competences	<p>Ct. 1. Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities</p> <p>L.O. 1.1. The ability to apply modern techniques and methods to improve human communication in an international language (in English), by developing creativity, responsibility and decision-making ability.</p> <p>L.O.2 The ability to collaborate effectively with other health and education professionals to develop and implement interdisciplinary research projects aimed at assessing the bio-motor level by age and gender categories.</p>
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7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<p>Upon completion of the subject, the student will be able to:</p> <ul style="list-style-type: none"> • • know the basic concepts related to physical fitness • • know the means that can lead to an increase in physical capacity
7.2 Specific objectives	<p>Upon completion of the subject, the student will be able to:</p> <ul style="list-style-type: none"> • • analyze and synthesize the information they have received • • evaluate the level of knowledge and appreciate the need to cooperate with people with more experience • • acquire a series of skills and abilities necessary for practicing the profession • • be able to integrate knowledge from other subjects

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Health status. Physical, mental and psychological health	Lecture, problematization. Intuitive Methods – educational films	4 hours	
2. Physical effort and its characteristics		4 hours	
3. Adaptation to effort of untrained people. Motor capacity and physical condition		4 hours	
4. Means of improving physical condition		4 hours	
5. Sedentary lifestyle. Stress management. Rational nutrition.		4 hours	
6 Practicing physical exercise and increasing physical condition		2 hours	
7 Rational nutrition. Food hygiene in increasing physical condition		6 hours	

Bibliography

1. Cioroiu, S.G. (2024) – Optimizarea conditiei fizice – note de curs, prezentare power point. Revizuri dupa: CIOROIU, S.G. – Educație pentru optimizarea condiției fizice și a stării de sănătate, Curs destinat studenților din ciclul de studii universitare de masterat, Ed. Universității Transilvania din Brașov, 2013, ISBN 978-606-19- 0218-7, 222 pag.
2. CIOROIU, S.G. – Programe de alimentație în diferite ramuri sportive., Ed. Universității Transilvania din Brașov , Brașov, 2019, ISBN 978-606-19-1107-3, 241 pag.
3. CIOROIU, S.G. – Educatia sportivului – Igiena alimentatiei, masuri de prim ajutor. Ediatia a II-a, Ed. Universității Transilvania din Brașov , Brașov, 2024, ISBN 978-606-19-1755-6, 189 pag.
4. Pleša, J.; Kozinc, Ž.; Šarabon, N. A Brief Review of Selected Biomechanical Variables for Sport Performance Monitoring and Training Optimization. *Appl. Mech.* **2022**, 3, 144-159. <https://doi.org/10.3390/applmech3010011>
5. *Howie J. Carson, Claudio Robazza, Dave Collins, John Toner, Maurizio Bertollo*- Optimizing performance in sport - An action-based perspective, Ed. Routledge, 2020, eBook ISBN9780429025112, <https://www.taylorfrancis.com/chapters/edit/10.4324/9780429025112-3/optimizing-performance-sport-howie-carson-claudio-robazza-dave-collins-john-toner-maurizio-bertollo>

Optional bibliography:

1. Badau D, Badau A (2017). Fitness. Postura si miscare. Editura Univ. Transilvania din Brasov
2. Cioroiu, S.G (2013). – Educație pentru optimizarea condiției fizice și a stării de sănătate, Curs destinat studenților din ciclul de studii universitare de masterat, Ed. Universității Transilvania din Brașov,
3. Albu, Constantin (2004) – coord, Kinetoterapia pasivă, Editura Polirom, Iași, 2004
4. Aftimiuc O. (2012). Fitness – teorie și metodică. Editura Bren. București
5. Neagu N (2012). Culturism si fitness. Intretinere si performanta, Editura University Press, Targu Mures

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. General notions of training	Explanation	2 hours	
2. Motor capacity and physical condition. Adaptation of the neuromuscular system to training		2 hours	
3. Psychosocial implications of fitness		2 hours	
4. Physical exercise management. Means of		2 hours	

individual practice of physical exercise	Individual and group study, ppt presentation support	
5. Educating parents and children in order to optimize physical condition		2 hours
6. Rational nutrition. Sedentary lifestyle. Obesity		4 hours
Bibliography		
5. Cioroiu, S.G. (2024) – Optimizarea conditiei fizice – note de curs, prezentare power point. Revizuri dupa: CIOROIU, S.G. – Educație pentru optimizarea condiției fizice și a stării de sănătate, Curs destinat studenților din ciclul de studii universitare de masterat, Ed. Universității Transilvania din Brașov, 2013, ISBN 978-606-19- 0218-7, 222 pag.		
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7. CIOROIU, S.G. – Educatia sportivului – Igiena alimentatiei, masuri de prim ajutor. Ediatia a II-a, Ed. Universității Transilvania din Brașov , Brașov, 2024, ISBN 978-606-19-1755-6, 189 pag.		
8. Pleša, J.; Kozinc, Ž.; Šarabon, N. A Brief Review of Selected Biomechanical Variables for Sport Performance Monitoring and Training Optimization. <i>Appl. Mech.</i> 2022 , 3, 144-159. https://doi.org/10.3390/applmech3010011		
5. Howie J. Carson, Claudio Robazza, Dave Collins, John Toner, Maurizio Bertollo- Optimizing performance in sport - An action-based perspective, Ed. Routledge, 2020, eBook ISBN9780429025112, https://www.taylorfrancis.com/chapters/edit/10.4324/9780429025112-3/optimizing-performance-sport-howie-carson-claudio-robazza-dave-collins-john-toner-maurizio-bertollo		
Optional bibliography:		
6. Badau D, Badau A (2017). Fitness. Postura si miscare. Editura Univ. Transilvania din Brasov		
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8. Albu, Constantin (2004) –coord, Kinetoterapia pasivă, Editura Polirom, Iași, 2004		
9. Aftimiuc O. (2012). Fitness – teorie și metodică. Editura Bren. București		
Neagu N (2012). Culturism si fitness. Intretinere si performanta, Editura University Press, Targu Mures		


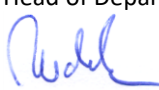


9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

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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 presented during the course	Evaluation of the project on the given topic according to the items and scale established and communicated during the courses.	50%
10.5 Seminar/ laboratory/ project	Application of methods and means to optimize physical condition	Two evaluations in seminars with an average of over 5 (five).	Conditions the possibility of uploading the project.
10.6 Minimal performance standard			
The student has developed the ability to select relevant data for the field of physical education, with the aim of promoting movement.			
Participation in media campaigns, programs to promote/raise awareness of the positive effects of participating in various fitness programs			
Fulfillment of the discipline criteria, by obtaining a final grade (according to the criteria mentioned in points 10.4 and 10.6) of at least 5 (five).			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Conf. dr. Ioan TURCU Dean 	Conf. dr. Florentina NECHITA, Head of Department 
Prof. dr. Silviu Gabriel CIOROIU, Course holder 	Prof. dr. Silviu Gabriel CIOROIU, 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 Brasov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Physical Education and Special Motility
1.4 Field of study ¹⁾	Sports Science and Physical Education
1.5 Study level ²⁾	Master's degree
1.6 Study programme/ Qualification	Leadership of Fitness and Recreational Activities (in English) / Professor in High School and Post-High School Education

2. Data about the course

2.1 Name of course	Advanced Physical Exercise Kinesiology							
2.2 Course convenor	Fintina Ioana-Maria							
2.3 Seminar/ laboratory/ project convenor	Fintina Ioana-Maria							
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	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					25
Additional documentation in libraries, specialized electronic platforms, and field research					14
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					30
Tutorial					4
Examinations					10
Other activities.....					
3.7 Total number of hours of student activity			83		
3.8 Total number per semester			125		
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 hall with video projection equipment
5.2 for seminar/ laboratory/ project development	• Auditorium equipped with computer technology

6. Specific competences and learning outcomes

Professional competences	<p>Cp1. Assessment and development of physical and motor performance L.O. 1.1. The ability to use advanced methods of assessing the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender</p> <p>Cp2. Leadership and management of fitness and leisure activities L.O. 2.1. Demonstrates the ability to manage research projects and work teams to analyze and develop effective educational practices and policies for different age and gender groups.</p> <p>Cp3. Planning and implementation of free time motor activity programs L.O. 3.1. Designs and implements innovative leisure time motor activity programs for different age groups, taking into account current research and recommendations in the field. L.O. 3.3. Organize, coordinate and manage events and motor activities in the community, promoting a proactive lifestyle</p>
Transversal competences	<p>Ct1 Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities L.O. 1.2 The ability to collaborate effectively with other health and education professionals to develop and implement interdisciplinary research projects aimed at assessing the bio-motor level by age and gender categories. L.O. 1.3. The ability to develop and lead personalized programs specific to fitness and recreational activities through the appropriate use of modern didactic strategies, in English;</p> <p>Ct.2. Continuing professional development and career planning in physical education and sport L.O. 2.1. Plans and pursues his/her continuing professional development, including attending advanced courses and relevant conferences. L.O. 2.2. Evaluates career opportunities in motor activities and develops strategies for advancement and specialization. L.O. 2.3. The ability to integrate and coherently present techniques and methods of physical training according to the motivations and objectives of individuals or groups of subjects, aiming at personal self-improvement.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> The need to know the discipline as an applied science of improving the human body, both morphologically and functionally, as well as its movement capacity.
7.2 Specific objectives	<ul style="list-style-type: none"> The need to know the requirements, rules and specific working methods used in the process of training them, relying on the data of other sciences, which have the human at the center of their concerns and which study, in turn, from a particular perspective, human motor skills.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Kinesiology – definitions, notions, concepts.	Presentation, lecture, interactive course, group work, problem-based learning/projects, analysis and debate, etc.	4 hours	
Human motor skills – generalities, forms of motor manifestation, physiological and psychic mechanisms. Motor skills in ontogenesis.		6 hours	
Motor learning – content, types of motor learning.		4 hours	
Motor activity – motivation, motor goal and task, content elements (motor skills, motor habits, motor qualities, motor capacity).		6 hours	
Motor activity – means of learning and improvement, psycho-physical implications.		4 hours	
Programming and planning of motor activities.		4 hours	
Bibliography <ul style="list-style-type: none"> Joseph Hamill, PhD Professor, Kathleen M. Knutzen, Timothy R. Derrick. Biomechanical Basis of Human Movement, 4th EDITION, Lippincott Williams & Wilkins, 2015 Curițianu I. Echipamente, aparate și instalații utilizate în kinetoterapie, Editura Universității Transilvania, Brașov, ISBN 978-606-19-0687-1, 2015. Tanaka H, Jackowska M. Slow Jogging: Lose Weight, Stay Healthy, and Have Fun with Science-Based, Natural Running. New York: Skyhorse 2016. Scano, A., Mira, R.M., Cerveri, P., Tosatti L.M., Sacco, M. Analysis of upper-limb and trunk kinematic variability: accuracy and reliability of an RGB-D sensor Multimodal Technol. Interact., 4, 2020. Nguyen, T.N., Huynh, H.H., Meunier, J. Human gait symmetry assessment using a depth camera and mirrors Comput. Biol. Med., 101/2018. Yunus, M.N.H., Jaafar, M.H., Mohamed, A.S.A., Azraai, N.Z., Hossain, M.S. Implementation of kinetic and kinematic variables in ergonomic risk assessment using motion capture simulation: a review, Int. J. Environ. Res. 			

Publ. Health, 18/2021.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Kinesiology - the science of movement	Lecture, interactive course, group work, problem-based learning/projects, analysis and debate, etc.	2	
Human movement - Characteristics, Laws of human movement, Motricity and psyche in bodily activities		2	
Anatomical and biomechanical bases of human movement - Osteology (morphological and functional characteristics of the bone, bone structure, body orientation elements)		2	
Anatomical and biomechanical bases of human movement - Arthrology		2	
Anatomical and biomechanical bases of movement - Myology		2	
Basics of movement analysis (techniques and tools for movement analysis)		4	
Bibliography <ul style="list-style-type: none"> • Joseph Hamill, PhD Professor, Kathleen M. Knutzen, Timothy R. Derrick. Biomechanical Basis of Human Movement 4th EDITION, Lippincott Williams & Wilkins, 2015 • Curițianu I. Echipamente, aparate și instalații utilizate în kinetoterapie, Editura Universtiății Transilvania, Brașov, ISBN 978-606-19-0687-1, 2015. • Tanaka H, Jackowska M. Slow Jogging: Lose Weight, Stay Healthy, and Have Fun with Science-Based, Natural Running. New York: Skyhorse 2016. • Scano, A., Mira, R.M., Cerveri, P., Tosatti L.M., Sacco, M. Analysis of upper-limb and trunk kinematic variability: accuracy and reliability of an RGB-D sensor Multimodal Technol. Interact., 4, 2020. • Nguyen, T.N., Huynh, H.H., Meunier, J. Human gait symmetry assessment using a depth camera and mirrors Comput. Biol. Med., 101/2018. • Yunus, M.N.H., Jaafar, M.H., Mohamed, A.S.A., Azraai, N.Z., Hossain, M.S. Implementation of kinetic and kinematic variables in ergonomic risk assessment using motion capture simulation: a review, Int. J. Environ. Res. Publ. Health, 18/2021. 			





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

Qualification in school physical education and in the management of fitness activities and recreational motor activities.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Correct explanation and analysis of processes, contents and actions in the field of kinesiology	Written assessment with subjective items – on site or Grid-type assessment - online	50%
10.5 Seminar/ laboratory/ project	Correct explanation and analysis of processes, contents and actions in the field of kinesiology	Project	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> • presentation of projects launched by working groups • correct resolution at the level of grade 5 of the theoretical-methodological issues in the written exam 			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024

Dean: Associate Professor Ioan TURCU 	Head of Department: Associate Professor Florentina NECHITA 
Course holder: Associate Professor Ioana-Maria FÎNTÎNĂ 	Holder of seminar/ laboratory/ project: Associate Professor Ioana-Maria FÎNTÎNĂ 

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).

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1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Faculty of Physical Education and Mountain Sports
1.3 Department	Physical Education and Special Motor Skills
1.4 Field of study ¹⁾	Science of Sport and Physical Education
1.5 Study level ²⁾	Master's degree
1.6 Study programme/ Qualification	LEADERSHIP OF FITNESS AND RECREATIONAL ACTIVITIES (in English)/ Professor in High School and Post-High School Education

2. Data about the course

2.1 Name of course	Fitness theory								
2.2 Course convenor	Cioroiu Silviu Gabriel								
2.3 Seminar/ laboratory/ project convenor	Cioroiu Silviu Gabriel								
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	C	2.7 Course status	professional	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					35
Additional documentation in libraries, specialized electronic platforms, and field research					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					30
Tutorial					13
Examinations					4
Other activities.....					
3.7 Total number of hours of student activity			97		
3.8 Total number per semester			125		
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	<ul style="list-style-type: none"> • • Minimum 80% attendance • • Delivering a lecture during seminars and an oral evaluation, with an average of over 5 (five).

6. Specific competences and learning outcomes

Professional competences	<p>Cp. 1. Assessment and development of physical and motor performance</p> <p>I.O. 1.1. The ability to use advanced methods of assessing the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender.</p> <p>I.O. 1.2. Ability to analyze assessed data to monitor subjects' physical/motor progress and adapt instruction and programs accordingly.</p>
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Transversal competences	<p>Ct. 1. Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities</p> <p>I.O. 1.1. The ability to apply modern techniques and methods to improve human communication in an international language (in English), by developing creativity, responsibility and decision-making ability.</p> <p>L.O. 1.2 The ability to collaborate effectively with other health and education professionals to develop and implement interdisciplinary research projects aimed at assessing the bio-motor level by age and gender categories.</p>
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7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<p>Upon completion of the subject, the student will be able to:</p> <ul style="list-style-type: none"> • know the basic concepts related to the term fitness • know the means that can lead to an increase in physical capacity
7.2 Specific objectives	<p>Upon completion of the subject, the student will be able to:</p> <ul style="list-style-type: none"> • analyze and synthesize the information they have received • evaluate the level of knowledge and appreciate the need to cooperate with people with more experience • acquire a series of skills and abilities necessary for practicing the profession • be able to integrate knowledge from other subjects

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Fitness and body image – conceptual boundaries	Lecture, problematization. Intuitive Methods – educational films	2 hours	
Goals, objectives, characteristics in fitness		2 hours	
Basic principles in fitness training, with applications in extracurricular activities. Maintaining physical fitness		2 hours	
Applied anatomy in fitness. The importance of training the osteoarticular system		2 hours	
Characteristics of effort in fitness. Typology of effort. Types of contractions in fitness		2 hours	
The role of nutrition in specific fitness training		2 hours	
Specific forms of organizing fitness activity		2 hours	

Bibliography

1. Badau D, Badau A (2017). Fitness. Postura si miscare. Editura Univ. Transilvania din Brasov
2. Cioroiu, S.G.(2024) – Educatia sportivului – Igiena alimentatiei, masuri de prim ajutor. Ediatia a II-a, Ed. Universității Transilvania din Braşov , Braşov
3. Cioroiu, S.G.(2016) – Anatomie aplicată, Editura Universitatii Transilvania din Brasov, Braşov
4. 4. Pleša, J.; Kozinc, Ž.; Šarabon, N. A Brief Review of Selected Biomechanical Variables for Sport Performance Monitoring and Training Optimization. Appl. Mech. 2022, 3, 144-159. <https://doi.org/10.3390/applmech3010011>
5. 5. Howie J. Carson, Claudio Robazza, Dave Collins, John Toner, Maurizio Bertollo- Optimizing performance in sport - An action-based perspective, Ed. Routledge, 2020, eBook ISBN9780429025112, <https://www.taylorfrancis.com/chapters/edit/10.4324/9780429025112-3/optimizing-performance-sport-howie-carson-claudio-robazza-dave-collins-john-toner-maurizio-bertollo>
6. 6. Fragata, Inês et al. Evolution in the light of fitness landscape theory, Trends in Ecology & Evolution, Volume 34, Issue 1, 69 – 82, [https://www.cell.com/trends/ecology-evolution/abstract/S0169-5347\(18\)30266-0?dgcid=raven_jbs_etoc_email](https://www.cell.com/trends/ecology-evolution/abstract/S0169-5347(18)30266-0?dgcid=raven_jbs_etoc_email)

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7. Cioroiu, S.G (2013). – Educație pentru optimizarea condiției fizice și a stării de sănătate, Curs destinat studenților din ciclul de studii universitare de masterat, Ed. Universității Transilvania din Braşov,
8. Aftimiuc O. (2012). Fitness – teorie și metodică. Editura Bren. București
9. Constantin I.C. (2012). Fitness – ghid pentru începători. Editura PIM. Iași

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Advanced biomechanics encountered in fitness training	Explanation Individual and group study, ppt presentation support	2 hours	
Main types of movement and specific elements of fitness terminology		2 hours	
Exercises for toning, mobility, correlation and development of strength by muscle groups for arms and shoulder girdle		4 hours	
Exercises for toning, mobility, correlation and development of muscle strength for lower limbs and abdominal girdle		4 hours	

Fitness nutrition programs		2 hours	
<p>Bibliography</p> <ol style="list-style-type: none"> Badau D, Badau A (2017). Fitness. Postura si miscare. Editura Univ. Transilvania din Brasov Cioroiu, S.G.(2024) – Educatia sportivului – Igiena alimentatiei, masuri de prim ajutor. Ediatia a II-a, Ed. Universității Transilvania din Braşov , Braşov Cioroiu, S.G.(2016) – Anatomie aplicată, Editura Universitatii Transilvania din Brasov, Braşov Pleša, J.; Kozinc, Ž.; Šarabon, N. A Brief Review of Selected Biomechanical Variables for Sport Performance Monitoring and Training Optimization. Appl. Mech. 2022, 3, 144-159. https://doi.org/10.3390/applmech3010011 Howie J. Carson, Claudio Robazza, Dave Collins, John Toner, Maurizio Bertollo- Optimizing performance in sport - An action-based perspective, Ed. Routledge, 2020, eBook ISBN9780429025112, https://www.taylorfrancis.com/chapters/edit/10.4324/9780429025112-3/optimizing-performance-sport-howie-carson-claudio-robazza-dave-collins-john-toner-maurizio-bertollo Fragata, Inês et al. Evolution in the light of fitness landscape theory, Trends in Ecology & Evolution, Volume 34, Issue 1, 69 – 82, https://www.cell.com/trends/ecology-evolution/abstract/S0169-5347(18)30266-0?dgcid=raven_jbs_etoc_email <p>Optional bibliography:</p> <ol style="list-style-type: none"> Cioroiu, S.G (2013). – Educație pentru optimizarea condiției fizice și a stării de sănătate, Curs destinat studenților din ciclul de studii universitare de masterat, Ed. Universității Transilvania din Braşov, Aftimiuc O. (2012). Fitness – teorie și metodică. Editura Bren. București Constantin I.C. (2012). Fitness – ghid pentru începători. Editura PIM. Iași 			


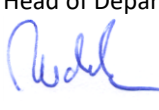
9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)



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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 presented during the course	Evaluation of the project on the given topic according to the items and scale established and communicated during the courses.	50%
10.5 Seminar/ laboratory/ project	Applying fitness theory concepts to current practice	Two evaluations in seminars with an average of over 5 (five).	Conditions the possibility of uploading the project. 50% (if the average is above grade 5)
10.6 Minimal performance standard			
The student has developed the ability to select relevant data for the field of physical education, with the aim of promoting movement.			
Participation in media campaigns, programs to promote/raise awareness of the positive effects of participating in various fitness programs			
Fulfillment of the discipline criteria, by obtaining a final grade (according to the criteria mentioned in points 10.4 and 10.6) of at least 5 (five).			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024

Conf. dr. Ioan TURCU Dean 	Conf. dr. Florentina NECHITA, Head of Department 
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Prof. dr. Silviu Gabriel CIOROIU, Course holder 	Prof. dr. Silviu Gabriel CIOROIU, Holder of seminar/ laboratory/ project 
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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
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Physical Education and Special Motricity
1.4 Field of study ¹⁾	Sports Science and Physical Education
1.5 Study level ²⁾	Master
1.6 Study programme/ Qualification	Leadership in Fitness and Recreational Activities (in English)/ Physical Education Teacher in High School and Post-High School

2. Data about the course

2.1 Name of course	Promoting Leadership in Physical Education and Recreation							
2.2 Course convenor	ONEA GHEORGHE-ADRIAN							
2.3 Seminar/ laboratory/ project convenor	ALECU ŞTEFAN							
2.4 Study year	1	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	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					30
Additional documentation in libraries, specialized electronic platforms, and field research					25
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					25
Tutorial					
Examinations					3
Other activities.....					
3.7 Total number of hours of student activity			83		
3.8 Total number per semester			125		
3.9 Number of credits ⁵⁾			5		

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Leadership concepts
4.2 competences-related	<ul style="list-style-type: none"> Leadership skills for teachers: Training teachers to become inspirational leaders capable of motivating students and developing their self-confidence. Interdisciplinary knowledge: Developing pedagogical competencies that combine physical education knowledge with the social, cultural, and psychological aspects of learning.

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> Auditorium, projector, course materials
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Auditorium, projector

6. Specific competences and learning outcomes

Professional competences	Cp.2. Leadership and management of fitness and recreational activities
	<ul style="list-style-type: none"> L.O. 2.1. The graduate demonstrates the ability to manage research projects and work teams to analyze and develop effective educational practices and policies for different age groups and genders. L.O. 2.2. The graduate develops leadership skills to influence educational policies and practices in their area of expertise.

Transversal competences	<p>Ct.2. Continuing professional development and career planning in physical education and sport</p> <ul style="list-style-type: none"> L.O. 2.1. The graduate plans and monitors their continuous professional development, including participation in advanced courses and relevant conferences. L.O. 2.2. The graduate evaluates career opportunities in motor activities and develops strategies for advancement and specialization.
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7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> The harmonious development of students through improving physical capacities, motor skills, and social abilities promotes an active, healthy, and responsible lifestyle.
7.2 Specific objectives	<ul style="list-style-type: none"> Increasing individual and collective responsibility: Developing a responsible attitude towards one's health and the safety and well-being of the group in sports activities. Stimulating personal performance: Cultivating the desire for self-improvement and achieving goals through perseverance, discipline, and continuous effort. Understanding the diversity of physical activities: Exploring and practicing a wide range of sports and recreational activities to meet individual interests and cultural diversity.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Fundamentals of Leadership in Physical Education and Recreation	Interactive lecture, PowerPoint presentation	4	
Advanced Leadership Theories and Their Applicability in Educational and Sports Contexts	Interactive lecture, PowerPoint presentation	4	
Strategic Leadership in Physical Education and Recreation Projects	Interactive lecture, PowerPoint presentation	4	
Communication, Influence, and Persuasion in Leadership	Interactive lecture, PowerPoint presentation	4	
Crisis Management and Group Alignment in Sports Leadership	Interactive lecture, PowerPoint presentation	4	
Health Education and Community Leadership	Interactive lecture, PowerPoint presentation	4	
Ethics and Sustainability in Sports and Recreational Leadership	Interactive lecture, PowerPoint presentation	4	

Bibliography mandatory

- Chelladurai, P. (2014). *Managing Organizations for Sport and Physical Activity* (4th Edition). Routledge.
- Culver, D. M., & Kraft, E. (2021). *Coaching for Human Development: Team Building through Leadership*. Human Kinetics.
- European Commission. (2018). *Strengthening Leadership in Grassroots Sports: A Guide for Educators and Coaches*.
- Fullan, M. (2020). *Leading in a Culture of Change* (2nd Edition). Jossey-Bass.
- Gill, D. L., Williams, L., & Reifsteck, E. J. (2020). *Psychological Dynamics of Sport and Exercise* (4th Edition). Human Kinetics.
- Northouse, P. G. (2021). *Leadership: Theory and Practice* (9th Edition). Sage Publications.
- World Health Organization (WHO). (2018). *Global Action Plan on Physical Activity 2018-2030: More Active People for a Healthier World*.

Bibliography optional

- Andy Galpin (2022)** - *Unplugged: Evolve from Technology to Upgrade Your Fitness, Performance, and Consciousness*, **Editura**: Victory Belt Publishing.
- Bryan Mann (2018)** - *Developing Explosive Athletes: Use of Velocity Based Training in Training Athletes*, **Editura**: Ultimate Athlete Concepts
- Ian Jeffreys & Jeremy Moody (2016)** - *Strength and Conditioning for Sports Performance*, **Editura**: Routledge

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Leadership in Practice: Case Study on International and National Examples	Oral presentation	2	
Designing a Strategic Plan for Sports and Recreational Activities	Oral presentation	2	

Advanced Motivation Techniques and Team Cohesion Building	Oral presentation	2	
Leadership Simulations in Crisis Situations	Oral presentation	2	
Planning and Organizing an Impactful Sports Event	Oral presentation	2	
Debate: Transformational vs. Transactional Leadership in Physical Education	Oral presentation	2	
Evaluating Leadership Performance: Indicators and Measurement Tools	Oral presentation	2	
<p>Bibliography mandatory</p> <ol style="list-style-type: none"> Chelladurai, P. (2014). <i>Managing Organizations for Sport and Physical Activity</i> (4th Edition). Routledge. Culver, D. M., & Kraft, E. (2021). <i>Coaching for Human Development: Team Building through Leadership</i>. Human Kinetics. European Commission. (2018). <i>Strengthening Leadership in Grassroots Sports: A Guide for Educators and Coaches</i>. Fullan, M. (2020). <i>Leading in a Culture of Change</i> (2nd Edition). Jossey-Bass. Gill, D. L., Williams, L., & Reifsteck, E. J. (2020). <i>Psychological Dynamics of Sport and Exercise</i> (4th Edition). Human Kinetics. Northouse, P. G. (2021). <i>Leadership: Theory and Practice</i> (9th Edition). Sage Publications. World Health Organization (WHO). (2018). <i>Global Action Plan on Physical Activity 2018-2030: More Active People for a Healthier World</i>. <p>Bibliography optional</p> <ol style="list-style-type: none"> Andy Galpin (2022) - <i>Unplugged: Evolve from Technology to Upgrade Your Fitness, Performance, and Consciousness</i>, Editura: Victory Belt Publishing. Bryan Mann (2018) - <i>Developing Explosive Athletes: Use of Velocity Based Training in Training Athletes</i>, Editura: Ultimate Athlete Concepts Ian Jeffreys & Jeremy Moody (2016) - <i>Strength and Conditioning for Sports Performance</i>, Editura: Routledge 			


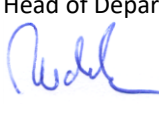
9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)



<p>Employers in the fields of sport, physical education, and recreation (sports clubs, schools, NGOs, recreation centers) have clear requirements:</p> <p>Coordination and leadership competencies:</p> <p>Students are trained to lead teams, organize events, and manage interpersonal relationships in various contexts.</p> <p>Communication and adaptability skills:</p> <p>The course emphasizes developing communication techniques and understanding cultural diversity, responding to the demands of diverse working environments.</p>

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowledge of theoretical concepts presented in the course	Written exam	60%
10.5 Seminar/ laboratory/ project	Presentation of a training plan for developing strength and muscular endurance	Practical evaluation	40%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> The minimum passing grade is 5 for both the paper presentation and the written exam. The final grade (average) is calculated based on the written exam (60%) and the grade for the training plan presentation (40%). 			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024

<p>Assoc. Prof. PhD. IOAN TURCU Dean</p> 	<p>Assoc. Prof. PhD. NECHITA FLORENTINA Head of Department</p> 
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Lecturer PhD. ONEA GHEORGHE-ADRIAN Course holder 	Lecturer PhD. ALECU ȘTEFAN Holder of seminar/ laboratory/ project 
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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	PHYSICAL EDUCATION AND SPECIAL MOTRICITY
1.4 Field of study ¹⁾	SPORTS SCIENCE AND PHYSICAL EDUCATION
1.5 Study level ²⁾	MASTER'S DEGREE
1.6 Study programme/ Qualification	Leadership of fitness and recreational activities (in English)/ Physical education teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course		THEORY AND PRACTICE OF AQUATIC RECREATIONAL ACTIVITIES: AQUA-FITNESS, AQUA-GYM						
2.2 Course convenor		Badau Adela						
2.3 Seminar/ laboratory/ project convenor		Badau Adela						
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	DSI
							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					40
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		83			
3.8 Total number per semester		125			
3.9 Number of credits ⁵⁾		5			

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Curricular tools – Regulations for the completion of the dissertation work, specialized 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 in the field
4.2 competences-related	<ul style="list-style-type: none"> All teaching staff, course holders, must hold the scientific title of doctor.

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> Classroom equipped with video projector
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Swimming pool, swimming equipment

6. Specific competences and learning outcomes

Professional competences	<p>C1. Assessment and development of physical and motor performance</p> <p>L.O.1.1. The student uses advanced methods to evaluate the motor capacity and skills of participants to develop personalized physical activity programs tailored to the specific needs of each age group and gender.</p> <p>L.O.1.2. The student analyzes evaluation data to monitor the physical/motor progress of participants and adapt instructions and programs accordingly.</p> <p>C2. Leadership and management of fitness and leisure recreational activities</p> <p>L.O.2.1. The student demonstrates the ability to manage research projects and work teams to analyze and develop effective educational practices and policies for different age groups and genders.</p> <p>L.O.2.2. The student develops leadership skills to influence educational policies and practices within their area of expertise.</p> <p>C3. Planning and implementation of motor leisure activity programs</p> <p>L.O.3.1. The student designs and implements innovative motor leisure activity programs for different age groups, taking into account current research and recommendations in the field.</p> <p>L.O.3.2. The student integrates technologies and digital resources into the development and delivery of motor activity programs.</p> <p>L.O.3.3. The student organizes, coordinates, and manages events and motor activities in the community, promoting a proactive lifestyle.</p>
Transversal competences	<p>CT1. Communication and interprofessional cooperation in the context of motor activities specific to fitness and recreational activities</p> <p>L.O.1.4. The student will have the ability to develop and lead personalized programs specific to fitness and recreational activities by appropriately using modern teaching strategies in English.</p> <p>L.O.1.5. The student uses communication technologies in English to facilitate the exchange of information and the coordination of services for the benefit of participants and the community.</p> <p>CT2. Continuous professional development and career planning in physical education and sports</p> <p>L.O.2.1. The student plans and pursues continuous professional development, including participation in advanced courses and relevant conferences.</p> <p>L.O.2.2. The student evaluates career opportunities in the field of motor activities and develops strategies for advancement and specialization.</p> <p>L.O.2.3. The student will have the ability to coherently integrate and present physical training techniques and methods according to the motivations and objectives of individuals or groups, aiming at personal self-improvement.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> Acquiring basic concepts and knowledge regarding the field of aquatic activities: aqua-gym and aqua-fitness, brought together in an integrative, practical-applicative discipline, which complements the theoretical knowledge accumulated in previous years of study.
7.2 Specific objectives	<ul style="list-style-type: none"> Expanding the possibilities of interpretation and integration of theoretical knowledge with practical, operational ones Generalization and synthesis, followed by practical application, of theoretical concepts and values resulting from other sciences Substantiation of the epistemological state of the field of physical education and sports practice in high school

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. The appearance and evolution of aqua-gym and aqua-fitness	Lecture, debate, multimedia presentations (PPT)	2	
2. Objectives, characteristics and effects of practicing recreational aquatic activities	Lecture, debate, multimedia presentations (PPT)	2	
3. Functions, systematization and application areas of aqua-gym and aqua-fitness	Lecture, debate, multimedia presentations (PPT)	2	
4. Aquatic environment – characteristics, influencing factors, properties	Lecture, debate, multimedia presentations (PPT)	2	
5. The means and materials specific to water gymnastics and aquatic fitness	Lecture, debate, multimedia presentations	2	

	(PPT)2		
6. Specific methodology for aqua-gym and aqua-fitness activities	Lecture, debate, multimedia presentations (PPT)	2	
7. Characteristics of water gymnastics lessons	Lecture, debate, multimedia presentations (PPT)	2	
<p>Bibliography Bădău Adela, Ungur Natalia Ramona, Bădău Dana – Activitățile fizice acvatice indoor, Ed. Universității „Transilvania” din Brașov 2016, ISBN 978-973-169-465-8 2. Bădău Adela - Aquagym: teorie și metodologie, Ed. University Press, Tîrgu Mureș, 2016 3. Pirohova, K., Mykytchuk O., Afanasiev, S., Omelchenko, O., Sydorhuk, T., Stepanova, I., & Kosheleva, O. (2021). Dynamics of Body Type Indicators of Adult Women Under the Influence of Aqua Fitness. <i>Physical Education Theory and Methodology</i>, 21(2), 129–135. https://doi.org/10.17309/tmfv.2021.2.05 4. Tymoshenko, O. V., Domina, Z. H., Arefieva, L. P., Pliushchakova, O. V., Markus, I. S., Serhienko, Y. P., & Lyakhova, N. A. (2023). INFLUENCE OF AQUA FITNESS TRAINING SESSIONS ON IMPROVING THE BIOLOGICAL AGE INDICATORS IN OVERWEIGHT FEMALE STUDENTS. <i>Acta Balneologica</i>, 178(6).</p> <p>Optional bibliography Badau A, Badau D – Aqua-pull-push. O metoda inovativa de gimnastica in apa”, Edit. Universitatii Transilvania din Brasov, 2011 A. Badau, D. Badau, E. Peropoulos - Study on Attractiveness and Efficiency of Specific Means to Aquagym and Aquafitness, Bulletin of the Transilvania University of Brașov, Series VIII: Art • Sport • Vol. 4 (53) No. 1 – 2011, pg. 91-98 Adami, Mimi Rodriguez. <i>Aqua fitness: the low-impact total body fitness workout</i>. DK Publishing (Dorling Kindersley), 2002. Andrea Röwekamp, Thorsten Dargatz- Aqua Fitness. Gelenkschonende Wassergymnastik für mehr Ausdauer, Beweglichkeit und Kraft, Ed. Copress, 2021 - 120 pg, ISBN: 978-3-7679-2110-8.</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Exercises for the upper limbs	Explanation, demonstration, practice,	4	
Exercises for the lower limbs	Explanation, demonstration, practice,	4	
Complex aqua-gym exercises	Explanation, demonstration, practice,	2	
Complex aqua-fitness exercises	Explanation, demonstration, practice,	2	
Aqua-gym and aqua-fitness programs for strength development	Explanation, demonstration, practice,	2	
Aqua-gym programs for developing endurance	Explanation, demonstration, practice,	2	
Aqua-fitness programs for developing endurance	Explanation, demonstration, practice,	2	
Aqua-gym programs to develop coordination and flexibility	Explanation, demonstration, practice,	2	
Aqua-fitness programs to develop coordination and flexibility	Explanation, demonstration, practice,	2	
Individualized aquatic fitness programs	Explanation, demonstration, practice,	2	
Deep water programs	Explanation, demonstration, practice,	2	
Practical-methodical evaluation	Explanation, demonstration, practice,	2	
<p>Bibliography Bădău Adela, Ungur Natalia Ramona, Bădău Dana – Activitățile fizice acvatice indoor, Ed. Universității „Transilvania” din Brașov 2016, ISBN 978-973-169-465-8 2. Bădău Adela - Aquagym: teorie și metodologie, Ed. University Press, Tîrgu Mureș, 2016 3. Pirohova, K., Mykytchuk O., Afanasiev, S., Omelchenko, O., Sydorhuk, T., Stepanova, I., & Kosheleva, O. (2021). Dynamics of Body Type Indicators of Adult Women Under the Influence of Aqua Fitness. <i>Physical Education Theory and Methodology</i>, 21(2), 129–135. https://doi.org/10.17309/tmfv.2021.2.05 4. Tymoshenko, O. V., Domina, Z. H., Arefieva, L. P., Pliushchakova, O. V., Markus, I. S., Serhienko, Y. P., & Lyakhova, N. A. (2023). INFLUENCE OF AQUA FITNESS TRAINING SESSIONS ON IMPROVING THE BIOLOGICAL AGE INDICATORS IN</p>			

OVERWEIGHT FEMALE STUDENTS. *Acta Balneologica*, 178(6).

Optional bibliography

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A. Badau, D. Badau, E. Peropoulos - Study on Attractiveness and Efficiency of Specific Means to Aquagym and Aquafitnes, Bulletin of the Transilvania University of Braşov, Series VIII: Art • Sport • Vol. 4 (53) No. 1 – 2011, pg. 91-98

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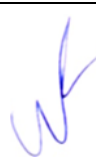

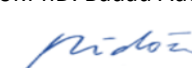
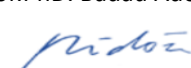
9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

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. Counseling, guiding and mediating students with a view to socio-psycho-pedagogical integration.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Solving topics from the discipline's topic.	Writing test and grid text	70%
10.5 Seminar/ laboratory/ project	Practical-methodical evaluation	Practical-methodical testing	30%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> • Passing the practical exam with a minimum grade of 5. Passing the theoretical exam with a minimum grade of 5. • Attendance at practical work 80%. 			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Dean Assoc. Prof. PhD Ioan TURCU 	Head of Department Assoc. Prof. PhD Nechita Florentina 
Course holder Prof. PhD. Badau Adela 	Holder of seminar/ laboratory/ project Prof. PhD. Badau Adela 

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	TRANSYLVANIA UNIVERSITY OF BRASOV
1.2 Faculty	PHYSICAL EDUCATION AND MOUNTAIN SPORTS
1.3 Department	MOTOR PERFORMANCE
1.4 Field of study ¹⁾	SPORT SCIENCES AND PHYSICAL EDUCATION
1.5 Study level ²⁾	MASTER'S DEGREE/DAY
1.6 Study programme/ Qualification	LEADERSHIP OF FITNESS AND RECREATIONAL ACTIVITIES (in english) / Physical Education Teacher in high school.

2. Data about the course

2.1 Name of course	THEORY AND PRACTICE OF ACTIVITIES: SPORT FOR ALL							
2.2 Course convenor	Dana Badau							
2.3 Seminar/ laboratory/ project convenor	Dana Badau							
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	C	2.7 Course status	Content ³⁾	DSI
							Attendance type ⁴⁾	CPC

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					24
Tutorial					-
Examinations					3
Other activities.....					-
3.7 Total number of hours of student activity			97		
3.8 Total number per semester			125		
3.9 Number of credits ⁵⁾			5		

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Curricular tools (specialty books, course notes, 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 in the field.
4.2 competences-related	<ul style="list-style-type: none"> Teaching skills acquired in one's own teaching career, through accumulated experience and through the development of personal curricular tools. All teaching staff, course holders, must hold the scientific title of doctor.

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> Classroom, video projector
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Explicitly stated in the Student Didactic Regulations

6. Specific competences and learning outcomes

Professional competences	<p>Cp. 1. Assessment and development of physical and motor performance</p> <p>L.O. 1.1. The ability to use advanced methods of assessing the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender.</p> <p>L.O. 1.2. Ability to analyze assessed data to monitor subjects' physical/motor progress and adapt instruction and programs accordingly.</p> <p>L.O. 1.3. Develops counseling and mentoring skills to guide trainees to reach their maximum physical potential.</p> <p>Cp. 2. Leadership and management of fitness and leisure activities</p> <p>L.O. 2.1. Demonstrates the ability to manage research projects and work teams to analyze and develop effective educational practices and policies for different age and gender groups.</p> <p>L.O. 2.2. Develops leadership skills to influence educational policies and practices in his/her area of expertise.</p> <p>L.O. 2.3. Promotes professional ethics and values among colleagues and the educational community.</p> <p>L.O. 2.4. The ability to apply risk management in the sports field.</p> <p>Cp. 3. Planning and implementation of free time motor activity programs</p> <p>L.O. 3.1. Designs and implements innovative leisure time motor activity programs for different age groups, taking into account current research and recommendations in the field.</p> <p>L.O. 3.2. The ability to integrate and use technologies and digital resources in the development and delivery of motor activity programs.</p> <p>L.O. 3.3. Organize, coordinate and manage events and motor activities in the community, promoting a proactive lifestyle</p>
Transversal competences	<p>Ct. 1. Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities</p> <p>L.O. 1.1. The ability to apply modern techniques and methods to improve human communication in an international language (in English), by developing creativity, responsibility and decision-making ability.</p> <p>L.O. 1.2 The ability to collaborate effectively with other health and education professionals to develop and implement interdisciplinary research projects aimed at assessing the bio-motor level by age and gender categories.</p> <p>L.O. 1.2. Develops skills in managing research projects, including planning, collecting, analyzing data and disseminating results to the scientific community in order to expand specific knowledge.</p> <p>L.O. 1.3. The ability to develop and lead personalized programs specific to fitness and recreational activities through the appropriate use of modern didactic strategies, in English;</p> <p>L.O. 1.4. The ability to use communication technologies, in English, to facilitate the exchange of information and the coordination of services for the benefit of subjects and the community.</p> <p>Ct. 2. Continuing professional development and career planning in physical education and sport</p> <p>L.O. 2.1. Plans and pursues his/her continuing professional development, including attending advanced courses and relevant conferences.</p> <p>L.O. 2.2. Evaluates career opportunities in motor activities and develops strategies for advancement and specialization.</p> <p>R.Î 2.3. The ability to integrate and coherently present techniques and methods of physical training according to the motivations and objectives of individuals or groups of subjects, aiming at personal self-improvement.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> Mastering the concepts and developing organizational and practical skills specific to sports activities for all
7.2 Specific objectives	<ul style="list-style-type: none"> mastering the basic notions, principles and concepts specific to sport for all, knowing the typology of activities specific to sport for all, developing specific communication skills, organizing and leading activities specific to sport for all.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
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1. Sport for all: concepts and theory	Lecture, debate, multimedia presentations (ppt)	2	
2. Sport for all: principles and strategies	Lecture, debate, multimedia presentations (ppt)	2	
3. Sport for all: leadership, organization, specific programs	Lecture, debate, multimedia presentations (ppt)	2	
4. Practical activities for sport for all	Lecture, debate, multimedia presentations (ppt)	4	
5. Legislative aspects and infrastructure of sports for all in Romania	Lecture, debate, multimedia presentations (ppt)	2	
6. Review	Lecture, debate, multimedia presentations (ppt)	2	

Bibliography

1. Badau D. Sport for all, notes of course for internal use, UNITBV, 2024
2. Kristine S.C. Sport for all, Rowman & Littlefield, 2019
3. Whitte paper of sport (<https://eur-lex.europa.eu/EN/legal-content/summary/white-paper-on-sport.html>)
4. Legea sportul pentru toti (<https://lege5.ro/Gratuit/gi3dmnru/sportul-pentru-toti-lege-69-2000?dp=giytsmbvheyds>)

Optional bibliography

Curs pentru instructori sportivi, Federatia Română Sportul pentru Toti, București, 2012.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Examples of inclusive activities specific to sport for all	Debate, multimedia presentations (ppt)	2	
2. Examples of traditional games and sports specific to sports for all	Debate, multimedia presentations (ppt)	2	
3. Examples of water activities specific to sports for all	Debate, multimedia presentations (ppt)	2	
4. Examples of specific fitness activities for sport for all	Debate, multimedia presentations (ppt)	2	
5. Examples of Adventure Education and Tourism Activities Specific to Sports for All	Debate, multimedia presentations (ppt)	2	
6. Examples of specific activities of sports for all by age category	Debate, multimedia presentations (ppt)	2	
7. 14. Review	Debate, multimedia presentations (ppt)	2	

Bibliography

5. Badau D. Sport for all, notes of course for internal use, UNITBV, 2024
6. Kristine S.C. Sport for all, Rowman & Littlefield, 2019
7. Whitte paper of sport (<https://eur-lex.europa.eu/EN/legal-content/summary/white-paper-on-sport.html>)
8. Legea sportul pentru toti (<https://lege5.ro/Gratuit/gi3dmnru/sportul-pentru-toti-lege-69-2000?dp=giytsmbvheyds>)

Optional bibliography

Curs pentru instructori sportivi, Federatia Română Sportul pentru Toti, București, 2012.

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. Counseling, guiding and mediating students with a view to socio-psycho-pedagogical integration.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
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10.4 Course	Solving topics from the subjects area	Essay test/ Quizz	50%
10.5 Seminar/ laboratory/ project	Portofolio evaluation	Oral presentation and ppt.	50%
10.6 Minimal performance standard			
Teaching regulations and will be graded with grades from 1-10. The minimum passing grade is 5.-Attendance: 80%			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Assoc. PhD. Ioan TURCU Dean 	Assoc. PhD. Florentina NECHITA 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 BRASOV
1.2 Faculty	FACULTY OF PHYSICAL EDUCATION AND MOUNTAIN SPORTS
1.3 Department	PHYSICAL EDUCATION AND SPECIAL MOTRICITY
1.4 Field of study ¹⁾	SCIENCE OF SPORTS AND PHYSICAL EDUCATION
1.5 Study level ²⁾	MASTER'S DEGREE
1.6 Study programme/ Qualification	LEADERSHIP OF FITNESS AND RECREATIONAL ACTIVITIES (in english)/ Professor i School and Post-High School Education

2. Data about the course

2.1 Name of course	PHYSICAL FITNESS EVALUATION							
2.2 Course convenor	GROSZ WILHELM ROBERT							
2.3 Seminar/ laboratory/ project convenor	GROSZ WILHELM ROBERT							
2.4 Study year	I	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	DSI
							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					40
Additional documentation in libraries, specialized electronic platforms, and field research					40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					26
Tutorial					
Examinations					2
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⁾		6			

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> • Face to face - classroom equipped with IT technology • Online – computer, videoconferencing application, internet access
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> • Face to face - Gym equipped according to requirements: video projector, tables, chairs, special equipment, materials and consumables • Online – computer, videoconferencing application, internet access

6. Specific competences and learning outcomes

Professional competences	<p>Cp. 1. Assessment and development of physical and motor performance L.O. 1.1. The ability to use advanced methods of assessing the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender. L.O. 1.2. Ability to analyse assessed data to monitor subjects' physical/motor progress and adapt instruction and programs accordingly. L.O. 1.3. Develops counselling and mentoring skills to guide trainees to reach their maximum physical potential.</p> <p>Cp. 2. Leadership and management of fitness and leisure activities L.O. 2.1. Demonstrates the ability to manage research projects and work teams to analyse and develop effective educational practices and policies for different age and gender groups. L.O. 2.2. Develops leadership skills to influence educational policies and practices in his/her area of expertise. L.O. 2.3. Promotes professional ethics and values among colleagues and the educational community. L.O. 2.4. The ability to apply risk management in the sports field.</p> <p>Cp. 3. Planning and implementation of free time motor activity programs L.O. 3.1. Designs and implements innovative leisure time motor activity programs for different age groups, taking into account current research and recommendations in the field. L.O. 3.2. The ability to integrate and use technologies and digital resources in the development and delivery of motor activity programs. L.O. 3.3. Organize, coordinate and manage events and motor activities in the community, promoting a proactive lifestyle.</p>
Transversal competences	<p>Ct. 1. Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities L.O. 1.1. The ability to apply modern techniques and methods to improve human communication in an international language (in English), by developing creativity, responsibility and decision-making ability. L.O. 1.2 The ability to collaborate effectively with other health and education professionals to develop and implement interdisciplinary research projects aimed at assessing the bio-motor level by age and gender categories. L.O. 1.2. Develops skills in managing research projects, including planning, collecting, analysing data and disseminating results to the scientific community in order to expand specific knowledge. L.O. 1.3. The ability to develop and lead personalized programs specific to fitness and recreational activities through the appropriate use of modern didactic strategies, in English; L.O. 1.4. The ability to use communication technologies, in English, to facilitate the exchange of information and the coordination of services for the benefit of subjects and the community.</p> <p>Ct. 2. Continuing professional development and career planning in physical education and sport L.O. 2.1. Plans and pursues his/her continuing professional development, including attending advanced courses and relevant conferences. L.O. 2.2. Evaluates career opportunities in motor activities and develops strategies for advancement and specialization. L.O. 2.3. The ability to integrate and coherently present techniques and methods of physical training according to the motivations and objectives of individuals or groups of subjects, aiming at personal self-improvement.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> Design and presentation of specific physical and sports education systems, leisure programs and extracurricular activities with a sports specific nature.
7.2 Specific objectives	<ul style="list-style-type: none"> Arguing, interpreting, operating with concepts regarding man – a hypercomplex bio-psycho-social system and applying the general methodology for organizing and carrying out the instructional-educational process specific to physical education and sports activities. Developing a project to optimize the implementation of activities to improve physical condition Appropriate use of the concepts of development, health, bio motor potential and performance. Use in professional communication of specific principles, rules and systems for assessing the stage level of harmonious physical development, physical condition and motor skills.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Fitness: definition, objectives, evaluation stages;		4	
2. Correlation between physical condition and health status;		4	
3. Quality of life. Concept and content;		4	
4. Physical condition – indicator of quality of life. Definition, concept, indicators.		4	
5. Physical growth and development of the body. parameters, indicators, changes in effort, evaluation tests.	Slide-based lecture + debate (lecture with opponent: student – teacher) + video viewing	4	
6. Principles of practicing physical activities in correlation with age.		4	
7. Influence of practicing motor activities on the body.		2	
8. Objectives, content and specificity of health recovery programs specific to professional activities.		2	
Required bibliography			
1. Grosz, W.R., 2023, Metodologii de evaluare și optimizare a condiției fizice pe grupe de vârstă – Suport de curs uz intern			
2. Petrigna, L., Pajaujiene, S., Delextrat, A., Gómez-López, M., Paoli, A., Palma, A., & Bianco, A. (2022). The importance of standard operating procedures in physical fitness assessment: a brief review. <i>Sport Sciences for Health</i> , 18(1), 21-26.			
3. Orr, R. M., Lockie, R., Milligan, G., Lim, C., & Dawes, J. (2022). Use of physical fitness assessments in tactical populations. <i>Strength & Conditioning Journal</i> , 44(2), 106-113.			
4. Gibson, A. L., Wagner, D. R., & Heyward, V. H. (2024). <i>Advanced fitness assessment and exercise prescription</i> . Ed. Human kinetics.			
5. Kokkinos, P. (2015). Physical fitness evaluation. <i>American journal of lifestyle medicine</i> , 9(4), 308-317.			
Optional bibliography			
6. American College of Sports Medicine, ed. <i>ACSM's health-related physical fitness assessment manual</i> . Lippincott Williams & Wilkins, 2013.			
7. Tudor, V. – Măsurare și evaluare în cultură fizică și sport. Editura ALPHA, 2005.			
8. Scurt, C. – Condiția fizică – indicator al calității vieții, Editura Academiei forțelor aeriene, Brașov, 2012.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Development of programs to optimize physical condition associated with health	Slide-based lecture + debate (lecture with opponent: student – teacher) + video viewing	6	
2. Development of physical capacity programs, staggered by types of effort;		4	
3. Evaluation and interpretation of programs to optimize physical condition and recover health.		4	
Required bibliography			
1. Grosz, W.R., 2023, Metodologii de evaluare și optimizare a condiției fizice pe grupe de vârstă – Suport de curs uz intern			
2. Petrigna, L., Pajaujiene, S., Delextrat, A., Gómez-López, M., Paoli, A., Palma, A., & Bianco, A. (2022). The importance of standard operating procedures in physical fitness assessment: a brief review. <i>Sport Sciences for Health</i> , 18(1), 21-26.			
3. Orr, R. M., Lockie, R., Milligan, G., Lim, C., & Dawes, J. (2022). Use of physical fitness assessments in tactical populations. <i>Strength & Conditioning Journal</i> , 44(2), 106-113.			
4. Gibson, A. L., Wagner, D. R., & Heyward, V. H. (2024). <i>Advanced fitness assessment and exercise prescription</i> . Ed. Human kinetics.			
5. Kokkinos, P. (2015). Physical fitness evaluation. <i>American journal of lifestyle medicine</i> , 9(4), 308-317.			
Optional bibliography			
6. American College of Sports Medicine, ed. <i>ACSM's health-related physical fitness assessment manual</i> . Lippincott Williams & Wilkins, 2013.			
7. Tudor, V. – Măsurare și evaluare în cultură fizică și sport. Editura ALPHA, 2005.			
8. Scurt, C. – Condiția fizică – indicator al calității vieții, Editura Academiei forțelor aeriene, Brașov, 2012.			





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, High Schools and Secondary Schools, civic community

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	The use of specific principles, rules and systems for assessing the level of physical condition and health recovery	Written exam	50%
	Critical analysis of specific methods and means for optimizing physical condition and recovering health.	Project	20%
10.5 Seminar/ laboratory/ project	Appropriate use of methods and means in the design and conduct of lessons to optimize physical condition and restore health.	Oral test	30%
10.6 Minimal performance standard			
a. Knowledge and adequate use of the concepts and theories of the field; b. Meeting the discipline criteria and obtaining a grade of 5 in the practical-methodical work/seminar/project, as well as in the written exam; c. Mandatory attendance 80% in the practical-methodical works and 50% in the theoretical course.			

This course outline was certified in the Department Board meeting on 26.09.2024 and approved in the Faculty Board meeting on 26/09/2024.

Associate professor PhD Ioan TURCU, Dean 	Associate professor PhD Florentina NECHITA, Head of Department 
Associate professor PhD Wilhelm Robert GROSZ, Course holder 	Associate professor PhD Wilhelm Robert GROSZ, Holder of seminar 

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 BRASOV
1.2 Faculty	FACULTY OF PHYSICAL EDUCATION AND MOUNTAIN SPORTS
1.3 Department	PHYSICAL EDUCATION AND SPECIAL MOTRICITY
1.4 Field of study ¹⁾	SCIENCE OF SPORTS AND PHYSICAL EDUCATION
1.5 Study level ²⁾	MASTER'S DEGREE
1.6 Study programme/ Qualification	LEADERSHIP OF FITNESS AND RECREATIONAL ACTIVITIES (in english) / Professor high school and post-secondary education

2. Data about the course

2.1 Name of course	DEVICES AND EQUIPMENT SPECIFIC TO FITNESS							
2.2 Course convenor	GROSZ WILHELM ROBERT							
2.3 Seminar/ laboratory/ project convenor	OLTEANU MIRCEA							
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	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					11
Tutorial					
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity			83		
3.8 Total number per semester			125		
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	<ul style="list-style-type: none"> • Face to face - classroom equipped with IT technology • Online – computer, videoconferencing application, internet access
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> • Face to face - Gym equipped according to requirements: video projector, tables, chairs, special equipment, materials and consumables • Online – computer, videoconferencing application, internet access

6. Specific competences and learning outcomes

Professional competences	<p>Cp. 1. Assessment and development of physical and motor performance L.O. 1.1. The ability to use advanced methods of assessing the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender. L.O.1.2. Ability to analyse assessed data to monitor subjects' physical/motor progress and adapt instruction and programs accordingly. L.O. 1.3. Develops counselling and mentoring skills to guide trainees to reach their maximum physical potential.</p> <p>Cp. 2. Leadership and management of fitness and leisure activities L.O. 2.1. Demonstrates the ability to manage research projects and work teams to analyse and develop effective educational practices and policies for different age and gender groups. L.O. 2.2. Develops leadership skills to influence educational policies and practices in his/her area of expertise. L.O. 2.3. Promotes professional ethics and values among colleagues and the educational community. L.O. 2.4. The ability to apply risk management in the sports field.</p> <p>Cp. 3. Planning and implementation of free time motor activity programs L.O. 3.1. Designs and implements innovative leisure time motor activity programs for different age groups, taking into account current research and recommendations in the field. L.O. 3.2. The ability to integrate and use technologies and digital resources in the development and delivery of motor activity programs. L.O. 3.3. Organize, coordinate and manage events and motor activities in the community, promoting a proactive lifestyle.</p>
Transversal competences	<p>Ct. 1. Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities L.O. 1.1. The ability to apply modern techniques and methods to improve human communication in an international language (in English), by developing creativity, responsibility and decision-making ability. L.O. 1.2 The ability to collaborate effectively with other health and education professionals to develop and implement interdisciplinary research projects aimed at assessing the bio-motor level by age and gender categories. L.O. 1.2. Develops skills in managing research projects, including planning, collecting, analysing data and disseminating results to the scientific community in order to expand specific knowledge. L.O. 1.3. The ability to develop and lead personalized programs specific to fitness and recreational activities through the appropriate use of modern didactic strategies, in English. L.O. 1.4. The ability to use communication technologies, in English, to facilitate the exchange of information and the coordination of services for the benefit of subjects and the community.</p> <p>Ct. 2. Continuing professional development and career planning in physical education and sport L.O. 2.1. Plans and pursues his/her continuing professional development, including attending advanced courses and relevant conferences. L.O. 2.2. Evaluates career opportunities in motor activities and develops strategies for advancement and specialization. L.O 2.3. The ability to integrate and coherently present techniques and methods of physical training according to the motivations and objectives of individuals or groups of subjects, aiming at personal self-improvement.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> Acquiring theoretical and practical knowledge regarding the use of equipment, devices and installations to determine exercise/effort capacity
7.2 Specific objectives	<ul style="list-style-type: none"> Explanation, theoretical interpretation and application of specific notions in this field; Knowledge, acquisition and correct use of equipment, devices and installations for determining effort capacity and performance capacity.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Effort. Effort capacity. Physical condition.		2	
2. Methods, tests, devices for assessing aerobic effort capacity;		2	
3. Methods, tests, devices for assessing anaerobic effort capacity;		2	
4. Tests and devices for assessing temporal, spatial,		2	

speed and acceleration characteristics of movements;	Slide-based lecture + debate (lecture with opponent: student – teacher) + video viewing	2	
5. Tests and devices for measuring force and energy parameters of movements;		2	
6. Devices, installations and tests for measuring skill;		2	
7. Devices and tests for measuring motor capacity and performance capacity.			

Required bibliography

- Grosz, W.R., 2018, Echipamente și aparate pentru determinarea capacității de efort– Suport de curs, Brașov, uz intern.
- Badau, D.; Badau, A. Identifying the Incidence of Exercise Dependence Attitudes, Levels of Body Perception, and Preferences for Use of Fitness Technology Monitoring. Int. J. Environ. Res. Public Health 2018, 15, 2614. <https://doi.org/10.3390/ijerph15122614>
- Charlotte Hill -Wearables – the future of biometric technology?, Biometric Technology Today, Volume 2015, Issue 8, 2015, Pg 5-9, ISSN 0969-4765, [https://doi.org/10.1016/S0969-4765\(15\)30138-7](https://doi.org/10.1016/S0969-4765(15)30138-7)
- Ajmi, A. (2017). Wearable technologies in academic libraries: Fact, fiction and the future. Association of College & Research Libraries (ACRL).

Optional bibliography

Cordun, M., 2009, Kinantropometrie, Editura CD Press, București;

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Presentation of the types of objects, materials and instruments used (balls of different sizes, weights, gymnastic sticks, fixed ladder, gymnastic bench, balance board, balance disc, mini trampoline, MLD force board, etc.);	Slide-based lecture + debate (lecture with opponent: student – teacher) + video viewing	4	
2. Equipment, methods, tests, devices for assessing aerobic exercise capacity;		4	
3. Equipment, methods, tests, devices for assessing anaerobic exercise capacity;		4	
4. Equipment, tests and devices for assessing temporal, spatial, speed and acceleration characteristics of movements;		4	
5. Equipment, tests and devices for measuring force and energy parameters of movements;		4	
6. Equipment, devices, installations and tests for measuring skill;		4	
7. Equipment, devices and tests for measuring motor capacity and performance capacity.		4	

Required bibliography

- Grosz, W.R., 2018, Echipamente și aparate pentru determinarea capacității de efort– Suport de curs, Brașov, uz intern.
- Badau, D.; Badau, A. Identifying the Incidence of Exercise Dependence Attitudes, Levels of Body Perception, and Preferences for Use of Fitness Technology Monitoring. Int. J. Environ. Res. Public Health 2018, 15, 2614. <https://doi.org/10.3390/ijerph15122614>
- Charlotte Hill -Wearables – the future of biometric technology?, Biometric Technology Today, Volume 2015, Issue 8, 2015, Pg 5-9, ISSN 0969-4765, [https://doi.org/10.1016/S0969-4765\(15\)30138-7](https://doi.org/10.1016/S0969-4765(15)30138-7)
- Ajmi, A. (2017). Wearable technologies in academic libraries: Fact, fiction and the future. Association of College & Research Libraries (ACRL).

Optional bibliography

- Cordun, M., 2009, Kinantropometrie, Editura CD Press, București

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, High Schools and Secondary Schools, civic community

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3
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				Percentage of the final grade
10.4 Course	Correct explanation/description of specific equipment and devices and knowledge and presentation of the main techniques for using specific equipment and devices.	Face to face	Online	60%
		Written assessment with subjective items	Project on the course topic	
10.5 Seminar/ laboratory/ project	Applications / tests for evaluating certain parameters of effort capacity and performance capacity.	Practical - methodical evaluation/ Oral presentation	Project on the seminar topic	40%
10.6 Minimal performance standard				
a. Knowledge and appropriate use of the concepts and theories of the field for the practical solution of a program for evaluating effort capacity and performance capacity using specific equipment, devices and installations. b. Meeting the discipline criteria and obtaining a grade of 5 in the practical-methodical work/seminar/project, as well as in the written exam; c. Mandatory attendance 80% in the practical-methodical works and 50% in the theoretical course.				

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Associate professor PhD Ioan TURCU, Dean 	Associate professor PhD Florentina NECHITA, Head of Department 
Associate professor PhD Wilhelm Robert GROSZ, Course holder 	Lecturer PhD Mircea OLTEANU, Holder of seminar 

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	PHYSICAL EDUCATION AND SPECIAL MOTRICITY
1.4 Field of study ¹⁾	SPORTS SCIENCE AND PHYSICAL EDUCATION
1.5 Study level ²⁾	MASTER'S DEGREE
1.6 Study programme/ Qualification	LEADERSHIP OF FITNESS AND RECREATIONAL ACTIVITIES (in english) / Physical education teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course	SPORTS ANIMATION AND TEAM-BUILDING							
2.2 Course convenor	MIJAICĂ RALUCA							
2.3 Seminar/ laboratory/ project convenor	MIJAICĂ RALUCA							
2.4 Study year	I	2.5 Semester	II	2.6 Evaluation type	C	2.7 Course status	Content ³⁾	DSI
							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					20
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.....					
3.7 Total number of hours of student activity		83			
3.8 Total number per semester		125			
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	•

6. Specific competences and learning outcomes

Professional competences	<p>C1. Assessment and development of physical and motor performance L.O.1.1. The student uses advanced methods to evaluate the motor capacity and skills of participants to develop personalized physical activity programs tailored to the specific needs of each age group and gender. L.O.1.2. The student analyzes evaluation data to monitor the physical/motor progress of participants and adapt instructions and programs accordingly.</p> <p>C2. Leadership and management of fitness and leisure recreational activities L.O.2.1. The student demonstrates the ability to manage research projects and work teams to analyze and develop effective educational practices and policies for different age groups and genders. L.O.2.2. The student develops leadership skills to influence educational policies and practices within their area of expertise.</p> <p>C3. Planning and implementation of motor leisure activity programs L.O.3.1. The student designs and implements innovative motor leisure activity programs for different age groups, taking into account current research and recommendations in the field. L.O.3.2. The student integrates technologies and digital resources into the development and delivery of motor activity programs. L.O.3.3. The student organizes, coordinates, and manages events and motor activities in the community, promoting a proactive lifestyle.</p>
Transversal competences	<p>CT1. Communication and interprofessional cooperation in the context of motor activities specific to fitness and recreational activities L.O.1.4. The student will have the ability to develop and lead personalized programs specific to fitness and recreational activities by appropriately using modern teaching strategies in English. L.O.1.5. The student uses communication technologies in English to facilitate the exchange of information and the coordination of services for the benefit of participants and the community.</p> <p>CT2. Continuous professional development and career planning in physical education and sports L.O.2.1. The student plans and pursues continuous professional development, including participation in advanced courses and relevant conferences. L.O.2.2. The student evaluates career opportunities in the field of motor activities and develops strategies for advancement and specialization. L.O.2.3. The student will have the ability to coherently integrate and present physical training techniques and methods according to the motivations and objectives of individuals or groups, aiming at personal self-improvement.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> Acquiring the necessary skills for organizing and coordinating sports animation and team-building activities to foster group cohesion, enhance communication, and promote an active and healthy lifestyle.
7.2 Specific objectives	<ul style="list-style-type: none"> Developing organizational and management skills for sports animation activities tailored to various participant groups. Applying facilitation techniques for team-building activities to enhance communication and cooperation within groups. Understanding and utilizing various methods for evaluating the success of team-building and sports animation activities. Designing and implementing sports animation programs adapted to specific contexts (recreational events, sports camps, corporate activities, etc.). Developing leadership and motivational skills within groups to encourage active participation and engagement. Promoting the values of fair play and mutual respect in sports and team-building activities.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Introduction to sports animation and team-building	Lecture, debate	2 hours	Presenting the concept of sports animation and the purpose of team-building activities.
2. Methodology for organizing sports animation activities	Interactive lecture, group work	2 hours	Discussions on effective planning and organization of sports animation activities based on the target group.
3. Facilitation techniques for team-building activities	Lecture, case studies	2 hours	Presenting and analyzing facilitation techniques for team-building to improve group communication.

4. Developing leadership skills in the context of sports animation	Lecture, discussions, role-playing	2 hours	Addressing aspects related to leadership, motivation, and creating a positive environment in recreational activities.
5. Recreational activities and their adaptation based on group needs	Lecture, practical demonstration	2 hours	Presenting and adapting various games and recreational activities according to the group's specific characteristics.
6. Evaluation and monitoring of team-building and sports animation activities	Lecture, case study	2 hours	Methods for evaluating the impact of recreational activities on the group and its cohesion.
7. Creating customized programs for sports animation and team-building	Lecture, group work	2 hours	Developing programs tailored to the context (corporate, school, community, etc.) and participants' needs.
<p>Mandatory bibliography:</p> <ol style="list-style-type: none"> Anderson, L., Midura, W.D., Glover, D.R - Team Building Through Physical Challenges: A Complete Toolkit, Human Kinetics Publishing House, 2019; Dyer, J.H. - Beyond Team Building: How to Build High Performing Teams and the Culture to Support Them, Willey Publishing House, 2019; Gidu, D.V. – Jocuri de animație – Metode și tehnici, Editura Universitaria, București, 2018; Llewellyn, T. - The Team Coaching Toolkit: 55 Tools and Techniques for Building Brilliant Teams, Practical Inspiration Publishing House, 2017; Mijaică, R. – Strategii de construire a grupului prin activități motrice formale, Editura Universității Transilvania din Brașov, Brașov, 2015 <p>Optional bibliography:</p> <ol style="list-style-type: none"> Derlogea, Ș., (2006), Team-building – 50 de jocuri și rolul lor în consolidarea echipei, Editura Amaltea, București. Lăzăric, L., Graur, F., Todica, G.V. – Manualul animatorului, Fundația Word Vision Romania, București, 2013; Roșu, D., 2008, Tehnici de animare – team building montan, Editura Universitaria, Craiova; Scannel, E., Newstrom, J. - The Big Book of Team Building Games: Trust-Building Activities, Team Spirit Exercises, and Other Fun Things to Do, Mcgraw Hill Book Publishing House, 1998. 			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Organizing a team-building activity - Icebreaker games	Practical activity, group work	2 hours	Students will organize and coordinate games to facilitate participant interaction and familiarity.
2. Creating and leading a team-building activity focused on collaboration	Practical activity, peer-to-peer evaluation	2 hours	Focus on developing collaboration skills among participants.
3. Planning a recreational activity for children - Theme: "Coordination Games"	Practical activity, individual applications	2 hours	Students will plan and lead a recreational activity for children, focusing on coordination.
4. Leading a sports animation activity for teenagers	Practical activity, event simulation	2 hours	Practical activity aimed at developing organizational and coordination skills among teenagers.
5. Recreational outdoor activity - Organized hiking	Practical activity, group work	2 hours	Organizing and conducting a hike with a focus on participant safety.
6. Designing a sports animation program for adults - Team games	Practical activity, role-playing	2 hours	Students will design and lead recreational activities for adults to strengthen team spirit.
7. Organizing a "Team Challenge" competition	Practical activity, simulation, practical evaluation	2 hours	Students will organize a recreational competition focusing on collaboration and strategy.
8. Sports animation activity for seniors - Mobility exercises	Practical activity, group work	2 hours	Developing and coordinating a session of adapted exercises for seniors.
9. Simulating a team-building activity in a corporate context	Practical activity, case study	2 hours	Planning and leading a team-building activity for a corporate

			group.
10. Recreational activity based on creativity - Improvisation games	Practical activity, group work	2 hours	Fostering creativity and improvisation skills through recreational games.
11. Sports animation activity for social inclusion	Practical activity, discussions, reciprocal evaluation	2 hours	Organizing a recreational activity for groups with special needs.
12. Designing an animation program for children - Theme: "Balance Games"	Practical activity, individual applications	2 hours	Planning and leading a balance development activity for children.
13. Recreational activity for developing leadership skills	Practical activity, role-playing	2 hours	Developing leadership skills through specific recreational activities.
14. Evaluating the impact of recreational activities on participants	Practical activity, case study, discussions	2 hours	Analyzing and evaluating the effects of recreational activities on participants.

Mandatory bibliography:

1. Anderson, L., Midura, W.D., Glover, D.R - Team Building Through Physical Challenges: A Complete Toolkit, Human Kinetics Publishing House, 2019;
2. Dyer, J.H. - Beyond Team Building: How to Build High Performing Teams and the Culture to Support Them, Willey Publishing House, 2019;
3. Gidu, D.V. – Jocuri de animație – Metode și tehnici, Editura Universitaria, București, 2018;
4. Llewellyn, T. - The Team Coaching Toolkit: 55 Tools and Techniques for Building Brilliant Teams, Practical Inspiration Publishing House, 2017;
5. Mijaică, R. – Strategii de construire a grupului prin activități motrice formale, Editura Universității Transilvania din Brașov, Brașov, 2015.

Optional bibliography:

6. Derlogea, Ș., (2006), Team-building – 50 de jocuri și rolul lor în consolidarea echipei, Editura Amaltea, București.
7. Lăzărică, L., Graur, F., Todica, G.V. – Manualul animatorului, Fundația Word Vision Romania, București, 2013;
8. Roșu, D., 2008, Tehnici de animare – team building montan, Editura Universitaria, Craiova;
9. Scannel, E., Newstrom, J. - The Big Book of Team Building Games: Trust-Building Activities, Team Spirit Exercises, and Other Fun Things to Do, McGraw Hill Book Publishing House, 1998.

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

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10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Correct use of theories and models for organizing and conducting team-building and sports animation activities.	Written assessment with objective items	40%
10.5 Seminar/ laboratory/ project	The ability to design and coordinate a sports animation and/or team-building program safely, according to the context and the needs of the group.	Practical evaluation: Presentation and execution of a sports animation and/or team-building program.	60%

The minimum passing grade for each evaluation component is 5 (five).

10.6 Minimal performance standard

- Knowledge, understanding, and correct application of theories and models for organizing and conducting team-building and sports animation activities.
- The ability to develop and present planning documents for team-building and sports animation activities tailored to the needs and characteristics of target groups.
- Demonstration of skills in designing and leading team-building and sports animation activities using specific teaching methodologies under safe conditions.
- Minimum mandatory attendance: 50% for lectures and 80% for practical work to qualify for the final evaluation.

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Assoc. Prof. PhD Ioan TURCU
Dean



Assoc. Prof. PhD Raluca MIJAICĂ
Course holder



Assoc. Prof. PhD Florentina NECHITA
Head of Department



Assoc. Prof. PhD Raluca MIJAICĂ
Holder of practical work



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 Braşov
1.2 Faculty	Physical education and mountain sports
1.3 Department	Physical education and special motor skills
1.4 Field of study ¹⁾	Sports and Physical Education Science
1.5 Study level ²⁾	MASTERS
1.6 Study programme/ Qualification	Leadership of fitness and recreational activities (in English) / Professor of high school and post-secondary education

2. Data about the course

2.1 Name of course		Internship in fitness centers						
2.2 Course convenor		-						
2.3 Seminar/ laboratory/ project convenor		Lector dr. Alexandru BONDOC IONESCU						
2.4 Study year	1	2.5 Semester	2	2.6 Evaluation type	C	2.7 Course status	Content ³⁾	DAP
							Attendance type ⁴⁾	

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	0	3.3 seminar/ laboratory/ project	2
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	0	3.6 seminar/ laboratory/ project	28
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					10
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity			72		
3.8 Total number per semester			100		
3.9 Number of credits ⁵⁾			4		

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	<ul style="list-style-type: none"> • appropriate sports equipment with specific teaching material • sports base corresponding to the implementation of practical practice hours

6. Specific competences and learning outcomes

Professional competences	<p>Cp. 1. Assessment and development of physical and motor performance</p> <p>L.O. 1.1. The ability to use advanced methods of assessing the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender.</p> <p>L.O. 1.2. Ability to analyze assessed data to monitor subjects' physical/motor progress and adapt instruction and programs accordingly.</p> <p>L.O. 1.3. Develops counseling and mentoring skills to guide trainees to reach their maximum physical potential.</p> <p>Cp. 2. Leadership and management of fitness and leisure activities</p> <p>L.O. 2.1. Demonstrates the ability to manage research projects and work teams to analyze and develop effective educational practices and policies for different age and gender groups.</p> <p>L.O. 2.2. Develops leadership skills to influence educational policies and practices in his/her area of expertise.</p> <p>L.O.3. Promotes professional ethics and values among colleagues and the educational community.</p> <p>L.O. 2.4. The ability to apply risk management in the sports field.</p> <p>Cp. 3. Planning and implementation of free time motor activity programs</p> <p>L.O. 3.1. Designs and implements innovative leisure time motor activity programs for different age groups, considering current research and recommendations in the field.</p> <p>L.O. 3.2. The ability to integrate and use technologies and digital resources in the development and delivery of motor activity programs.</p> <p>L.O. 3.3. Organize, coordinate and manage events and motor activities in the community, promoting a proactive lifestyle</p>
Transversal competences	<p>Ct. 1. Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities</p> <p>L.O. 1.1. The ability to apply modern techniques and methods to improve human communication in an international language (in English), by developing creativity, responsibility and decision-making ability.</p> <p>L.O. 1.2 The ability to collaborate effectively with other health and education professionals to develop and implement interdisciplinary research projects aimed at assessing the bio-motor level by age and gender categories.</p> <p>L.O. 1.2. Develops skills in managing research projects, including planning, collecting, analyzing data and disseminating results to the scientific community in order to expand specific knowledge.</p> <p>L.O. 1.3. The ability to develop and lead personalized programs specific to fitness and recreational activities through the appropriate use of modern didactic strategies, in English;</p> <p>L.O. 1.4. The ability to use communication technologies, in English, to facilitate the exchange of information and the coordination of services for the benefit of subjects and the community.</p> <p>Ct. 2. Continuing professional development and career planning in physical education and sport</p> <p>L.O. 2.1. Plans and pursues his/her continuing professional development, including attending advanced courses and relevant conferences.</p> <p>L.O. 2.2. Evaluates career opportunities in motor activities and develops strategies for advancement and specialization.</p> <p>L.O. 2.3. The ability to integrate and coherently present techniques and methods of physical training according to the motivations and objectives of individuals or groups of subjects, aiming at personal self-improvement.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> • Explanation and demonstration of the mechanisms of general motor skills of specific exercise techniques. • Selection / development and presentation of operational systems regarding the acquisition of specific exercise techniques
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	<ul style="list-style-type: none"> • Training activity within training and competition at the performance and high-performance level
7.2 Specific objectives	<ul style="list-style-type: none"> • Selecting and introducing discipline-specific content in the general context of training. • Complex explanation of the mechanisms of general motor skills and technique specific to the sports discipline. • Developing planning documents and evidence of the basic contents of the sports discipline, according to the stages of teaching, learning, consolidation of technical skills. • Identifying models and implementing them in the teaching-learning process of the specific sports discipline, according to the basic principles of training. • Selection and application of established methods and means for the implementation of integrated curricula, by age levels, preparation for the school/high school cycle • Use of evaluation and appreciation systems for correct executions according to the methodology of the training process of the sports discipline.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Bibliography			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introduction - fitness room - fitness room hygiene; fitness room design		2	
The objects, devices, special installations that can be found in the fitness room		4	
Cervical exercises (cervical joints; cervical muscles)		2	
Thoracic exercises (thoracic joints; thoracic muscles)		4	
Abdominal exercises (abdominal muscles)		2	
Upper limb exercises		4	
Back exercises		2	
Lower limb exercises		4	
Individualized fitness-specific workouts		4	
<p>Bibliography FITZGERALD MATT- How bad do you want it? – Mastering the psychology of mind over muscle Aurum Press Ltd, Great Britain, 2016 BOYLE MICHAEL – New functional traing for sports- second edition, USA, Edit. Human kinetics, 2016 Malte Nejst Larsen, Mads Madsen, Rasmus Cyril, Anne-Marie Elbe- Well-being, physical fitness and health profile of 10–12 years old boys in relation to leisure-time sports club activities: a cross-sectional study, Public health Original research, 2021 AUSTIN CURRENT- Science of Strength Training, Ed DK, 2021 Codul Mondial Anti-doping- Standard Intrnational,- Lista interzisa 2025, Federatia Romana de Culturism si Fitness</p> <p>OPTIONAL BIBLIOGRAPHY BATTINELLI THOMAS - Physique and Fitness, Springer Verlag, 2000. Ghid complet pentru acasă cu indicații pentru menținerea organismului puternic și pentru prevenirea accidentelor, Editura Teora, 2004 JUDY A. DRISKELL, IRA WOLINSKY – Sports nutrition – Vitamins and trace elements, Second edition, Taylor&Francis Group-CRC Press, 2006 BISHOP JAN - Fitness trough Aerobics, Lavoisier, 2007. CORBIN - Concepts of Fitness and Wellness: A Comprehensive Lifestyle Approach, (7th ed), Lavoisier, 2007. HIDI IOZSEF – Puterea relativă - studiu asupra determinării ereditare, factor important în selecția gimnastelor de înaltă performanță, Teză de doctorat, A.N.E.F.S., București, 2003.</p>			

MUGUREL NICULESCU&GEORGESCU LUMINIȚA&MARINESCU ANCUȚA – Condiția fizică și starea de sănătate, Editura Universitaria Craiova, 2006.
 PIERS CHELSEA - Fitness solution: Achieve a Lifetime of Health Weight Loss and Vitality by Discovering the Activity You Love, Black Dog & Leventhal Publishers, New York, 2007.
 SIEDENTOP DARYL – Introduction to Physical Education, Fitness, and Sport, sixth edition, McGraw-Hill, 2007




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

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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	Appropriate use of specific training methods and means regarding the acquisition of teaching techniques and methodologies/consolidation/improvement	Project	100%
10.6 Minimal performance standard			
- Creates an annual education plan (an annual training plan), as well as other calendar plans (mesocycle, microcycle, lesson plan), coherent and flexible. - Identifying models and implementing them in the teaching-learning process in the fitness sports discipline, according to the basic principles of training. - Description and demonstration of operational systems specific to the fitness sports discipline by age groups - Knowledge, understanding and practical demonstration of the technique and methodology of fitness exercises included in the analytical curriculum.			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Conf. dr. Ioan TURCU Dean 	Conf. dr. Florentina NECHITA Head of Department 
Course holder	Lector dr. Alexandru BONDOC-IONESCU 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 Brasov
1.2 Faculty	Faculty of Physical Education and Mountain Sports
1.3 Department	Physical Education and Special Motor Skills
1.4 Field of study ¹⁾	Science of Sport and Physical Education
1.5 Study level ²⁾	Master's degree
1.6 Study programme/ Qualification	LEADERSHIP OF FITNESS AND RECREATIONAL ACTIVITIES (in English) / Professor in High School and Post-High School Education

2. Data about the course

2.1 Name of course	Kinetoprophyllaxis and wellbeing								
2.2 Course convenor	Cioroiu Silviu Gabriel								
2.3 Seminar/ laboratory/ project convenor	Cioroiu Silviu Gabriel								
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	C	2.7 Course status	professional	Content ³⁾	DAC
								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					75 hours
Study of textbooks, course support, bibliography and notes					25
Additional documentation in libraries, specialized electronic platforms, and field research					15
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					20
Tutorial					8
Examinations					2
Other activities.....					2
3.7 Total number of hours of student activity	72				
3.8 Total number per semester	100				
3.9 Number of credits ⁵⁾	4				

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	<ul style="list-style-type: none"> • • Minimum 80% attendance • • Delivering a lecture during seminars and an oral evaluation, with an average of over 5 (five).

6. Specific competences and learning outcomes

Professional competences	<p>Cp. 1. Assessment and development of physical and motor performance</p> <p>L.O. 1.1. The ability to use advanced methods of assessing the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender.</p> <p>L.O. 1.2. Ability to analyze assessed data to monitor subjects' physical/motor progress and adapt instruction and programs accordingly.</p>
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Transversal competences	<p>Ct. 1. Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities</p> <p>L.O. 1.1. The ability to apply modern techniques and methods to improve human communication in an international language (in English), by developing creativity, responsibility and decision-making ability.</p> <p>L.O. 1.2 The ability to collaborate effectively with other health and education professionals to develop and implement interdisciplinary research projects aimed at assessing the bio-motor level by age and gender categories.</p>
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7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<p>Upon completion of the subject, the student will be able to:</p> <ul style="list-style-type: none"> • know the basic concepts related to the term fitness • know the means that can lead to an increase in physical capacity
7.2 Specific objectives	<p>Upon completion of the subject, the student will be able to:</p> <ul style="list-style-type: none"> • analyze and synthesize the information they have received • evaluate the level of knowledge and appreciate the need to cooperate with people with more experience • acquire a series of skills and abilities necessary for practicing the profession • be able to integrate knowledge from other subjects

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Well-being – values and objectives. Kinetoprophyllaxis and its role in human life.	Lecture, problematization. Intuitive Methods – educational films	2 hours	
Means and methods of kinetoprophyllaxis. The role of fitness in this system		2 hours	
Kinetoprophyllaxis of diseases with high incidence in young adults		2 hours	
Kinetoprophyllaxis of functional physical deficiencies		2 hours	
Modern visions of prevention of locomotor and traumatic diseases		2 hours	
Induction of well-being from a psychological point of view		2 hours	
Fitness – a means of kinetoprophyllaxis		2 hours	

Bibliography

1. Cioroiu, S.G (2014). - Health Therapy: Concepts and Methods, AuthorHouse; <http://www.amazon.com/Health-Therapy-Silviu-Gabriel-Cioroiu/dp/1491893354>
 2. Cioroiu, S.G. (2015)– Ghid practic pentru recuperarea kinetică a deficiențelor fizice, Volumul 1, Editura Universitatii Transilvania din Brasov, Braşov
 3. Cioroiu, S.G. (2015)– Ghid practic pentru recuperarea kinetică a deficiențelor fizice, Volumul 2, Editura Universitatii Transilvania din Brasov, Braşov
 4. Cioroiu, S.G. (2016)– Kinetoprofilaxia și kinetoterapia în afecțiunile traumatice, Editura Universitatii Transilvania din Brasov, Braşov
- Optional bibliography:**
5. Cioroiu, S.G. (2012)– Kinetoterapie - de la teorie la practică, Ed. Universității Transilvania din Braşov , Braşov
 6. Cioroiu, S.G.(2016) – Anatomie aplicată, Editura Universitatii Transilvania din Brasov, Braşov
 7. Cioroiu, S.G (2013). – Educație pentru optimizarea condiției fizice și a stării de sănătate, Curs destinat studenților din ciclul de studii universitare de masterat, Ed. Universității Transilvania din Braşov,
 8. Albu, Constantin (2004) – coord, Kinetoterapia pasivă, Editura Polirom, Iași, 2004
 9. Neagu, Nicolae (2012) – Culturism și fitness, Întreținere și performanță. Editura University Press, Tîrgu Mureş.
 10. Aftimiuc O. (2012). Fitness – teorie și metodică. Editura Bren. Bucureşti
 11. Constantin I.C. (2012). Fitness – ghid pentru începători. Editura PIM. Iași
 12. Neagu N (2012). Culturism si fitness. Intretinere si performanta, Editura University Press, Targu Mures,

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. General notions of training	Explanation Individual and group study, ppt presentation support	2 hours	
2. Motor capacity and physical condition. Adaptation of the neuromuscular system to training		2 hours	
3. Psychosocial implications of fitness		4 hours	
4. Physical exercise management. Means of individual practice of physical exercise		4 hours	
5. Educating parents and children in order to optimize physical condition		2 hours	

Bibliography

1. Cioroiu, S.G (2014). - Health Therapy: Concepts and Methods, AuthorHouse; <http://www.amazon.com/Health-Therapy-Silviu-Gabriel-Cioroiu/dp/1491893354>
2. Cioroiu, S.G. (2015)– Ghid practic pentru recuperarea kinetică a deficiențelor fizice, Volumul 1, Editura Universitatii Transilvania din Brasov, Braşov
3. Cioroiu, S.G. (2015)– Ghid practic pentru recuperarea kinetică a deficiențelor fizice, Volumul 2, Editura Universitatii Transilvania din Brasov, Braşov
4. Cioroiu, S.G. (2016)– Kinetoprofilaxia și kinetoterapia în afecțiunile traumatice, Editura Universitatii Transilvania din Brasov, Braşov

Optional bibliography:

5. Cioroiu, S.G. (2012)– Kinetoterapie - de la teorie la practică, Ed. Universităţii Transilvania din Braşov , Braşov
6. Cioroiu, S.G.(2016) – Anatomie aplicată, Editura Universitatii Transilvania din Brasov, Braşov
7. Cioroiu, S.G (2013). – Educație pentru optimizarea condiției fizice și a stării de sănătate, Curs destinat studenților din ciclul de studii universitare de masterat, Ed. Universităţii Transilvania din Braşov,
8. Albu, Constantin (2004) –coord, Kinetoterapia pasivă, Editura Polirom, Iași, 2004
9. Neagu, Nicolae (2012) – Culturism și fitness, Întreținere și performanță. Editura University Press, Tîrgu Mureş.
10. Aftimiuc O. (2012). Fitness – teorie și metodică. Editura Bren. București
11. Constantin I.C. (2012). Fitness – ghid pentru începători. Editura PIM. Iași
12. Neagu N (2012). Culturism si fitness. Intretinere si performanta, Editura University Press, Targu Mures



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



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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 presented during the course	Evaluation of the project on the given topic according to the items and scale established and communicated during the courses. Written exam	25% 75%%
10.5 Seminar/ laboratory/ project	Applying the concepts of kinetoprohylaxis for various possible conditions, in current practice	Two evaluations in seminars with an average of over 5 (five).	Conditions the written exam.
10.6 Minimal performance standard			
The student has developed the ability to select relevant data for the field of physical education, with the aim of promoting movement.			
Participation in media campaigns, programs to promote/raise awareness of the positive effects of participating in various fitness programs			
Fulfillment of the discipline criteria, by obtaining a final grade (according to the criteria mentioned in points 10.4 and 10.6) of at least 5 (five).			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Conf. dr. Ioan TURCU Dean 	Conf. dr. Florentina NECHITA, Head of Department 
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Prof. dr. Silviu Gabriel CIOROIU, Course holder 	Prof. dr. Silviu Gabriel CIOROIU, Holder of seminar/ laboratory/ project 
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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	TRANSYLVANIA UNIVERSITY OF BRASOV
1.2 Faculty	PHYSICAL EDUCATION AND MOUNTAIN SPORTS
1.3 Department	MOTOR PERFORMANCE
1.4 Field of study ¹⁾	SPORT SCIENCES AND PHYSICAL EDUCATION
1.5 Study level ²⁾	MASTER'S DEGREE/DAY
1.6 Study programme/ Qualification	LEADERSHIP OF FITNESS AND RECREATIONAL ACTIVITIES (in English) / Physical Education Teacher in high school and post-high School

2. Data about the course

2.1 Name of course		SPORT COUNSELING						
2.2 Course convenor		Dana Badau						
2.3 Seminar/ laboratory/ project convenor		Dana Badau						
2.4 Study year	2	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	DAP
							Attendance type ⁴⁾	CPC

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					40
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					83
3.8 Total number per semester					125
3.9 Number of credits ⁵⁾					5

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Curricular tools (specialty books, course notes, 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 in the field.
4.2 competences-related	<ul style="list-style-type: none"> Teaching skills acquired in one's own teaching career, through accumulated experience and through the development of personal curricular tools. All teaching staff, course holders, must hold the scientific title of doctor.

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> Classroom, video projector
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Explicitly stated in the Student Didactic Regulations

6. Specific competences and learning outcomes

Professional competences	<p>Cp. 1. Assessment and development of physical and motor performance</p> <p>L.O. 1.1. The ability to use advanced methods of assessing the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender.</p> <p>L.O. 1.2. Ability to analyze assessed data to monitor subjects' physical/motor progress and adapt instruction and programs accordingly.</p> <p>L.O. 1.3. Develops counseling and mentoring skills to guide trainees to reach their maximum physical potential.</p> <p>Cp. 2. Leadership and management of fitness and leisure activities</p> <p>L.O. 2.1. Demonstrates the ability to manage research projects and work teams to analyze and develop effective educational practices and policies for different age and gender groups.</p> <p>L.O. 2.2. Develops leadership skills to influence educational policies and practices in his/her area of expertise.</p> <p>L.O. 2.3. Promotes professional ethics and values among colleagues and the educational community.</p> <p>L.O. 2.4. The ability to apply risk management in the sports field.</p> <p>Cp. 3. Planning and implementation of free time motor activity programs</p> <p>L.O. 3.1. Designs and implements innovative leisure time motor activity programs for different age groups, taking into account current research and recommendations in the field.</p> <p>L.O. 3.2. The ability to integrate and use technologies and digital resources in the development and delivery of motor activity programs.</p> <p>L.O. 3.3. Organize, coordinate and manage events and motor activities in the community, promoting a proactive lifestyle</p>
Transversal competences	<p>Ct. 1. Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities</p> <p>L.O. 1.1. The ability to apply modern techniques and methods to improve human communication in an international language (in English), by developing creativity, responsibility and decision-making ability.</p> <p>L.O. 1.2 The ability to collaborate effectively with other health and education professionals to develop and implement interdisciplinary research projects aimed at assessing the bio-motor level by age and gender categories.</p> <p>L.O. 1.2. Develops skills in managing research projects, including planning, collecting, analyzing data and disseminating results to the scientific community in order to expand specific knowledge.</p> <p>L.O. 1.3. The ability to develop and lead personalized programs specific to fitness and recreational activities through the appropriate use of modern didactic strategies, in English;</p> <p>L.O. 1.4. The ability to use communication technologies, in English, to facilitate the exchange of information and the coordination of services for the benefit of subjects and the community.</p> <p>Ct. 2. Continuing professional development and career planning in physical education and sport</p> <p>L.O. 2.1. Plans and pursues his/her continuing professional development, including attending advanced courses and relevant conferences.</p> <p>L.O. 2.2. Evaluates career opportunities in motor activities and develops strategies for advancement and specialization.</p> <p>R.Î 2.3. The ability to integrate and coherently present techniques and methods of physical training according to the motivations and objectives of individuals or groups of subjects, aiming at personal self-improvement.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> Mastering the concepts and developing the skills to use specific sports counselling tools in recreational and sports activities
7.2 Specific objectives	<ul style="list-style-type: none"> mastering the basic notions, principles and concepts specific to sports counselling and guidance knowing the role and responsibilities of the sports counsellor developing communication skills specific to sports counselling organizing, leading and monitoring sports counselling sessions

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Sport Counselling: An Overview, objectives and benefits. Types of Sports Counseling	Lecture, debate, multimedia presentations (ppt)	2	
2. Responsibilities of a Sports Counsellor. Duties of a Sports Counselor. Knowledge and Skills Necessary for a Sports Counselor	Lecture, debate, multimedia presentations (ppt)	2	
3. The principles of sport counseling. Sports Counseling Strategies	Lecture, debate, multimedia presentations (ppt)	2	
4. Sports Counseling in Promoting and Motivating Regular Physical Activity	Lecture, debate, multimedia presentations (ppt)	2	
5. Effective Communication in Sports Counseling	Lecture, debate, multimedia presentations (ppt)	2	
6. Sport Counseling in Recreational Activity and Fitness. The Need and Role of Implementing Counseling in Fitness Centers	Lecture, debate, multimedia presentations (ppt)	2	
7. Leadership and Coaching Counseling in Sports. Management of a Sport Counseling Business	Lecture, debate, multimedia presentations (ppt)	2	
<p>Bibliography</p> <ol style="list-style-type: none"> Badau D. Sport counseling, notes of course for internal use, UNITBV, 2024 Paul Mccarthy, Zoe Moffat (2023). Counselling Skills in Applied Sport Psychology, Publishing House Taylor & Francis Ltd. Margaret Hough, Penny Tassoni (2021). Counselling Skills and Theory. 5th Edition. Boost. John Perry (2016). Sport Psychology: A Complete Introduction. Editura John Murray Press <p>Optional bibliography</p> <ol style="list-style-type: none"> Mircea Miclea, Gabriela Lemeni - Consiliere si orientare. ghid de educatie pentru cariera, Edit. Asociatia de stiinte cognitive din Romania, 2010 Alexandra Silvaş - Consiliere și orientare, curs pentru uzul studenților, Universitatea “ Petru Maior” 2008 Mihai JIGĂU coord. – Consilierea carierei adulților, note de curs, Institutul de Științe ale Educației, Buc., 2003 Standard ocupational – Consilier sportive <p>Ghid de orientare și consiliere profesională -http://www.cnslr-fratia.ro/media/8385/55112_ghid_final.pdf</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Interpersonal relationships and sport counseling	Debate, multimedia presentations (ppt)	2	
2. Sport Counseling in Schools: Promoting Active Behavior and Lifestyle	Debate, multimedia presentations (ppt)	2	
3. The Organization and Structure of a Sports Counseling Session	Debate, multimedia presentations (ppt)	2	
4. Career as a Sports Counselor	Debate, multimedia presentations (ppt)	2	
5. Sport counseling and wellness	Debate, multimedia presentations (ppt)	2	
6. The Interrelationship and Network between the Sports Counselor and Other Key Professionals	Debate, multimedia presentations (ppt)	2	
7. Evaluation in sport counseling	Debate, multimedia presentations (ppt)	2	
8. Types of Questionnaires and Examples in Sports Counseling	Debate, multimedia presentations (ppt)	2	
9. Examples of Questions for a Sports Counseling Session	Debate, multimedia presentations (ppt)	2	

10. Protocol for a Sports Counseling Session	Debate, multimedia presentations (ppt)	2	
11. Errors to Avoid in Sports Counseling	Debate, multimedia presentations (ppt)	2	
12. Sports counseling and gender equality in sports	Debate, multimedia presentations (ppt)	2	
13 Terms Specific to Sports Counseling	Debate, multimedia presentations (ppt)	2	
14. Review	Debate, multimedia presentations (ppt)	2	
<p>Bibliography</p> <p>5. Badau D. Sport counseling, notes of course for internal use, UNITBV, 2024</p> <p>6. Paul Mccarthy, Zoe Moffat (2023). Counselling Skills in Applied Sport Psychology, Publishing House Taylor & Francis Ltd.</p> <p>7. Margaret Hough, Penny Tassoni (2021). Counselling Skills and Theory. 5th Edition. Boost.</p> <p>8. John Perry (2016). Sport Psychology: A Complete Introduction. Editura John Murray Press</p> <p>Optional bibliography</p> <p>5. Mircea Miclea, Gabriela Lemeni - Consiliere si orientare. ghid de educatie pentru cariera, Edit. Asociatia de stiinte cognitive din Romania, 2010</p> <p>6. Alexandra Silvaş - Consiliere și orientare, curs pentru uzul studenților, Universitatea “ Petru Maior” 2008</p> <p>7. Mihai JIGĂU coord. – Consilierea carierei adulților, note de curs, Institutul de Științe ale Educației, Buc., 2003</p> <p>8. Standard ocupational – Consilier sportive</p> <p>Ghid de orientare și consiliere profesională -http://www.cnslr-fratia.ro/media/8385/55112_ghid_final.pdf</p>			





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. Counseling, guiding and mediating students with a view to socio-psycho-pedagogical integration.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Solving topics from the subjects area	Essay test/ Quizz	50%
10.5 Seminar/ laboratory/ project	Portofolio evaluation	Oral presentation and ppt.	50%
10.6 Minimal performance standard			
Teaching regulations and will be graded with grades from 1-10. The minimum passing grade is 5.-Attendance: 80%			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Assoc. PhD. Ioan TURCU Dean 	Assoc. PhD. Florentina NECHITA 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
1.2 Faculty	PHYSICAL EDUCATION AND MOUNTAIN SPORTS
1.3 Department	PHYSICAL EDUCATION AND SPECIAL MOTRICITY
1.4 Field of study ¹⁾	SPORTS SCIENCE AND PHYSICAL EDUCATION
1.5 Study level ²⁾	MASTER
1.6 Study programme/ Qualification	LEADERSHIP IN FITNESS AND RECREATIONAL ACTIVITIES (in english) / Physical Education Teacher in High School and Post-High School

2. Data about the course

2.1 Name of course	THEORY AND PRACTICE OF TRAINING ON FITNESS EQUIPMENT							
2.2 Course convenor	NECHITA FLORENTINA							
2.3 Seminar/ laboratory/ project convenor	ONEA GHEORGHE-ADRIAN							
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					20
Tutorial					
Examinations					3
Other activities.....					
3.7 Total number of hours of student activity			83		
3.8 Total number per semester			125		
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	UniTBv classroom
5.2 for seminar/ laboratory/ project development	UniTBv fitness room/gym

6. Specific competences and learning outcomes

Professional competences	<p>Cp. 1. Assessment and development of physical and motor performance R.Î. 1.1. The ability to use advanced methods of assessing the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender.</p> <p>Cp. 2. Leadership and management of fitness and leisure activities R.Î. 2.2. Develops leadership skills to influence educational policies and practices in his/her area of expertise.</p>
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Transversal competences	Ct. 2. Continuing professional development and career planning in physical education and sport R.Î. 2.2. Evaluates career opportunities in motor activities and develops strategies for advancement and specialization.
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7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> Developing theoretical knowledge and practical skills is necessary for correctly and effectively using fitness equipment to improve physical condition, promote a healthy lifestyle, and optimize sports performance.
7.2 Specific objectives	<ul style="list-style-type: none"> Acquiring correct execution techniques: Practicing specific movements to prevent injuries and maximize results. Developing the ability to plan workouts: Creating personalized programs based on individual goals (e.g., weight loss, toning, muscle mass increase). Integrating fitness into daily life: Educating users about the long-term benefits of physical activity.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1.Theoretical foundations of fitness equipment training	Interactive lectures, PowerPoint presentation	2	
2.Fundamental principles of fitness equipment training	Interactive lectures, PowerPoint presentation	2	
3.Biomechanics of exercises on fitness equipment	Interactive lectures, PowerPoint presentation	2	
4.Training planning and programming with equipment	Interactive lectures, PowerPoint presentation	2	
5.Advanced training methods with equipment	Interactive lectures, PowerPoint presentation	2	
6.Progress monitoring and performance evaluation in equipment training	Interactive lectures, PowerPoint presentation	2	
7.Adapting workouts for different categories of users	Interactive lectures, PowerPoint presentation	2	

Mandatory Bibliography

- ACSM (American College of Sports Medicine) (2021) - ACSM's Guidelines for Exercise Testing and Prescription (11th Edition), Editura:** Wolters Kluwer
- Belt Publishing Gregory Haff & N. Travis Triplett (2016) - Essentials of Strength Training and Conditioning (4th Edition), Editura:** Human Kinetics
- Brad J. Schoenfeld (2020) - Science and Development of Muscle Hypertrophy (2nd Edition), Editura:** Human Kinetics
- Bret Contreras (2019) - Glute Lab: The Art and Science of Strength and Physique Training, Editura:** Victory
- Keith Baar (2021) - Strength and Hypertrophy Training: Science and Application, Editura:** Routledge
- Michael Boyle (2018) - New Functional Training for Sports, Editura:** Human Kinetics
- Stuart McGill (2017) - Back Mechanic: The Step-by-Step McGill Method to Fix Back Pain, Editura:** Backfitpro Inc.
- William J. Kraemer & Steven J. Fleck (2019) - Designing Resistance Training Programs (4th Edition), Editura:** Human Kinetics

Optional Bibliography:

- Andy Galpin (2022) - Unplugged: Evolve from Technology to Upgrade Your Fitness, Performance, and Consciousness, Editura:** Victory Belt Publishing.
 - Bryan Mann (2018) - Developing Explosive Athletes: Use of Velocity Based Training in Training Athletes, Editura:** Ultimate Athlete Concepts
 - Ian Jeffreys & Jeremy Moody (2016) - Strength and Conditioning for Sports Performance, Editura:** Routledge
- Mike Israetel, Chad Wesley Smith, & James Hoffmann (2018) - Scientific Principles of Strength Training, Editura:** Juggernaut Training Systems

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1.Classifying fitness equipment: Comparative diagram of cardio, strength, and multi-functional equipment, their purpose, and usage based on		2	

training objective			
2. Practical comparison of exercises on equipment vs. free exercises: Approaches, advantages, and disadvantages in developing strength		2	
3. Creating a strength training plan: Based on progression and overload principles (without exceeding physiological limits)		4	
4. Evaluating a fitness machine: Analyzing a popular fitness machine (e.g., bench press, leg machine) and its biomechanical efficiency		2	
5. Free exercises vs. machine exercises: Advantages and disadvantages based on biomechanics		2	
6. Designing a hypertrophy program using machines: Creating a program with sets and repetitions to develop muscle mass		2	
7. Designing a strength improvement workout using only fitness machines		2	
8. Designing a mixed program: Combining strength and endurance training on machines for maximum efficiency		2	
9. HIIT techniques on machines: Creating an advanced HIIT program for efficient use of fitness equipment to maximize performance and fat burning		4	
10. Designing a long-term user progress tracking plan on fitness machines	Demonstration	2	
11. Examining the impact of performance monitoring technologies on strength training with machines	Practicing	2	
12. Designing a program for seniors on fitness machines		2	
Mandatory Bibliography			
<ol style="list-style-type: none"> ACSM (American College of Sports Medicine) (2021) - <i>ACSM's Guidelines for Exercise Testing and Prescription (11th Edition)</i>, Editura: Wolters Kluwer Belt Publishing Gregory Haff & N. Travis Triplett (2016) - <i>Essentials of Strength Training and Conditioning (4th Edition)</i>, Editura: Human Kinetics Brad J. Schoenfeld (2020) - <i>Science and Development of Muscle Hypertrophy (2nd Edition)</i>, Editura: Human Kinetics Bret Contreras (2019) - <i>Glute Lab: The Art and Science of Strength and Physique Training</i>, Editura: Victory Keith Baar (2021) - <i>Strength and Hypertrophy Training: Science and Application</i>, Editura: Routledge Michael Boyle (2018) - <i>New Functional Training for Sports</i>, Editura: Human Kinetics Stuart McGill (2017) - <i>Back Mechanic: The Step-by-Step McGill Method to Fix Back Pain</i>, Editura: Backfitpro Inc. William J. Kraemer & Steven J. Fleck (2019) - <i>Designing Resistance Training Programs (4th Edition)</i>, Editura: Human Kinetics 			
Optional Bibliography:			
<ol style="list-style-type: none"> Andy Galpin (2022) - <i>Unplugged: Evolve from Technology to Upgrade Your Fitness, Performance, and Consciousness</i>, Editura: Victory Belt Publishing. Bryan Mann (2018) - <i>Developing Explosive Athletes: Use of Velocity Based Training in Training Athletes</i>, Editura: Ultimate Athlete Concepts Ian Jeffreys & Jeremy Moody (2016) - <i>Strength and Conditioning for Sports Performance</i>, Editura: Routledge Mike Israetel, Chad Wesley Smith, & James Hoffmann (2018) - <i>Scientific Principles of Strength Training</i>, Editura: Juggernaut Training Systems 			





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

Professional fitness associations are interested in training certified specialists who meet industry standards and apply best practices. The courses must focus on professional preparation and skills needed to work effectively in the fitness industry. International certifications and standards: Courses and seminars should align with international requirements and support obtaining internationally recognized certifications in the field (e.g., personal trainer certification, specialization in strength training).

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowledge of theoretical concepts presented in the course	Written exam	70%
10.5 Seminar/ laboratory/ project	Presentation of a training plan for developing strength and muscular endurance	Practical evaluation	30%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> The minimum passing grade is 5 (five) for both the presentation of papers and the written exam. The final grade (average) is calculated based on the written exam (70%) and the grade for the training plan presentation (30%). 			

This course outline was certified in the Department Board meeting on 26/09/2024. and approved in the Faculty Board meeting on 26/09/2024.

Associate professor Ioan TURCU, Dean 	Associate professor Florentina NECHITA, Head of Department 
Associate professor Florentina NECHITA, Course holder 	Lecturer Gheorghe Adrian ONEA, Holder of laboratory 

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	Faculty of Physical Education and Mountain Sports
1.3 Department	Physical education and special motor skills
1.4 Field of study ¹⁾	Science of Sport and Physical Education
1.5 Study level ²⁾	Master
1.6 Study programme/ Qualification	Leadership of fitness and recreational activities (in English)/ teacher in high school post-high school education.

2. Data about the course

2.1 Name of course	Theory and practice of physical activities: aerobic gymnastics							
2.2 Course convenor	Conf. dr. Florentina NECHITA							
2.3 Seminar/ laboratory/ project convenor	Conf. dr. Florentina NECHITA							
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					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					19
Tutorial					
Examinations					4
Other activities.....					
3.7 Total number of hours of student activity			83		
3.8 Total number per semester			125		
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	• UniTBv classroom
5.2 for seminar/ laboratory/ project development	• UniTBv fitness room/gym

6. Specific competences and learning outcomes

Professional competences	<p>Cp1. Assessment and development of physical and motor performance L.O.1.1.The ability to use advanced methods of assessing the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender.</p> <p>Cp3. Planning and implementation of free time motor activity programs L.O.3.1. Designs and implements innovative leisure time motor activity programs for different age groups, taking into account current research and recommendations in the field.</p>
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Transversal competences	Ct1. Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities L.O.1.3. The ability to develop and lead personalized programs specific to fitness and recreational activities through the appropriate use of modern didactic strategies, in English;
	Ct2 Continuing professional development and career planning in physical education and sport L.O.2.3 The ability to integrate and coherently present techniques and methods of physical training according to the motivations and objectives of individuals or groups of subjects, aiming at personal self-improvement.

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

7.1 General course objective	<ul style="list-style-type: none"> Acquiring the general knowledge, theoretical, methodical and practical - operational skills and skills necessary to design aerobic fitness programs
7.2 Specific objectives	<ul style="list-style-type: none"> Training and improving the ability to apply the means used in aerobic fitness Training the ability to teach through modern methods of physical activity – aerobic gymnastics

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Brief history of aerobic gymnastics	Power point lecture	2 hours	
2. Conceptual notions of aerobic gymnastics		2 hours	
3. The concept of aerobic fitness		2 hours	
4. The prophylactic and therapeutic importance of aerobic gymnastics		2 hours	
5. Evolution and basic principles in the design of aerobic exercise programs		2 hours	
6. Ways of developing modern acrobatic gymnastics programs		2 hours	
7. Acrobatic gymnastics - competitive sports branch		2 hours	

Mandatory bibliography:

- Lieberman, D. E. (2022) - O istorie naturala a exercitiului fizic, Editura Polirom;
- Nechita, F. (2022) – Fitness, curs în format IFR, UniTBv;
- Nechita F. (2015) Gimnastica de întreținere, ISBN 978-606-19-0558-4, pp.55, Ed. Universității Transilvania Brașov;
- Păduraru, O. (2021) - Primul manual de fitness din Romania, Editura Letras, ISBN: 978-606-071-671-6;
- Rus, V. (2021) - Fitness Mondo – abordare sistemică în asigurarea sănătății prin mișcare și secretele pentru o viață mai bună și fitness de impact, Editura Press, ISBN: 978-606-949-815-6.
- Cooper, Kenneth H. "The history of aerobics (50 years and still counting)." Research quarterly for exercise and sport 89.2 (2018): 129-134.
- Rashitovna, Muratova Gulnara, and Atadjanov Asadbek Baxtiyor o'g'li. "IMPLEMENTATION OF NEW TECHNOLOGIES IN THE AEROBICS PROGRAM FOR FEMALE STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 8.036 13.01 (2024): 38-41.

Optional bibliography:

- Jenkis, R. (2001) - Fitness-gimnastică pentru toți, Ed Alex-Alex, București;
- Cooper, Kenneth H. Aerobics program for total well-being: Exercise, diet, and emotional balance. Bantam, 2013.
- Said, M., Lamy, N., Olfa, N., & Hamda, M. (2017). Effects of high-impact aerobics vs. low-impact aerobics and strength training in overweight and obese women. J Sports Med Phys Fitness, 57(3), 278-288.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Aerobic exercise programs to maintain and improve health	Demonstration Practicing	6 hours	
2. Aerobic exercise programs for muscle toning		6 hours	
3. Aerobic gymnastics programs to increase physical fitness		8 hours	
4. Aerobic gymnastics programs by age groups		8 hours	

Mandatory bibliography:

- Azyyatullova, G., T. Sakharnova. (2020) "Analysis and trends of development of sports aerobics." Human Sport Medicine 20, no. 2: 90–98. <http://dx.doi.org/10.14529/hsm200211>.
- Deineko, A., I. Belenkaya. (2020) "Improving the physical training of young acrobats by means of basic gymnastics." Scientific Journal of National Pedagogical Dragomanov University. Series 15. Scientific and pedagogical problems of physical culture (physical culture and sports), no. 5(125): 63–67. [http://dx.doi.org/10.31392/npuc.series15.2020.5\(125\).11](http://dx.doi.org/10.31392/npuc.series15.2020.5(125).11).

3. Fazendeiro Batista, Paula, André Pisco de Moura. (2019) "Students as active learners on their assessment process in an acrobatic gymnastics unit: study in preservice physical education teachers' school placement." Revista Infancia, Educación y Aprendizaje 5, no. 2: 365. <http://dx.doi.org/10.22370/ieya.2019.5.2.1730>.

Optional bibliography:

1.Hong, Y., and G. P. Brüggemann. (1992) "A three dimensional simulation model for the development of new airborne movements in gymnastics, diving and acrobatics." Journal of Biomechanics 25, no. 7: 777. [http://dx.doi.org/10.1016/0021-9290\(92\)90506-v](http://dx.doi.org/10.1016/0021-9290(92)90506-v).

2.Jipa, I. (1974) – Lecții de gimnastică modernă și de întreținere, ed. Stadion, București;

3.Cretu, M., Mihăilă, I. (2012) "Acrobatic Training of Junior Athletes in Gymnastics." Procedia - Social and Behavioral Sciences 46 : 4165–68. <http://dx.doi.org/10.1016/j.sbspro.2012.06.219>.

4.Stoenescu,G. (1987) – Gimnastica de întreținere, Ed. Sport-Turism, București.





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 learning individuals in relation to social requirements in order to integrate them into the labour market.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Conception of a portfolio with conceptual delimitations regarding the teaching of acrobatic gymnastics in school	Oral assessment	50%
10.5 Laboratory	Demonstration and execution of acrobatic gymnastics exercises based on a lesson plan in school	Practical-methodical test evaluation	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Fulfilling the criteria of the discipline and obtaining a grade of 5 (five) in the practical-methodical test and in the oral portfolio. Mandatory attendance 80% for the practical-methodical works and 50% for the theoretical course. 			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Associate professor Ioan TURCU, Dean 	Associate professor Florentina NECHITA, Head of Department 
Associate professor Florentina NECHITA, Course holder 	Associate professor Florentina NECHITA, Holder of laboratory 

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Faculty of Physical Education and Mountain Sports
1.3 Department	Physical Education and Special Motor Skills
1.4 Field of study ¹⁾	Science of Sports and Physical Education
1.5 Study level ²⁾	Master
1.6 Study programme/ Qualification	Leadership of fitness and recreational activities (in english)/ Physical Education Teacher in High School and Post-High School

2. Data about the course

2.1 Name of course		First aid and sports traumatology						
2.2 Course convenor		Lect.dr. Martoma Alina-Mirela						
2.3 Seminar/ laboratory/ project convenor		Lect.dr. Olteanu Mircea-Ionuț						
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	DSI
							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					20
Tutorial					5
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity			97		
3.8 Total number per semester			125		
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	• The room with computer equipment
5.2 for seminar/ laboratory/ project development	• The room with computer equipment

6. Specific competences and learning outcomes

Professional competences	<p>Cp. 1. Assessment and development of physical and motor performance L.O. 1.1. The ability to use advanced methods of assessing the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender.</p> <p>Cp. 2. Leadership and management of fitness and leisure activities L.O. 2.1. Demonstrates the ability to manage research projects and work teams to analyze and develop effective educational practices and policies for different age and gender groups.</p>
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Transversal competences	<p>Ct. 1. Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities</p> <p>L.O. 1.1. The ability to apply modern techniques and methods to improve human communication in an international language (in English), by developing creativity, responsibility and decision-making ability.</p> <p>L.O. 1.2 The ability to collaborate effectively with other health and education professionals to develop and implement interdisciplinary research projects aimed at assessing the bio-motor level by age and gender categories.</p> <p>Ct. 2. Continuing professional development and career planning in physical education and sport</p> <p>L.O. 2.1. Plans and pursues his/her continuing professional development, including attending advanced courses and relevant conferences.</p> <p>L.O. 2.2. Evaluates career opportunities in motor activities and develops strategies for advancement and specialization.</p>
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7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> To know the main sports traumatologies, kinetotherapeutic recovery programs.
7.2 Specific objectives	<ul style="list-style-type: none"> The ability to use and apply modern means and kinetotherapeutic recovery programs.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Rational nutrition for athletes. Individual hygiene for athletes	Lecture Multimedia presentations (ppt)	2 hours	
2. Trauma (contusions, wounds, sprains, dislocations, fractures).		2 hours	
3. Cardiac arrest, respiratory and cardiorespiratory arrest.		2 hours	
4. Traumatological pathologies of the shoulder		2 hours	
5. Traumatological pathologies of the upper limb		2 hours	
6. Traumatic pathologies of the lower limb		2 hours	
7. Low back pain syndrom		2 hours	

Mandatory bibliography

- Badiu C, Băicuș C., (2019), Manualul Oxford de medicină clinică, Editura Prior, București;
- Brukner P et all., (2017), Brukner & Khan's Clinical Sports Medicine, Editura McGraw-Hill Education, Australia;
- Drăgan C, Pădure L., (2024), Metodologie și tehnici de kinetoterapie, Editura Național, București;
- Iancu C, Armean P, Armean M., (2024), Măsurile de prim-ajutor și intervenții de nursing în urgențele medico-chirurgicale, Editura Universitatea Carol Davilla, București;
- Joyce D., (2015), Sports injury prevention and rehabilitation, Editura Taylor & Francis Ltd, Londra;
- Olteanu M.I. (2024), „Măsurare și Evaluare în Kinetoterapie”, Editura Universității Transilvania din Brașov, Brașov;
- Olteanu M.I., (2020) “Semiologie generală – De la teorie la practică”, Editura Universității Transilvania, Brașov;
- Ozana-Tache G, Beuran M., (2017), Ghid de medicină fizică și recuperare medicală, Editura Scripta, București;
- Watkins J., (2014), Fundamental biomechanics of sport and exercise, Editura Taylor & Francis, Londra.

Optional bibliography

- Crețu, A., (2000), “ABC-ul primului ajutor medical” – Editura Didactica si Pedagogica, R.A. – Bucuresti;
- Cioroiu, S. G., (2009), “Educatia sportivului – Igiiena alimentatiei, masuri de prim ajutor.”, Edit. Universitatii Transilvania din Brasov;
- Moțuț D., (2009), Enciclopedia de Kinetoterapie,, volumul 2, Editura Semne, București;
- Watkins J., (2014), Fundamental biomechanics of sport and exercise, Editura Taylor & Francis, Londra;
- Joyce D., (2015), Sports injury prevention and rehabilitation, Editura Taylor & Francis Ltd, Londra.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Food plan for athletes. Hygiene measures.	Conversation The explanation The demonstration	2 hours	
2. First aid measures in case of sprains, dislocations, fractures		2 hours	

3. Signs, symptoms and first aid measures in case of cardiac, respiratory and cardiorespiratory arrest	Media presentation	2 hours	
4. Exercises for the upper limb		2 hours	
5. Exercises for the lower limb		2 hours	
6. Shoulder exercises		2 hours	
7. Exercises for the lumbar spine (Williams Program)		2 hours	

Mandatory bibliography

1. Badiu C, Băicuș C., (2019), Manualul Oxford de medicină clinică, Editura Prior, București;
2. Brukner P et al., (2017), Brukner & Khan's Clinical Sports Medicine, Editura McGraw-Hill Education, Australia;
3. Drăgan C, Pădure L., (2024), Metodologie și tehnici de kinetoterapie, Editura Național, București;
4. Iancu C, Armean P, Armean M., (2024), Măsuri de prim-ajutor și intervenții de nursing în urgențele medico-chirurgicale, Editura Universitatea Carol Davilla, București;
5. Joyce D., (2015), Sports injury prevention and rehabilitation, Editura Taylor & Francis Ltd, London;
6. Olteanu M.I. (2024), „Măsurare și Evaluare în Kinetoterapie”, Editura Universității Transilvania din Brașov, Brașov;
7. Olteanu M.I., (2020) “Semiologie generală – De la teorie la practică”, Editura Universității Transilvania, Brașov
8. Ozana-Tache G, Beuran M., (2017), Ghid de medicină fizică și recuperare medicală, Editura Scripta, București;
9. Watkins J., (2014), Fundamental biomechanics of sport and exercise, Editura Taylor & Francis, London

Optional bibliography

1. Crețu, A., (2000), “ABC-ul primului ajutor medical” – Editura Didactica si Pedagogica, R.A. – Bucuresti;
2. Cioroiu, S. G., (2009), “Educația sportivului – Igiena alimentatiei, masuri de prim ajutor.”, Edit. Universitatii Transilvania din Brasov, 2009;
3. Moțuț D., (2009), Enciclopedia de Kinetoterapie,, volumul 2, Editura Semne, București
4. Watkins J., (2014), Fundamental biomechanics of sport and exercise, Editura Taylor & Francis, Londra;
5. Joyce D., (2015), Sports injury prevention and rehabilitation, Editura Taylor & Francis Ltd, Londra.

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 the concepts of first aid and sports traumatology
- Fulfilling the criteria of the discipline and obtaining a grade of 5 (five) on the check along the way, as well as on the written exam.
- Mandatory attendance: 80% at the signing and 50% at the theoretical course.

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024

Conf.dr. Ioan TURCU, Dean		Conf.dr. Florentina NECHITA Head of Department	
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Lect.dr. Alina MARTOMA Course holder 	Lect.dr. Mircea-Ionuț OLTEANU Holder of seminar/ laboratory/ project 
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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	Transylvania University of Braşov
1.2 Faculty	Physical education and mountain sports
1.3 Department	Physical education and special motor skills
1.4 Field of study ¹⁾	Science of sport and physical education
1.5 Study level ²⁾	Masters
1.6 Study programme/ Qualification	Leadership of fitness and recreational activities (in english)/ Teacher in high school, post-high school education

2. Data about the course

2.1 Name of course	Personalized fitness training and functional training							
2.2 Course convenor	PhD. lecturer Ştefan Alecu							
2.3 Seminar/ laboratory/ project convenor	PhD. lecturer Ştefan Alecu							
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					hours
Study of textbooks, course support, bibliography and notes					70
Additional documentation in libraries, specialized electronic platforms, and field research					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					15
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⁾			6		

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	• UnitBv lecture room equipped with a video projector.
5.2 for seminar/ laboratory/ project development	• Fitness Gym with appropriate equipment and facilities.

6. Specific competences and learning outcomes

Professional competences	<p>PC. 1. Assessment and development of physical and motor performance L.O. 1.1. The graduate uses advanced methods of evaluating the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender. L.O. 1.2. Graduate analyzes assessment data to monitor subjects' physical/motor progress and adapt instruction and programs accordingly.</p> <p>PC. 2. Leadership and management of fitness and leisure activities L.O. 2.1. The graduate demonstrates the ability to manage research projects and work teams to analyze and develop effective educational practices and policies for different age and gender groups. L.O. 2.2. The graduate develops leadership skills to influence educational policies and practices in his or her area of expertise.</p> <p>PC. 3. Planning and implementation of free time motor activity programs L.O. 3.1. The graduate designs and implements innovative leisure time motor activity programs for different age groups, taking into account current research and recommendations in the field.</p>
Transversal competences	<p>TC. 1. Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities L.O. 1.1. The graduate has modern techniques and methods to improve human communication in an international language (English), by developing creativity, responsibility and decision-making ability. L.O. 1.2 The graduate collaborates effectively with other health and education professionals to develop and implement interdisciplinary research projects aimed at the assessment and bio-motor level by age and gender categories.</p> <p>TC. 2. Continuing professional development and career planning in physical education and sport L.O. 2.1. The graduate plans and pursues his/her continuing professional development, including participation in advanced courses and relevant conferences. L.O. 2.2. The graduate evaluates career opportunities in the field of motor activities and develops strategies for advancement and specialization. L.O. 2.3. The graduate should have the ability to coherently integrate and present techniques and methods of physical training according to the motivations and objectives of individuals or groups of subjects, aiming at personal self-improvement.</p>

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

7.1 General course objective	Training among qualified professionals, skills and competencies to provide quality training and guidance in personalized training and functional training.
7.2 Specific objectives	<ul style="list-style-type: none"> • Development of theoretical and practical knowledge regarding the biomechanical, physiological and psychological principles underlying personalized and functional training. • Increase skills in the use of modern equipment and fitness assessment techniques, through practical exercises and simulations that allow training to be customized according to the individual needs of the subjects. • Improving communication and motivational skills to establish effective relationships with students or athletes and to support them in achieving their goals. • Consolidate knowledge on planning, organizing and leading fitness lessons or training and sports activities with a specific focus on fitness. • Training the skills of efficient use of equipment and materials adapted to fitness activities. • Training skills to organize and lead personalized and functional fitness training. • Increasing the level of physical and sports training of students. • Mastering the fundamental exercises for making functional training plans and personalized workouts in a scientific and professional way.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Basic principles of personalized and functional training	<ul style="list-style-type: none"> • Lecture with PowerPoint presentation; • Debate 	2	
2. Initial assessment: posture, mobility and physical condition		2	
3. Functional exercises for mobility, stability and strength		2	
4. Personalizing training plans for specific needs and goals		2	
5. Designing a personalized program: practical and theoretical aspects		2	
6. Current trends and innovations in functional fitness		2	

training			
7. Assessing progress and adjusting the training program		2	
<p>Bibliografie obligatorie Bădău D., Bădău A., Grancea M. (2018). Fitness. Postură și mișcare, Ed. Universității „Transilvania” din Brașov. Bompa, T., Buzzichelli, C. (2018). Periodization-6th edition, Theory and Methodology of Training, Human Kinetics Publishers. Boyle, M. (2016). New Functional Training for Sports. Human Kinetics Publishers . Dinu, M. (2020). Ghid practic de fitness și nutriție. București: Editura Didactică și Pedagogică. Gray, C. (2020). The Complete Guide to Functional Training (3rd ed.). London: Bloomsbury Sport. Liebenson, Craig. (2014). Functional training handbook. Ed. LWW. Lowery, L., (2016). Functional fitness. The personal trainer’s guide. Ed. Meyer&Meyer Sport (UK) Ltd. McGill, S. (2016). Back Mechanic: The Secrets to a Healthy Spine Your Doctor Isn’t Telling You. Waterloo: Backfitpro Inc Osipov, A., et al. (2018). Effect of functional training on physical fitness among athletes: A systematic review. Frontiers in Sports Science Stone, M., (2022). Strength and Conditioning in Sports: From Science to Practice, Ed. Routledge.</p> <p>Bibliografie facultativă Baechle, T. R., & Earle, R. W. (2008). Essentials of strength training and conditioning. Human Kinetics. Cook, G. (2010). Movement: Functional movement systems: Screening, assessment, corrective strategies. On Target Publications. Chek, P. (2001). How to eat, move, and be healthy! C.H.E.K. Institute. Clark, M. A., Lucett, S. C., & Corn, R. J. (2010). NASM Essentials of Personal Fitness Training. Jones & Bartlett Learning. Gamble, P. (2006). Strength and conditioning for team sports: Sport-specific physical preparation for high performance. Routledge. Kraemer, W. J., & Fleck, S. J. (2007). Optimizing strength training: Designing nonlinear periodization workouts. Human Kinetics. Verkhoshansky, Y. V., & Siff, M. C. (2009). Supertraining. Ultimate Athlete Concepts. Wilmore, J. H., & Costill, D. L. (2004). Physiology of sport and exercise. Human Kinetics.</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Assessment of body composition by direct and indirect measurement methods	<ul style="list-style-type: none"> • Lecture with PowerPoint presentation; • Debate 	2	
2. Mobility and flexibility testing: assessment of joints and muscle groups		2	
3. Assessment of muscle strength and endurance: use of strength tests		2	
4. Measuring aerobic capacity through endurance tests		2	
5. Designing a functional training plan for injury prevention in athletes		2	
6. Creating a functional training program to increase trunk stability		2	
7. Development of a training plan for the development of the mobility of the ankle and hip joints		2	
8. Creating a training plan for seniors		2	
9. Training programs for groups: differences between individualization and collective approaches		2	
10. Use of physical activity monitoring technology in functional training		2	
11. Creating a kettlebell training program for functional strength and conditioning		2	
12. Developing a fat burning training plan using variable intensity methods		2	
13. Designing a Functional Training Program for Performance Athletes		2	
14. Functional Elastic Band Training: Strength and Flexibility Exercises		2	
<p>Bibliografie obligatorie Bădău D., Bădău A., Grancea M. (2018). Fitness. Postură și mișcare, Ed. Universității „Transilvania” din Brașov. Bompa, T., Buzzichelli, C. (2018). Periodization-6th edition, Theory and Methodology of Training, Human Kinetics Publishers.</p>			

Boyle, M. (2016). New Functional Training for Sports. Human Kinetics Publishers .

Dinu, M. (2020). Ghid practic de fitness și nutriție. București: Editura Didactică și Pedagogică.

Gray, C. (2020). The Complete Guide to Functional Training (3rd ed.). London: Bloomsbury Sport.

Liebenson, Craig. (2014). Functional training handbook. Ed. LWW.

Lowery, L., (2016). Functional fitness. The personal trainer’s guide. Ed. Meyer&Meyer Sport (UK) Ltd.

McGill, S. (2016). Back Mechanic: The Secrets to a Healthy Spine Your Doctor Isn't Telling You. Waterloo: Backfitpro Inc

Osipov, A., et al. (2018). Effect of functional training on physical fitness among athletes: A systematic review. Frontiers in Sports Science

Stone, M., (2022). Strength and Conditioning in Sports: From Science to Practice, Ed. Routledge.

Bibliografie facultativă

Baechle, T. R., & Earle, R. W. (2008). Essentials of strength training and conditioning. Human Kinetics.

Cook, G. (2010). Movement: Functional movement systems: Screening, assessment, corrective strategies. On Target Publications.

Chek, P. (2001). How to eat, move, and be healthy! C.H.E.K. Institute.

Clark, M. A., Lucett, S. C., & Corn, R. J. (2010). NASM Essentials of Personal Fitness Training. Jones & Bartlett Learning.

Gamble, P. (2006). Strength and conditioning for team sports: Sport-specific physical preparation for high performance. Routledge.

Kraemer, W. J., & Fleck, S. J. (2007). Optimizing strength training: Designing nonlinear periodization workouts. Human Kinetics.

Verkhoshansky, Y. V., & Siff, M. C. (2009). Supertraining. Ultimate Athlete Concepts.

Wilmore, J. H., & Costill, D. L. (2004). Physiology of sport and exercise. Human Kinetics.



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


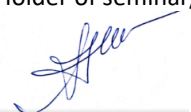
- Constant updating of curriculum content in line with professional trends and standards.
- Development of practical skills and real applications for employers and clients and the educational system in Romania.
- Active involvement of representatives of epistemic communities and professional associations in the educational process.
- Implementation of an evaluation system based on the direct feedback of employers and specialists 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	The level of acquisition of knowledge related to the use of principles, rules, actuation systems and means specific to personalized training and functional training.	Oral exam	70%
10.5 Seminar/ laboratory/ project	Analysis of student interventions in PL activities and application of the project within the group.	Project	30%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> • The level of theoretical knowledge required for promotion - minimum grade 5 (five); • Project presentation - minimum grade 5 (five); • Attendance at a minimum of 50% course sessions. • Attendance at a minimum of 80% PL sessions. 			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Associate professor, PhD. Ioan TURCU, Dean 	Associate professor, PhD. Florentina NECHITA, Head of Department 
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Lecturer, PhD. Ștefan ALECU Course holder 	Lecturer, PhD. Ștefan ALECU Holder of seminar/ laboratory/ project 
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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 Brasov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Physical Education and Special Motility
1.4 Field of study ¹⁾	Sports Science and Physical Education
1.5 Study level ²⁾	Master's degree
1.6 Study programme/ Qualification	Leadership of Fitness and Recreational Activities (in english) / Physical Education Teacher in High School and Post-High School

2. Data about the course

2.1 Name of course		Communication in Physical Activity							
2.2 Course convenor		Fintina Ioana-Maria							
2.3 Seminar/ laboratory/ project convenor		Fintina Ioana-Maria							
2.4 Study year	II	2.5 Semester	I	2.6 Evaluation type	C	2.7 Course status	Content ³⁾	DAI	
							Attendance type ⁴⁾	-	

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					20
Additional documentation in libraries, specialized electronic platforms, and field research					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					25
Tutorial					4
Examinations					3
Other activities.....					
3.7 Total number of hours of student activity			72		
3.8 Total number per semester			100		
3.9 Number of credits ⁵⁾			4		

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Elements of integration and communication (studied in high school)
4.2 competences-related	<ul style="list-style-type: none"> Capacities for analysis, synthesis, divergent thinking

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> Lecture hall with video projection equipment
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Auditorium equipped with computer technology

6. Specific competences and learning outcomes

Professional competences	<p>Cp1. Assessment and development of physical and motor performance L.O. 1.3. The graduate develops counseling and mentoring skills to guide practicing subjects in achieving their maximum physical potential.</p> <p>Cp2. Leadership and management of fitness and leisure activities L.O. 2.1. The graduate demonstrates the ability to manage research projects and work teams to analyze and develop effective educational practices and policies for different age groups and gender. L.O. 2.2. The graduate develops leadership skills to influence educational policies and practices in his/her field of expertise. L.O. 2.3. The graduate promotes professional ethics and values among colleagues and the educational community.</p> <p>Cp3. Planning and implementation of leisure motor activity programs L.O. 3.1. The graduate designs and implements innovative leisure motor activity programs for different age groups, taking into account current research and recommendations in the field. L.O. 3.3. The graduate organizes, coordinates and manages events and motor activities in the community, promoting a proactive lifestyle.</p>
Transversal competences	<p>Ct1 Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities L.O. 1.2 The graduate collaborates effectively with other health and education professionals to develop and implement interdisciplinary research projects aimed at assessing and assessing the bio-motor level by age and gender categories. L.O. 1.3. The graduate develops research project management skills, including planning, collecting, analyzing data and disseminating results in the scientific community, in order to expand specific knowledge. L.O. 1.4. The graduate uses communication technologies, in English, to facilitate the exchange of information and the coordination of services for the benefit of subjects and the community.</p> <p>Ct.2. Continuing professional development and career planning in the field of physical education and sports L.O. 2.1. The graduate plans and monitors his/her continuing professional development, including participation in advanced courses and relevant conferences. L.O. 2.3. The graduate should have the ability to integrate and coherently present physical training techniques and methods depending on the motivations and objectives of individuals or groups of subjects, aiming at personal self-improvement.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> Acquiring notions and concepts specific to the field of sports science and physical education, with the main theories of the field and how they intervene in the communication and social integration of the individual.
7.2 Specific objectives	<ul style="list-style-type: none"> Understanding the system of theoretical and practical knowledge that underpins the types of communication in sports activities; Identifying concrete situations for applying communication theories and principles; Team cooperation to solve tasks specific to motor activities.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Socialization – definitions, characteristics, explanatory theories, stages of socialization.	- Interactive course - Slide-based lecture, enhanced by conversation and debate - Case study - viewing of thematic educational films	2 hours	
Communication – fundamental form of socialization. Factors influencing communication		2 hours	
Motion activities – factor of interpersonal communication		2 hours	
Motion activities – factor favoring socialization		2 hours	
Types of socialization within motor activities. Sports group: characteristics, typology, dynamics, cohesion, structure and sociometric status.		2 hours	
Socio-cultural impact of motor activities		2 hours	
The role and consequences of the socializing attitude in motor activities		2 hours	
Bibliography <ul style="list-style-type: none"> Curițianu I. Comunicare și integrare socială prin activități sportive, Editura Universității Transilvania din Brașov, ISBN 978-606-19-0853-0, 2016. Curițianu, I.M. Competitive relations and communication in team sports. Journal of social science research, 7(2), 			

2015, ISSN: 1276–1280, 2015			
<ul style="list-style-type: none"> • Sofyan D, Abdullah KH, Akinci AY, Osiobe EU. Map-based communication: a pivotal function of knowledge information in sports. J Kaji Komun.;10(2):133–44, 2022. • Alshuraiaan, A. Exploring the Relationship Between Teacher-Student Interaction Patterns and Language Learning Outcomes in TESOL Classrooms. Journal of English Language Teaching and Applied Linguistics, 5(3), 2023. • Bandeira, A. da S., Ravagnani, F. C. de P., Barbosa Filho, V. C., de Oliveira, V. J. M., de Camargo, E. M., Tenório, M. C. M., Sandreschi, P. F., dos Santos, P. C., Ramires, V. V., Hallal, P. C., & Silva, K. S. Mapping Recommended Strategies to Promote Active and Healthy Lifestyles Through Physical Education Classes: a Scoping Review. International Journal of Behavioral Nutrition and Physical Activity, 19(1), 36, 2022. 			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Typology of communications	- Interactive course	2 hours	
Deciphering nonverbal communication	- Slide-based lecture, enhanced by conversation and debate	2 hours	
Communication with teammates in different sports		2 hours	
Communication with coaches		2 hours	
Conflict in sports		2 hours	
Fair play in sports	- Case study - viewing of thematic educational films	2 hours	
Individual sociogram. Sociogram of a stage of sports games Sociogram of a sports group		2 hours	
Bibliography <ul style="list-style-type: none"> • Curițianu I. Comunicare și integrare socială prin activități sportive, Editura Universității Transilvania din Brașov, ISBN 978-606-19-0853-0, 2016. • Curițianu, I.M. Competitive relations and communication in team sports. Journal of social science research, 7(2), ISSN: 1276–1280, 2015. • Sofyan D, Abdullah KH, Akinci AY, Osiobe EU. Map-based communication: a pivotal function of knowledge information in sports. J Kaji Komun.;10(2):133–44, 2022. • Alshuraiaan, A. Exploring the Relationship Between Teacher-Student Interaction Patterns and Language Learning Outcomes in TESOL Classrooms. Journal of English Language Teaching and Applied Linguistics, 5(3), 2023. • Bandeira, A. da S., Ravagnani, F. C. de P., Barbosa Filho, V. C., de Oliveira, V. J. M., de Camargo, E. M., Tenório, M. C. M., Sandreschi, P. F., dos Santos, P. C., Ramires, V. V., Hallal, P. C., & Silva, K. S. Mapping Recommended Strategies to Promote Active and Healthy Lifestyles Through Physical Education Classes: a Scoping Review. International Journal of Behavioral Nutrition and Physical Activity, 19(1), 36, 2022. 			





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

Training professionals in the field of sports science and physical education who possess the necessary skills to provide guidance in the organization and management of fitness activities and recreational motor activities by age, gender and bio-motor potential categories.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Presentation of the project (for the development of which at least 10 bibliographical sources will be used)	Project	80%
10.5 Seminar/ laboratory/ project	Analysis of the student's interventions in the seminar activities	-	20%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> • presentation of projects 			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Associate Professor Ioan TURCU Dean 	Associate Professor Florentina NECHITA Head of Department 
Associate Professor Ioana-Maria FÎNTÎNĂ Course holder 	Associate Professor Ioana-Maria FÎNTÎNĂ 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	University Transilvania Brasov
1.2 Faculty	Physical Education and Mountain Sports
1.3 Department	Physical Education and Special Motricity
1.4 Field of study ¹⁾	Science of Sport and Physical Education
1.5 Study level ²⁾	Master
1.6 Study programme/ Qualification	LEADERSHIP OF FITNESS AND RECREATIONAL ACTIVITIES (in English) / Physical Education Teacher in High School and Post-High School

2. Data about the course

2.1 Name of course	Ethics and deontology in the Science of Sport and Physical Education							
2.2 Course convenor	Badau Adela							
2.3 Seminar/ laboratory/ project convenor	Andreea Corina Cătănescu							
2.4 Study year	II	2.5 Semester	II	2.6 Evaluation type	C	2.7 Course status	Content ³⁾	DSI
							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					20
Additional documentation in libraries, specialized electronic platforms, and field research					22
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					28
Tutorial					
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity			72		
3.8 Total number per semester			100		
3.9 Number of credits ⁵⁾			4		

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Curricular tools (specialty books, course notes, 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 in the field.
4.2 competences-related	<ul style="list-style-type: none"> Teaching skills acquired in one's own teaching career, through accumulated experience and through the development of personal curricular tools. All teaching staff, course holders, must hold the scientific title of doctor

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> Classroom equipped with video projector
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Classroom equipped with video projector

6. Specific competences and learning outcomes

Professional competences	Cp1. Assessment and development of physical and motor performance
	L.O.2.1. The ability to use advanced methods of assessing the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender.
	L.O. 2.2 Develops counseling and mentoring skills to guide trainees to reach their maximum physical potential.
	Cp2. Leadership and management of fitness and leisure activities
	L.O.2.1. Develops leadership skills to influence educational policies and practices in his/her area of expertise.
	L.O.2.2. Promotes professional ethics and values among colleagues and the educational community

Transversal competences	<p>Ct1. Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities</p> <p>L.O.2.1. The ability to apply modern techniques and methods to improve human communication in an international language (in English), by developing creativity, responsibility and decision-making ability.</p> <p>L.O. 2.2 . Develops skills in managing research projects, including planning, collecting, analyzing data and disseminating results to the scientific community in order to expand specific knowledge.</p> <p>Ct2 Continuing professional development and career planning in physical education and sport</p> <p>L.O.2.1. Plans and pursues his/her continuing professional development, including attending advanced courses and relevant conferences.</p> <p>L.O. 2.2. Evaluates career opportunities in motor activities and develops strategies for advancement and specialization.</p>
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7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> Developing fundamental knowledge about ethics, morality, and deontology, with applicability in the field of sports and physical education. Familiarization with national and international deontological codes applicable in sports and physical education, as well as with relevant regulations.
7.2 Specific objectives	<ul style="list-style-type: none"> Understanding the importance of fair play and adherence to the rules of the game, both at the competitive and recreational levels. Cultivating ethical and professional relationships among athletes, coaches, teachers, parents, and other stakeholders involved in the field. Evaluating the role of sports as a tool for social inclusion, cohesion, and community development within the context of ethical principles.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Ethics, Deontology, Values - Definitions used in sports activity and in physical education The Values of Sports Ethics Responsibilities	Power Point lecture	2	
Code of Sports - Stakeholders involved in guiding sport as a tool for developing ethics and values	Power Point lecture	2	
Ethics in Sport - Guidelines for teachers Teaching ethical values through sport in physical education lessons	Power Point lecture	2	
Ethics in sport - How to educate for ethical values in and through sport?	Power Point lecture	2	
Ethical Sportsmanship The Importance of Ethical Sportsmanship What is the goal of sportsmanship? How do you promote sportsmanship? Sportsmanship in performance sports activity	Power Point lecture	2	
The European Commission's view on sport	Power Point lecture	2	
European policy approach in sport	Power Point lecture	2	
Bibliography			
<ol style="list-style-type: none"> Abad Robles, M. T., Navarro Domínguez, B., Cerrada Nogales, J. A., & Giménez Fuentes-Guerra, F. J. (2021). The development of respect in young athletes: A systematic review and meta-analysis. <i>PloS one</i>, 16(6), e0252643. https://doi.org/10.1371/journal.pone.0252643 Agnew, D., Henderson, P., & Woods, C.T. (2017). Ethics, integrity and well-being in elite sport: A systematic review. <i>The sport journal</i>. Kadlac, A., 2021, <i>The Ethics of Sports Fandom 1st Edition</i>, Publisher, Routledge, Chapman & Hall, New York end London, Incorporated, ISBN: 978-1032122311 Simon, L. R., 2016, <i>The Ethics of Sport: What Everyone Needs to Know</i>, Publisher United States of America, Oxford University Press, Walter, T. Champion, Jr., Richard, T. Karcher, JD; Lawrence, S. Ruddell, 2020, <i>Sports Ethics for Sports Management Professionals</i>, ISBN:9781284171303, Publisher Jones & Bartlett Learning William J J. Morgan, 2023, <i>Ethics in Sport</i>, Publisher Human Kinetics, ISBN-139781718219731 			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Principles can be identified as the structural values of sport International Committee al Fair – Play/ International Olympic	Interactive discussions Presentations and exposés	2	

Committee	/ Debates		
Ethical Dilemmas in Professional Sports The Role of Coaches in Teaching Ethical Values Sports Ethics and the Law: Navigating Legal and Moral Responsibilities the Influence of Media on Sports Ethics	Interactive discussions Presentations and exposés / Debates	2	
How to educate for ethical values in and through sport? Educational Strategies for Encouraging Ethical Behaviours in Physical Education The Role of Integrity in Physical Education: Building Ethical Foundations Analyse the importance of integrity in sports and physical education, focusing on how it influences students' character development and behaviour.	Interactive discussions Presentations and exposés / Debates	2	
Encouraging athletes to exhibit good Sports behaviour What are some unethical practices in sport? What is Sports Integrity?	Interactive discussions Presentations and exposés / Debates	2	
How to teach and learn ethical values and skills through sports? Understanding Competitive Ethics	Interactive discussions Presentations and exposés / Debates	2	
Actions for sport and society Supporting dialogue between policy makers and sport organisers promotes healthy living and social cohesion for young people across Europe.	Interactive discussions Presentations and exposés / Debates	2	
Integrity and values in sport safe environment in sport fight against hate Development and promotion within sport fight against the manipulation of sports competitions	Interactive discussions Presentations and exposés / Debates	2	
Bibliography			
1. Ciulla, J.B., Knights, D., Mabey C., & Tomkins, L. (2018). Philosophical contributions to leadership ethics. Business Ethics Quarterly, 28(1), 1–14. DOI: 10.1017/beq.2017.48 [DOI] [Google Scholar]			
2. De Waegeneer, E., & Willem, A. (2016). Conceptualizations of fair play: A factorial survey study of moral judgments by badminton players. Ethics & Behavior, 26(4), 312–329. DOI: 10.1080/10508422.2015.1019071 [DOI] [Google Scholar]			
3. https://book.coe.int/en/sports-monographs/4725-pdf-ethics-and-sport-in-europe.html			
4. https://sport.ec.europa.eu/policies/sport-and-society			
5. https://eur-lex.europa.eu/RO/legal-content/summary/white-paper-on-sport.html			
6. file:///C:/Users/Owner/Downloads/charte dethique et de deontologie du sport francais.pdf			


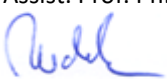


9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

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. Counselling, guiding and mediating students in view of socio-psycho-pedagogical integration

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowledge of theoretical notions about ethics, fair play, sportsmanship, deontology, integrity, behaviors, with applicability in the field of sports and physical education.	Written exam Grid test	70%
10.5. Seminar/ laboratory/ project	The novelty of the contents, the way of presentation, the originality and the ability to synthesize, in the elaboration of the 2 projects	ORAL EXAM	30%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Students will learn to apply ethical and deontological principles in concrete situations, acquiring skills demanded by professionals in the field. Fulfilling the criteria of the discipline and obtaining the grade: 5 (five) in the final exam (grid test). 			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Dean Assist. Prof. PhD. Ioan TURCU 	Head of Department Assist. Prof. PhD. Florentina NECHITA 
Course holder Prof. PhD. Badau Adela 	Holder of seminar/ laboratory/ project Lecturer, PhD Andreea Corina CATANESCU 

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	TRANSYLVANIA UNIVERSITY
1.2 Faculty	FACULTY OF PHYSICAL EDUCATION AND MOUNTAIN SPORTS
1.3 Department	PHYSICAL EDUCATION AND SPECIAL MOTRICITY
1.4 Field of study ¹⁾	SCIENCE OF SPORTS AND PHYSICAL EDUCATION
1.5 Study level ²⁾	MASTER
1.6 Study programme/ Qualification	LEADERSHIP OF FITNESS AND RECREATION ACTIVITIES (in English)/ TEACHER OF PHYSICAL EDUCATION AND SPORTS

2. Data about the course

2.1 Name of course	MANAGEMENT AND LEADERSHIP OF ACTIVITIES IN FITNESS CENTERS							
2.2 Course convenor	ONEA GHEORGHE-ADRIAN							
2.3 Seminar/ laboratory/ project convenor	ONEA GHEORGHE-ADRIAN							
2.4 Study year	2	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					30
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	83				
3.8 Total number per semester	125				
3.9 Number of credits ⁵⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Basic courses in <i>management, leadership</i>
4.2 competences-related	<p>Managerial skills:</p> <ul style="list-style-type: none"> Strategic planning and resource organization skills. Experience managing teams. <p>Leadership skills:</p> <ul style="list-style-type: none"> Team motivation and conflict management. Developing a performance-oriented organizational culture.

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> Amphitheater, video projector, course support
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Amphitheater, video projector

6. Specific competences and learning outcomes

Professional competences	<p>C.2. Leadership and management of fitness and leisure activities</p> <p>R.Î. 2.1. The graduate demonstrates the ability to manage research projects and work teams to analyze and develop effective educational practices and policies for different age and gender groups.</p> <p>R.Î. 2.2. The graduate develops leadership skills to influence educational policies and practices in his or her area of expertise.</p>
Transversal competences	<p>CT1 Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities</p> <p>R.Î. 1.3. The graduate should have the ability to develop and lead personalized programs specific to fitness and recreational activities through the appropriate use of modern didactic strategies, in English;</p> <p>R.Î. 1.4. The graduate uses communication technologies, in English, to facilitate the exchange of information and the coordination of services for the benefit of subjects and the community.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> Develop the management and leadership skills necessary to organize, coordinate, and optimize activities in fitness centers, increasing operational efficiency, customer satisfaction, and team performance.
7.2 Specific objectives	<ul style="list-style-type: none"> Acquiring theoretical and practical knowledge in the management of fitness centers: <ul style="list-style-type: none"> Understanding the structure and operation of a fitness center. Creation and implementation of business strategies adapted to the fitness market. Developing leadership skills for managing teams: <ul style="list-style-type: none"> Training and motivating the team of coaches and support staff. Managing conflicts and promoting collaboration within the team.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Leadership styles in sports management	Interactive lecture, power point presentation	4	
Creating a successful brand in the wellness industry.	lecture, power point presentation	4	
Optimization of financial and material resources.	lecture, power point presentation	4	
The impact of technology in the development of fitness programs	Interactive lecture, power point presentation	4	
Intrinsic motivation vs. extrinsic in adopting an active lifestyle.	lecture, power point presentation	4	
Applied Research Methods in Fitness and Sport.	lecture, power point presentation	4	
Planning and implementing events in fitness centers	Interactive lecture, power point presentation	4	

Mandatory Bibliography

Armstrong, M. (2020). *Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Delivering High Performance*. Kogan Page Publishers.

Barney, J. B., & Hesterly, W. S. (2019). *Strategic Management and Competitive Advantage: Concepts and Cases*. Pearson.

Clarke, J. (2020). *Event Management: Theory and Practice for Fitness Professionals*. Routledge.

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2016). *Evaluating Training Programs: The Four Levels*. Berrett-Koehler Publishers.

Kotler, P., & Keller, K. L. (2016). *Marketing Management*. Pearson Education.

Ratten, V., & Ferreira, J. J. M. (2017). *Sport Entrepreneurship and Innovation*. Routledge.

Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior*. Pearson Education.

Weinberg, R., & Gould, D. (2018). *Foundations of Sport and Exercise Psychology*. Human Kinetics.

Optional Bibliography

Bailey, R., & Morley, D. (2006). Towards a Model of Leadership in Sport and Exercise. *Quest*, 58(4), 395-417.

Chelladurai, P. (2014). *Managing Organizations for Sport and Physical Activity: A Systems Perspective*. Human Kinetics.

Fletcher, D., & Arnold, R. (2011). A Qualitative Study of Performance Leadership in Elite Sport. *Journal of Applied Sport Psychology*.

Slack, T., & Parent, M. M. (2006). *Understanding Sport Organizations: The Application of Organization Theory*. Human Kinetics.

West, M. A., & Richter, A. W. (2008). Teamwork and Leadership in High-Performance Organizational Contexts. <i>International Review of Industrial and Organizational Psychology</i> , 23.			
Zaccaro, S. J., & Klimoski, R. J. (2001). <i>The Nature of Organizational Leadership: Understanding the Performance Imperatives Confronting Today's Leaders</i> . Jossey-Bass.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Role-playing: Applying leadership styles in complex situations.	Oral presentation	2	
Creating a promotional campaign for a new service in a fitness center.	Oral presentation	2	
Analyzing the profitability of a center based on revenue models.	Oral presentation	2	
Designing a mobile application concept for managing the activities of a center.	Oral presentation	2	
Creating a loyalty program based on consumer needs and motivations.	Oral presentation	2	
Presentation of a recent scientific article on innovations in fitness.	Oral presentation	2	
Creating a detailed plan for organizing a sports event (eg crossfit competition)	Oral presentation	2	
<p>Mandatory Bibliography</p> <p>Armstrong, M. (2020). <i>Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Delivering High Performance</i>. Kogan Page Publishers.</p> <p>Barney, J. B., & Hesterly, W. S. (2019). <i>Strategic Management and Competitive Advantage: Concepts and Cases</i>. Pearson.</p> <p>Clarke, J. (2020). <i>Event Management: Theory and Practice for Fitness Professionals</i>. Routledge.</p> <p>Kirkpatrick, D. L., & Kirkpatrick, J. D. (2016). <i>Evaluating Training Programs: The Four Levels</i>. Berrett-Koehler Publishers.</p> <p>Kotler, P., & Keller, K. L. (2016). <i>Marketing Management</i>. Pearson Education.</p> <p>Ratten, V., & Ferreira, J. J. M. (2017). <i>Sport Entrepreneurship and Innovation</i>. Routledge.</p> <p>Robbins, S. P., & Judge, T. A. (2019). <i>Organizational Behavior</i>. Pearson Education.</p> <p>Weinberg, R., & Gould, D. (2018). <i>Foundations of Sport and Exercise Psychology</i>. Human Kinetics.</p> <p>Optional Bibliography</p> <p>Bailey, R., & Morley, D. (2006). Towards a Model of Leadership in Sport and Exercise. <i>Quest</i>, 58(4), 395-417.</p> <p>Chelladurai, P. (2014). <i>Managing Organizations for Sport and Physical Activity: A Systems Perspective</i>. Human Kinetics.</p> <p>Fletcher, D., & Arnold, R. (2011). A Qualitative Study of Performance Leadership in Elite Sport. <i>Journal of Applied Sport Psychology</i>.</p> <p>Slack, T., & Parent, M. M. (2006). <i>Understanding Sport Organizations: The Application of Organization Theory</i>. Human Kinetics.</p> <p>West, M. A., & Richter, A. W. (2008). Teamwork and Leadership in High-Performance Organizational Contexts. <i>International Review of Industrial and Organizational Psychology</i>, 23.</p> <p>Zaccaro, S. J., & Klimoski, R. J. (2001). <i>The Nature of Organizational Leadership: Understanding the Performance Imperatives Confronting Today's Leaders</i>. Jossey-Bass.</p>			

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





Aligning program content with the expectations of fitness communities, professional associations, and employers will ensure that graduates are prepared to meet the challenges and demands of a dynamic and ever-changing industry. The program will promote an integrated education based on research, practical applicability, and continuous professional development.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowledge of the theoretical concepts presented in the course	Written exam	60%
10.5 Seminar/ laboratory/ project	Presentation of a project with a theme specific to the discipline studied	Oral assessment	40%
10.6 Minimal performance standard			

- Minimum 80% participation in practical work and 50% in the course.
- Elaboration of two specialized reports
- Accumulation of a minimum amount of knowledge regarding the notions of obesity taught in the course.
- Final grade: the minimum grade for passing is 5 for both the project presentation and the written exam. The final mark (average) is obtained from the written exam (60%) and from the mark obtained when presenting a training plan (40%).

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Assoc. Prof. PhD. Ioan TURCU Dean 	Assoc. Prof. PhD. Florentina NECHITA Head of Department 
Assoc. Prof. PhD. Gheorghe-Adrian ONEA Course holder 	Lecturer PhD. Gheorghe-Adrian ONEA 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	PHYSICAL EDUCATION AND SPECIAL MOTRICITY
1.4 Field of study ¹⁾	SPORTS SCIENCE AND PHYSICAL EDUCATION
1.5 Study level ²⁾	MASTER'S DEGREE
1.6 Study programme/ Qualification	LEADERSHIP OF FITNESS AND RECREATIONAL ACTIVITIES (in English)/ Physical education teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course	PRACTICAL TRAINING AND PREPARATION OF THE DISSERTATION THESIS							
2.2 Course convenor	-							
2.3 Seminar/ laboratory/ project convenor	BADAU ADELA							
2.4 Study year	2	2.5 Semester	2	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	4	out of which: 3.2 lecture	-	3.3 seminar/ laboratory/ project	4
3.4 Total number of hours in the curriculum	56	out of which: 3.5 lecture	-	3.6 seminar/ laboratory/ project	56
Time allocation					hours
Study of textbooks, course support, bibliography and notes					24
Additional documentation in libraries, specialized electronic platforms, and field research					10
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					-
Tutorial					6
Examinations					4
Other activities.....					
3.7 Total number of hours of student activity	44				
3.8 Total number per semester	100				
3.9 Number of credits ⁵⁾	4				

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Curricular tools – Regulations for the completion of the dissertation work, specialized 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 in the field
4.2 competences-related	<ul style="list-style-type: none"> All teaching staff, course holders, must hold the scientific title of doctor.

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> -
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Classroom equipped with video projector

6. Specific competences and learning outcomes

Professional competences	<p>C1. Assessment and development of physical and motor performance L.O.1.1. The student uses advanced methods to evaluate the motor capacity and skills of participants to develop personalized physical activity programs tailored to the specific needs of each age group and gender. L.O.1.2. The student analyzes evaluation data to monitor the physical/motor progress of participants and adapt instructions and programs accordingly.</p> <p>C2. Leadership and management of fitness and leisure recreational activities L.O.2.1. The student demonstrates the ability to manage research projects and work teams to analyze and develop effective educational practices and policies for different age groups and genders. L.O.2.2. The student develops leadership skills to influence educational policies and practices within their area of expertise.</p> <p>C3. Planning and implementation of motor leisure activity programs L.O.3.1. The student designs and implements innovative motor leisure activity programs for different age groups, taking into account current research and recommendations in the field. L.O.3.2. The student integrates technologies and digital resources into the development and delivery of motor activity programs. L.O.3.3. The student organizes, coordinates, and manages events and motor activities in the community, promoting proactive lifestyle.</p>
Transversal competences	<p>CT1. Communication and interprofessional cooperation in the context of motor activities specific to fitness and recreational activities L.O.1.4. The student will have the ability to develop and lead personalized programs specific to fitness and recreational activities by appropriately using modern teaching strategies in English. L.O.1.5. The student uses communication technologies in English to facilitate the exchange of information and the coordination of services for the benefit of participants and the community.</p> <p>CT2. Continuous professional development and career planning in physical education and sports L.O.2.1. The student plans and pursues continuous professional development, including participation in advanced courses and relevant conferences. L.O.2.2. The student evaluates career opportunities in the field of motor activities and develops strategies for advancement and specialization. L.O.2.3. The student will have the ability to coherently integrate and present physical training techniques and methods according to the motivations and objectives of individuals or groups, aiming at personal self-improvement.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> • knowledge and appropriate use of specific notions of research methodology; • acquisition of basic theoretical and practical knowledge, methods and means, as well as the necessary applications. • assimilation of knowledge, methods and procedures necessary for research; • acquisition of the necessary knowledge for the application and interpretation of basic statistical and mathematical indicators and their applications in the dissertation. • use of IT tools. • optimal and creative use of one's own potential in scientific activities and in the preparation of the dissertation.
7.2 Specific objectives	<ul style="list-style-type: none"> • knowledge of the theoretical concepts necessary for the proper conduct of practical activities. • formation of the terminology appropriate to the discipline. • understanding the conduct of practical activities of data recording and their interpretation. • management of relations with the physiology laboratory environment and with authorized institutions.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
-			
Bibliography			
-			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Identification of the title proposed by the	Interactive lecture,	2	

supervisor for the dissertation work	debate, presentation		
2. Making the dissertation plan	Lecture, debate, multimedia materials, heuristic conversation, explanation, debate, case study, problematization, computer data processing, situation simulation, group, individual and frontal work methods, methods for developing critical thinking, individual study.	6	
3. Establishing the bibliography used to develop the substantiation of the dissertation work in agreement with the supervisor		4	
4. Determination and analysis of independent and dependent variables and the correlations that can be made between them		4	
5. Formulation of the purpose, hypotheses, tasks and objectives of the dissertation		4	
6. Establishing subject samples and periodization		4	
7. Establishing research methods specific to the dissertation work		4	
8. Description of tests and measurements		4	
9. Substantiation and presentation of the theoretical concepts that underlie the dissertation. Completion of the first part – Theoretical substantiation of the dissertation.		6	
10. Presentation of the theoretical concepts of the dissertation to the group		6	
11. Applications in organizing and conducting an experiment (different types of experiment). Significance tests.		4	
12. Final conclusions of the dissertation (research), defense of the work before a specialized committee		4	
13. Final evaluation - colloquium		4	
<p>Bibliografie obligatorie</p> <ol style="list-style-type: none"> 1. Badau D. Advanced research in performance sports, notes of course for internal use, UNITBV, 2024 2. Petre R. G. (2022) Metode de cercetare in Stiinta Sportului si Educatiei fizice, note de curs, Editura Universitatii Alexandru Ioan Cuza, Iasi. 3. Predoiu, A. (2022). Metode de cercetare în Știința Sportului și Educației Fizice. Curs pentru învățământ cu frecvență redusă. Discobolul. <p>2025 – Exemple si recomandari redactarea lucrarii de disertatie https://econ.unitbv.ro/ro/stiri-si-evenimente/132-studenti/lucrarea-mea-%C8%99tiin%C8%9Bific%C4%83/documente-necesare-licenta-disertatie/358-exemple-de-redactare.html</p> <p>Bibliografie facultative</p> <p>Turcu, I. (2007). <i>Metodologia cercetării în educație fizică și sport</i>. Editura Universității" Transilvania.</p>			




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. Counseling, guiding and mediating students with a view to socio-psycho-pedagogical integration.

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	The quality of the acquired elements, compared to the provisions of the subject sheet	Periodic testing from practice to research Colloquy	100%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> • Presentation of the first part of the dissertation work – Theoretical substantiation of the work. • Active participation and frequency of practical classes to cover at least 80% of the load allocated to the discipline, and the conduct of the activities to be of an appropriate academic level. 			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26.09/2024

Dean Assoc.Prof.PhD. Turcu Ioan 	Head of Department Assoc.Prof.PhD. Nechita Florentina 
Course holder	Holder of seminar/ laboratory/ project Prof. PhD. Badau Adela 

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	TRANSYLVANIA UNIVERSITY OF BRASOV
1.2 Faculty	PHYSICAL EDUCATION AND MOUNTAIN SPORTS
1.3 Department	MOTOR PERFORMANCE
1.4 Field of study ¹⁾	SPORT SCIENCES AND PHYSICAL EDUCATION
1.5 Study level ²⁾	MASTER'S DEGREE/DAY
1.6 Study programme/ Qualification	LEADERSHIP OF FITNESS AND RECREATIONAL ACTIVITIES (in English) / Physical Education Teacher in high school and Post-High School

2. Data about the course

2.1 Name of course		Applied research in motor activities						
2.2 Course convenor		Dana Badau						
2.3 Seminar/ laboratory/ project convenor		Dana Badau						
2.4 Study year	2	2.5 Semester	2	2.6 Evaluation type	C	2.7 Course status	Content ³⁾	DAP
							Attendance type ⁴⁾	CPC

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					30
Additional documentation in libraries, specialized electronic platforms, and field research					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					20
Tutorial					-
Examinations					2
Other activities.....					-
3.7 Total number of hours of student activity					72
3.8 Total number per semester					100
3.9 Number of credits ⁵⁾					4

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Curricular tools (specialty books, course notes, 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 in the field.
4.2 competences-related	<ul style="list-style-type: none"> Teaching skills acquired in one's own teaching career, through accumulated experience and through the development of personal curricular tools. All teaching staff, course holders, must hold the scientific title of doctor.

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> Classroom, video projector
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Explicitly stated in the Student Didactic Regulations

6. Specific competences and learning outcomes

Professional competences	<p>Cp. 1. Assessment and development of physical and motor performance</p> <p>L.O. 1.1. The ability to use advanced methods of assessing the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender.</p> <p>L.O. 1.2. Ability to analyze assessed data to monitor subjects' physical/motor progress and adapt instruction and programs accordingly.</p> <p>L.O. 1.3. Develops counseling and mentoring skills to guide trainees to reach their maximum physical potential.</p> <p>Cp. 2. Leadership and management of fitness and leisure activities</p> <p>L.O. 2.1. Demonstrates the ability to manage research projects and work teams to analyze and develop effective educational practices and policies for different age and gender groups.</p> <p>L.O. 2.2. Develops leadership skills to influence educational policies and practices in his/her area of expertise.</p> <p>L.O. 2.3. Promotes professional ethics and values among colleagues and the educational community.</p> <p>L.O. 2.4. The ability to apply risk management in the sports field.</p> <p>Cp. 3. Planning and implementation of free time motor activity programs</p> <p>L.O. 3.1. Designs and implements innovative leisure time motor activity programs for different age groups, taking into account current research and recommendations in the field.</p> <p>L.O. 3.2. The ability to integrate and use technologies and digital resources in the development and delivery of motor activity programs.</p> <p>L.O. 3.3. Organize, coordinate and manage events and motor activities in the community, promoting a proactive lifestyle</p>
Transversal competences	<p>Ct. 1. Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities</p> <p>L.O. 1.1. The ability to apply modern techniques and methods to improve human communication in an international language (in English), by developing creativity, responsibility and decision-making ability.</p> <p>L.O. 1.2 The ability to collaborate effectively with other health and education professionals to develop and implement interdisciplinary research projects aimed at assessing the bio-motor level by age and gender categories.</p> <p>L.O. 1.2. Develops skills in managing research projects, including planning, collecting, analyzing data and disseminating results to the scientific community in order to expand specific knowledge.</p> <p>L.O. 1.3. The ability to develop and lead personalized programs specific to fitness and recreational activities through the appropriate use of modern didactic strategies, in English;</p> <p>L.O. 1.4. The ability to use communication technologies, in English, to facilitate the exchange of information and the coordination of services for the benefit of subjects and the community.</p> <p>Ct. 2. Continuing professional development and career planning in physical education and sport</p> <p>L.O. 2.1. Plans and pursues his/her continuing professional development, including attending advanced courses and relevant conferences.</p> <p>L.O. 2.2. Evaluates career opportunities in motor activities and develops strategies for advancement and specialization.</p> <p>R.Î 2.3. The ability to integrate and coherently present techniques and methods of physical training according to the motivations and objectives of individuals or groups of subjects, aiming at personal self-improvement.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> Mastering concepts and developing skills in using research methods and data design and analysis
7.2 Specific objectives	<ul style="list-style-type: none"> mastering the basic notions, principles and concepts specific to research methods, developing design and data analysis skills, organizing, leading and disseminating scientific research.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
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1. Research methods - general and specific aspects of sports science	Lecture, debate, multimedia presentations (ppt)	2	
2. Investigation methods: observation, investigation, experiment, etc.	Lecture, debate, multimedia presentations (ppt)	2	
3. Statistical methods, data analysis and interpretation	Lecture, debate, multimedia presentations (ppt)	2	
4. Measurement and testing in recreational and sports activity	Lecture, debate, multimedia presentations (ppt)	2	
5. Writing research papers	Lecture, debate, multimedia presentations (ppt)	2	
6. Scientific authorship. Databases. Researchers' profile	Lecture, debate, multimedia presentations (ppt)	2	
7. Review	Lecture, debate, multimedia presentations (ppt)	2	
<p>Bibliography</p> <ol style="list-style-type: none"> Badau D. Advanced research in performance sports, notes of course for internal use, UNITBV, 2024 Creswell J. <i>Research design: Qualitative, quantitative, and mixed methods approaches</i>/ 3rd ed. Edit. Sage, 2016, (https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/Creswell.pdf) Franks M. (2019). <i>Essentials of Performance Analysis in Sport</i>: Third edition. Publishing House Routledge Mannings H., (2022). <i>The Science of Athletic Performance</i>. Book Bound Studios, <p>Optional bibliography</p> <ol style="list-style-type: none"> Turcu, I. – Metodologia cercetării în educație fizică și sport, Editura Universității Transilvania Brașov, Brașov, 2007 Bogdan, I. – Elemente de metodică a cunoașterii, cercetării științifice și valorificării cunoștințelor, Editura Universității Lucian Blaga, Sibiu, 2007. Chelcea, S. – Metodologia cercetării sociologice. Metode cantitative și calitative, Editura Economică, București, 2004. Epuran, M. – Metodologia cercetării activităților corporale – Exerciții fizice. Sport. Fitness, Editura FEST, București, 2005 			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Analyzing research methods	Debate, multimedia presentations (ppt)	2	
2. Presentation and analysis of survey models in the form of questionnaire and interview	Debate, multimedia presentations (ppt)	2	
3. Organizing and conducting an experiment	Debate, multimedia presentations (ppt)	2	
4. Tabulation of results and statistical processing with SPSS	Debate, multimedia presentations (ppt)	2	
5. Statistical indicators and their applicability in the field of physical education and sports	Debate, multimedia presentations (ppt)	2	
6. Analyzing aspects related to writing and defending research papers	Debate, multimedia presentations (ppt)	2	
7. 14. Review	Debate, multimedia presentations (ppt)	2	
<p>Bibliography</p> <ol style="list-style-type: none"> Badau D. Advanced research in performance sports, notes of course for internal use, UNITBV, 2024 Creswell J. <i>Research design: Qualitative, quantitative, and mixed methods approaches</i>/ 3rd ed. Edit. Sage, 2016, (https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/Creswell.pdf) Franks M. (2019). <i>Essentials of Performance Analysis in Sport</i>: Third edition. Publishing House Routledge Mannings H., (2022). <i>The Science of Athletic Performance</i>. Book Bound Studios, <p>Optional bibliography</p> <ol style="list-style-type: none"> Turcu, I. – Metodologia cercetării în educație fizică și sport, Editura Universității Transilvania Brașov, Brașov, 2007 			

6. Bogdan, I. – Elemente de metodică a cunoașterii, cercetării științifice și valorificării cunoștințelor, Editura Universității Lucian Blaga, Sibiu, 2007.
 7. Chelcea, S. – Metodologia cercetării sociologice. Metode cantitative și calitative, Editura Economică, București, 2004.
 Epuran, M. – Metodologia cercetării activităților corporale – Exerciții fizice. Sport. Fitness, Editura FEST, București, 2005



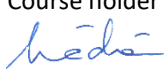
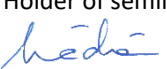
9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

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. Counseling, guiding and mediating students with a view to socio-psycho-pedagogical integration.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Solving topics from the subjects area	Essay test/ Quizz	50%
10.5 Seminar/ laboratory/ project	Portofolio evaluation	Oral presentation and ppt.	50%
10.6 Minimal performance standard			
Teaching regulations and will be graded with grades from 1-10. The minimum passing grade is 5.-Attendance: 80%			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024

Assoc. PhD. Ioan TURCU Dean 	Assoc. PhD. Florentina NECHITA 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	Transylvania University of Braşov
1.2 Faculty	Physical education and mountain sports
1.3 Department	Physical education and special motor skills
1.4 Field of study ¹⁾	Science of sport and physical education
1.5 Study level ²⁾	Master's degree
1.6 Study programme/ Qualification	Leadership of fitness and recreational activities (in english)/ Teacher in high school, post-high school education

2. Data about the course

2.1 Name of course	Fitness Management and Entrepreneurship							
2.2 Course convenor	PhD. lecturer Ştefan Alecu							
2.3 Seminar/ laboratory/ project convenor	PhD. lecturer Ştefan Alecu							
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	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					50
Additional documentation in libraries, specialized electronic platforms, and field research					15
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					15
Tutorial					-
Examinations					3
Other activities.....					-
3.7 Total number of hours of student activity			83		
3.8 Total number per semester			125		
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	• UnitBv lecture room equipped with a video projector.
5.2 for seminar/ laboratory/ project development	• UnitBv lecture room equipped with a video projector.

6. Specific competences and learning outcomes

Professional competences	<p>PC.1. Assessment and development of physical and motor performance L.O. 1.1. The graduate uses advanced methods of evaluating the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender. L.O. 1.2. Graduate analyzes assessment data to monitor subjects' physical/motor progress and adapt instruction and programs accordingly.</p> <p>PC 2. Leadership and management of fitness and leisure activities L.O. 2.3. The graduate promotes ethics and professional values among colleagues and the educational community. L.O. 2.4. The graduate applies risk management in the sports field.</p> <p>PC 3. Planning and implementation of free time motor activity programs L.O. 3.2. The graduate integrates technologies and digital resources in the development and delivery of motor activity programs. L.O. 3.3. The graduate organizes, coordinates and manages events and motor activities in the community, promoting a proactive lifestyle.</p>
Transversal competences	<p>TC. 1. Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities L.O. 1.3. The graduate should have the ability to develop and lead personalized programs specific to fitness and recreational activities through the appropriate use of modern didactic strategies, in English; L.O. 1.4. The graduate uses communication technologies, in English, to facilitate the exchange of information and the coordination of services for the benefit of subjects and the community.</p> <p>TC. 2. Continuing professional development and career planning in physical education and sport L.O. 2.2. The graduate evaluates career opportunities in the field of motor activities and develops strategies for advancement and specialization. L.O.2.3. The graduate should have the ability to coherently integrate and present techniques and methods of physical training according to the motivations and objectives of individuals or groups of subjects, aiming at personal self-improvement.</p>

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

7.1 General course objective	Developing effective business management skills in the field of fitness and stimulating the entrepreneurial spirit, to create and develop sustainable and innovative business models in the fitness industry, adapted to market requirements and needs.
7.2 Specific objectives	<ul style="list-style-type: none"> • Development of business planning and management skills in the field of fitness. • Study of the basic principles of business management and their application in the specific context of the fitness industry, including the development of a business plan. • Understanding of financial processes in the fitness business. • Gaining knowledge of financial management of fitness businesses including budgeting, cost analysis, cash flow and profitability evaluation. • Developing entrepreneurial skills to create and launch new initiatives in the field of fitness. • Improving the skills of identifying business opportunities, innovation and development of new products or services in the field of fitness. • Managing teams and interpersonal relationships within fitness organizations. • Understanding the processes of recruiting, motivating and managing teams, as well as developing the leadership skills necessary for a collaborative and productive work environment. • Promotion and marketing of fitness businesses. • Create and implement effective marketing strategies, including the use of digital tools and social media to attract and retain customers.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Introduction to Fitness Management	<ul style="list-style-type: none"> • Lecture with PowerPoint presentation; • Debate 	2	
2. Fundamentals of Entrepreneurship in the Fitness Industry		2	
3. Strategic planning in the management of fitness centers		2	
4. Marketing in the fitness industry		2	
5. Human resource management in fitness centers		2	

6. Consumer behavior in fitness		2	
7. Financing and managing financial resources in fitness		2	
8. Technologies and innovations in the fitness industry		2	
9. Creating a business plan for a fitness startup		2	
10. Personalized fitness services		2	
11. Operational management in fitness centers		2	
12. Ethics and social responsibility in fitness		2	
13. Risk management and fitness insurance		2	
14. Performance evaluation in fitness management		2	
Bibliography			
Caspersen, C. J., Powell, K. E., & Christenson, G. M. (1985). <i>Physical activity, exercise, and physical fitness: Definitions and distinctions for health-related research</i> . Philadelphia, PA: Public Health Press.			
Cojocaru, V., & Iancu, G. (2011). <i>Managementul organizațiilor sportive</i> . Iași: Editura Polirom.			
Damian, Ș. (2017). <i>Nutriție, fitness și sănătate</i> . București: Editura Viață și Sănătate.			
Gheorghe, A. (2015). <i>Strategii de marketing în sport</i> . Cluj-Napoca: Editura UBB.			
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Ratten, V. (2020). <i>Sports Innovation Management</i> . Abingdon, UK: Routledge.			
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Thompson, W. R. (Ed.). (2023). <i>ACSM's Guidelines for Exercise Testing and Prescription</i> (11th ed.). Philadelphia, PA: Wolters Kluwer.			
Thorton, R. (2018). <i>Functional Fitness and Beyond: A Revolutionary Program for Peak Performance and Longevity</i> . New York, NY: Skyhorse Publishing.			
Optional bibliography			
Bates, T. (2005). Entrepreneurship and small business management in the U.S. Economic Policy Institute.			
Burke, R. J., & Cooper, C. L. (2004). Leading in turbulent times: Managing in the new world of work. Blackwell Publishing.			
Drucker, P. F. (1985). Innovation and entrepreneurship: Practice and principles. Harper & Row.			
Fitt, S. S. (1996). Managing a health & fitness club. Human Kinetics.			
Kotler, P., & Keller, K. L. (2006). Marketing management (12th ed.). Pearson Education.			
McCarthy, E. J., & Perreault, W. D. (2002). Basic marketing: A global-managerial approach. McGraw Hill.			
Scarborough, N. M., & Zimmerer, T. W. (2006). Essentials of entrepreneurship and small business management. Prentice Hall.			
Tharrett, S. J., & Peterson, J. A. (2008). Fitness management: A comprehensive resource for developing, leading, managing, and operating a successful health/fitness club. Human Kinetics.			
Timmons, J. A., & Spinelli, S. (2007). New venture creation: Entrepreneurship for the 21st century. McGraw-Hill Education.			
Zeithaml, V. A., Bitner, M. J., & Gremler, D. D. (2006). Services marketing: Integrating customer focus across the firm. McGraw-Hill.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. How to be a good fitness center manager?	<ul style="list-style-type: none"> • Lecture with PowerPoint presentation; • Debate 	2	
2. Promotion strategies for fitness centers. SWOT analysis		2	
3. Recruitment and selection of qualified personnel in fitness centers		2	
4. Profile of the fitness service consumer		2	
5. Budget management of a fitness center		2	
6. The future of the industry: virtual and personalized fitness, Structure of a business plan		2	
7. Crisis management - simulations.		2	
Bibliografie			
Caspersen, C. J., Powell, K. E., & Christenson, G. M. (1985). <i>Physical activity, exercise, and physical fitness: Definitions and distinctions for health-related research</i> . Philadelphia, PA: Public Health Press.			
Cojocaru, V., & Iancu, G. (2011). <i>Managementul organizațiilor sportive</i> . Iași: Editura Polirom.			
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Gheorghe, A. (2015). <i>Strategii de marketing în sport</i> . Cluj-Napoca: Editura UBB.			
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Rădulescu, M., & Bejan, A. (2018). <i>Managementul activităților sportive</i> . Timișoara: Editura Mirton.			
Thompson, W. R. (Ed.). (2023). <i>ACSM's Guidelines for Exercise Testing and Prescription</i> (11th ed.). Philadelphia, PA: Wolters Kluwer.			

Thorton, R. (2018). *Functional Fitness and Beyond: A Revolutionary Program for Peak Performance and Longevity.* New York, NY: Skyhorse Publishing.

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Tharrett, S. J., & Peterson, J. A. (2008). Fitness management: A comprehensive resource for developing, leading, managing, and operating a successful health/fitness club. Human Kinetics.
Timmons, J. A., & Spinelli, S. (2007). New venture creation: Entrepreneurship for the 21st century. McGraw-Hill Education.
Zeithaml, V. A., Bitner, M. J., & Gremler, D. D. (2006). Services marketing: Integrating customer focus across the firm. McGraw-Hill.


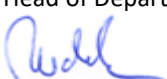
9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)


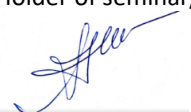
- Integrating business, marketing and leadership strategies adapted to the needs of the fitness industry, in accordance with employer feedback and current market trends.
- Creating a curriculum that reflects the connection between management, psychology, nutrition and emerging technologies so that graduates can provide integrated services to clients.
- The inclusion of knowledge and skills in the requirements defined by the Codes of Ethics and Professional Standards recognized at national and international level.
- Develop content that meets the demands of employers for positions such as gym managers, wellness entrepreneurs, or industry consultants.
- Engaging students in collaborations with industry partners, sports associations and epistemic communities to create sustainable business ventures in the field of fitness.
- The integration of contents related to digitization (fitness applications, wearables) and innovative business models, based on the requirements formulated by the leaders 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	Level of fitness management and fitness entrepreneurship knowledge acquisition.	Oral exam	70%
10.5 Seminar/ laboratory/ project	Presentation of the project with the theme of fitness management and fitness entrepreneurship.	Project	30%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> • The level of theoretical knowledge required for promotion - minimum grade 5 (five); • Project presentation - minimum grade 5 (five); • Attendance at a minimum of 50% course sessions. • Attendance at a minimum of 80% seminar sessions. 			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Associate professor, PhD. Ioan TURCU, Dean 	Associate professor, PhD. Florentina NECHITA, Head of Department 
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Lecturer, PhD. Ștefan ALECU Course holder 	Lecturer, PhD. Ștefan ALECU Holder of seminar/ laboratory/ project 
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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	PHYSICAL EDUCATION AND SPECIAL MOTRICITY
1.4 Field of study ¹⁾	SPORTS SCIENCE AND PHYSICAL EDUCATION
1.5 Study level ²⁾	MASTER'S DEGREE
1.6 Study programme/ Qualification	LEADERSHIP OF FITNESS AND RECREATIONAL ACTIVITIES (in English)/ Physical education teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course		Internship in camps and recreational centers							
2.2 Course convenor									
2.3 Seminar/ laboratory/ project convenor		MIJAICĂ RALUCA							
2.4 Study year	II	2.5 Semester	II	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		3.3 seminar/ laboratory/ project	2
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture		3.6 seminar/ laboratory/ project	28
Time allocation					hours
Study of textbooks, course support, bibliography and notes					20
Additional documentation in libraries, specialized electronic platforms, and field research					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					20
Tutorial					
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity		72			
3.8 Total number per semester		100			
3.9 Number of credits ⁵⁾		4			

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	<ul style="list-style-type: none"> • The School of Experiences "Outward Bound Romania" • Equipment specific to mountain activities

6. Specific competences and learning outcomes

Professional competences	<p>C1. Assessment and development of physical and motor performance</p> <p>L.O.1.1. The student uses advanced methods to evaluate the motor capacity and skills of participants to develop personalized physical activity programs tailored to the specific needs of each age group and gender.</p> <p>L.O.1.2. The student analyzes evaluation data to monitor the physical/motor progress of participants and adapt instructions and programs accordingly.</p> <p>L.O.1.3. The student develops counseling and mentoring skills to guide practitioners in achieving their maximum physical potential.</p> <p>C2. Leadership and management of fitness and leisure recreational activities</p> <p>L.O.2.2. The student develops leadership skills to influence educational policies and practices within their field of expertise.</p> <p>L.O.2.3. The student promotes ethics and professional values among peers and the educational community.</p> <p>L.O.2.4. The student applies risk management in the sports field.</p> <p>C3. Planning and implementation of motor leisure activity programs</p> <p>L.O.3.1. The student designs and implements innovative motor leisure activity programs for different age groups, taking into account current research and recommendations in the field.</p> <p>L.O.3.2. The student integrates technologies and digital resources into the development and delivery of motor activity programs.</p> <p>L.O.3.3. The student organizes, coordinates, and manages events and motor activities in the community, promoting a proactive lifestyle.</p>
Transversal competences	<p>CT1. Communication and interprofessional cooperation in the context of motor activities specific to fitness and recreational activities</p> <p>L.O.1.4. The student will have the ability to develop and lead personalized programs specific to fitness and recreational activities by appropriately using modern teaching strategies in English.</p> <p>L.O.1.5. The student uses communication technologies in English to facilitate the exchange of information and the coordination of services for the benefit of participants and the community.</p> <p>CT2. Continuous professional development and career planning in physical education and sports</p> <p>L.O.2.1. The student plans and pursues continuous professional development, including participation in advanced courses and relevant conferences.</p> <p>L.O.2.2. The student evaluates career opportunities in the field of motor activities and develops strategies for advancement and specialization.</p> <p>L.O.2.3. The student will have the ability to coherently integrate and present physical training techniques and methods according to the motivations and objectives of individuals or groups, aiming at personal self-improvement.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> Understanding the basic concepts of experiential and adventure learning strategies Learning through experience, planning and organizing outdoor education programs, and risk management
7.2 Specific objectives	<ul style="list-style-type: none"> Understanding the process of outdoor education Developing the ability to apply theoretical knowledge in experiential pedagogy Learning to plan and conduct a course Developing teamwork skills Learning methods to transfer experiences into everyday life Developing the ability to assess risks before conducting the activity and ensuring participant safety throughout the program

8. Content

8.1 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Energizing games for individuals, pairs, and large groups	Explanation, description, demonstration, practice	2 hours	
2. Communication exercises for pairs and small groups	Explanation, description, demonstration, practice	2 hours	
3. Team games and trust-building activities	Explanation, description, demonstration, practice	6 hours	
4. Problem-solving exercises	Explanation, description, demonstration, practice	6 hours	
5. Using experiential pedagogy methods in teaching activities	Explanation, description, demonstration, practice	2 hours	

at school			
6. Planning, organizing, and conducting individual experiential pedagogy activities	Explanation, description, demonstration, practice	8 hours	
7. The evaluation process: assessing activities	Explanation, description, demonstration, practice	2 hours	

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- Gilbertson, K., Ewert, A., Siklander, P., Bates, T. – Outdoor education-Methods and strategies, Editura Human Kinetics, 2022;
- Hutson, G., O’Connell, T., Maher, P. – Research in outdoor education, Editura Cornell University Press, 2018;
- Powell, G., - Outdoor education at school – practical activities and problem-solving lessons, Editura Amba Press, 2022;
- Schroth, S.T. – Outdoor education – A pathway to experiential, environmental and sustainable learning, Editura Springer, Berlin 2023
- Tidd, R. – Wild Learning: Practical ideas to bring teachig outdoors, Editura Jossey-Bass, 2023

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- Derlogea, Ș., (2006), Team-building – 50 de jocuri și rolul lor în consolidarea echipei, Editura Amaltea, București.
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- Marica S., 2008, Introducere în psihologia socială, Editura Fundației România de mâine, București.
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- Redmond, K., Foran, A., Dwyer, S., 2010, Quality Lesson Plans foR Outdoor Education, Human Kinetics, Champaign, IL;
- Roșu, D., 2008, Tehnici de animare – team building montan, Editura Universitaria, Craiova;

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

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10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Understanding and applying the concepts of equality, diversity, and inclusion in sports	Written evaluation with objective items, argumentative essay on inclusion measures in sports	40%
10.5 Seminar/ laboratory/ project	The ability to develop and implement inclusive sports activities tailored to different groups	Practical evaluation: Designing and presenting a sports activity program for social inclusion	60%

The minimum passing grade for each evaluation component is 5 (five).

10.6 Minimal performance standard

- Knowledge, understanding, and application of the concepts of equality, diversity, and inclusion in sports and physical exercise.
- The ability to design and implement inclusive sports activities for diverse participant groups, regardless of gender, age, ethnicity, or disabilities.
- Demonstration of the ability to evaluate the impact of sports activities on social inclusion and propose improvements.
- Minimum mandatory attendance: 50% for lectures and 80% for seminars/labs to qualify for the final evaluation.

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Assoc. Prof. PhD Ioan TURCU
Dean



Assoc. Prof. PhD Raluca MIJAICĂ
Course holder



Assoc. Prof. PhD Florentina NECHITA
Head of Department



Assoc. Prof. PhD Raluca MIJAICĂ
Holder of practical work



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	PHYSICAL EDUCATION AND SPECIAL MOTRICITY
1.4 Field of study ¹⁾	SPORTS SCIENCE AND PHYSICAL EDUCATION
1.5 Study level ²⁾	MASTER'S DEGREE
1.6 Study programme/ Qualification	LEADERSHIP OF FITNESS AND RECREATIONAL ACTIVITIES (in English) / Physical education teacher in high school and post-secondary education

2. Data about the course

2.1 Name of course		Sports nutrition and body image						
2.2 Course convenor		BADAU ADELA						
2.3 Seminar/ laboratory/ project convenor		BADAU ADELA						
2.4 Study year	2	2.5 Semester	2	2.6 Evaluation type	c	2.7 Course status	Content ³⁾	DSI
							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					30
Additional documentation in libraries, specialized electronic platforms, and field research					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					20
Tutorial					
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity		72			
3.8 Total number per semester		100			
3.9 Number of credits ⁵⁾		4			

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Curricular tools – Regulations for the completion of the dissertation work, specialized 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 in the field
4.2 competences-related	<ul style="list-style-type: none"> All teaching staff, course holders, must hold the scientific title of doctor.

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> Classroom equipped with video projector
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Classroom equipped with video projector

6. Specific competences and learning outcomes

Professional competences	<p>Cp. 1. Assessment and development of physical and motor performance L.O. 1.1. The ability to use advanced methods of assessing the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender. L.O. 1.2. Ability to analyze assessed data to monitor subjects' physical/motor progress and adapt instruction and programs accordingly.</p> <p>Cp. 2. Leadership and management of fitness and leisure activities L.O. 2.1. Demonstrates the ability to manage research projects and work teams to analyze and develop effective educational practices and policies for different age and gender groups. L.O. 2.3. Promotes professional ethics and values among colleagues and the educational community. L.O. 2.4. The ability to apply risk management in the sports field.</p> <p>Cp. 3. Planning and implementation of free time motor activity programs L.O. 3.1. Designs and implements innovative leisure time motor activity programs for different age groups, taking into account current research and recommendations in the field. L.O. 3.2. The ability to integrate and use technologies and digital resources in the development and delivery of motor activity programs.</p>
Transversal competences	<p>Ct. 1. Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities L.O. 1.1. The ability to apply modern techniques and methods to improve human communication in an international language (in English), by developing creativity, responsibility and decision-making ability. L.O. 1.2 The ability to collaborate effectively with other health and education professionals to develop and implement interdisciplinary research projects aimed at assessing the bio-motor level by age and gender categories. L.O. 1.2. Develops skills in managing research projects, including planning, collecting, analyzing data and disseminating results to the scientific community in order to expand specific knowledge. L.O. 1.3. The ability to develop and lead personalized programs specific to fitness and recreational activities through the appropriate use of modern didactic strategies, in English.</p> <p>Ct. 2. Continuing professional development and career planning in physical education and sport L.O. 2.1. Plans and pursues his/her continuing professional development, including attending advanced courses and relevant conferences. L.O. 2.2. Evaluates career opportunities in motor activities and develops strategies for advancement and specialization. L.O. 2.3. The ability to integrate and coherently present techniques and methods of physical training according to the motivations and objectives of individuals or groups of subjects, aiming at personal self-improvement.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> Acquisition of theoretical and practical-methodological knowledge specific to sports nutrition and the influences on body image
7.2 Specific objectives	<ul style="list-style-type: none"> • Knowledge of theoretical aspects regarding sports nutrition • Knowledge of the main food groups and influences in practicing sports activities • Nutritional pyramid. Nutritional influences on the body scheme • Knowledge of theoretical aspects regarding body image • Knowledge of aspects of body image changes through constant practice of physical activities

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Sports nutrition - delimitations, factors, influences	Lecture, debate, multimedia presentations (PPT)	2	
Main food groups and influences in practicing physical activities	Lecture, debate, multimedia presentations (PPT)	2	
Nutritional pyramid	Lecture, debate, multimedia presentations (PPT)	2	

Factors that influence nutritional diets in sports	Lecture, debate, multimedia presentations (PPT)	2	
Developing a nutritional plan according to the specifics of physical activity/sport	Lecture, debate, multimedia presentations (PPT)	2	
Body image - conceptual delimitations, influencing factors	Lecture, debate, multimedia presentations (PPT)	2	
Modifications of body image through constant practice of physical activities	Lecture, debate, multimedia presentations (PPT)	2	

Required Bibliography

1. Stefan Adrian Martin, Monica Tarcea - Nutritia sportivului. Compendiu, Ed.: Bucharest University Press, 2015, ISBN: 9789731693668
2. Renee McGregor - Alimentatia sportivilor amatori si de performanta, Ed. Trei, 2017, ISBN: 9786068566870,
3. J. Doyle, Marie Dunford- NUTRITION FOR SPORT AND EXERCISE, 2021, Editura: CENGAGE LEARNING INC, ISBN-13: 9780357448151
4. Marie Spano, Laura Kruskall, D. Travis Thomas - Nutrition for Sport, Exercise, and Health, Ed. MG Human Kinetics, ISBN1718207786
5. Thomas F. Cash - Consilier de imagine corporală, Ed. ALL, 2016, ISBN: 9786065873636
6. Fabio Gabrielli, Floriana Irtelli - Body Image and Eating Disorders. An Anthropological and Psychological Overview, Ed. Car University Press, 2022

Optional bibliography

<https://spotmedia.ro/stiri/sanatate/nutritia-sportivilor-ce-trebuie-sa-stii-despre-alimentatie-daca-vrei-sa-faci-sport-de-performanta-lmt>
<https://nutritiesportiva.ro/>

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Food groups	Debate, Breim -storming, Lecture, Case study, Problematization	2	
The influence of nutrition in sports activities	Debate, Breim -storming, Lecture, Case study, Problematization	2	
Diets in sports activities	Debate, Breim -storming, Lecture, Case study, Problematization	4	
Sports legislation regarding sports nutrition and doping	Debate, Breim -storming, Lecture, Case study, Problematization	2	
Body image – influences and concept	Debate, Breim -storming, Lecture, Case study, Problematization	4	

Required Bibliography

1. Stefan Adrian Martin, Monica Tarcea - Nutritia sportivului. Compendiu, Ed.: Bucharest University Press, 2015, ISBN: 9789731693668
2. Renee McGregor - Alimentatia sportivilor amatori si de performanta, Ed. Trei, 2017, ISBN: 9786068566870,
3. J. Doyle, Marie Dunford- NUTRITION FOR SPORT AND EXERCISE, 2021, Editura: CENGAGE LEARNING INC, ISBN-13: 9780357448151
4. Marie Spano, Laura Kruskall, D. Travis Thomas - Nutrition for Sport, Exercise, and Health, Ed. MG Human Kinetics, ISBN1718207786
5. Thomas F. Cash - Consilier de imagine corporală, Ed. ALL, 2016, ISBN: 9786065873636
6. Fabio Gabrielli, Floriana Irtelli - Body Image and Eating Disorders. An Anthropological and Psychological Overview, Ed. Car University Press, 2022

Optional bibliography

<https://spotmedia.ro/stiri/sanatate/nutritia-sportivilor-ce-trebuie-sa-stii-despre-alimentatie-daca-vrei-sa-faci-sport-de-performanta-lmt>
<https://nutritiesportiva.ro/>





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 of theoretical notions about sports nutrition and body image, through practicing physical activities	Quiz	80%
10.5 Seminar/ laboratory/ project	Completion of two individual projects: novelty of content, presentation, originality and ability to synthesize	PPT presentations	20%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Evaluation of the practical works - 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 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Dean Assist. Prof. PhD. Ioan TURCU 	Head of Department Assist. Prof. PhD. Florentina NECHITA 
Course holder Prof. PhD. Badau Adela 	Holder of seminar/ laboratory/ project Prof. PhD. Badau Adela 

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 BRASOV
1.2 Faculty	FACULTY OF PHYSICAL EDUCATION AND MOUNTAIN SPORTS
1.3 Department	PHYSICAL EDUCATION AND SPECIAL MOTRICITY
1.4 Field of study ¹⁾	SCIENCE OF SPORTS AND PHYSICAL EDUCATION
1.5 Study level ²⁾	MASTER'S DEGREE
1.6 Study programme/ Qualification	LEADERSHIP OF FITNESS AND RECREATIONAL ACTIVITIES (In English) / Physical Education Teacher in High School and Post-High School

2. Data about the course

2.1 Name of course	SEASONAL RECREATIONAL ACTIVITIES								
2.2 Course convenor	GROSZ WILHELM ROBERT								
2.3 Seminar/ laboratory/ project convenor	CĂTĂNESCU ANDREEA								
2.4 Study year	II	2.5 Semester	II	2.6 Evaluation type	C	2.7 Course status	Content ³⁾	DSI	
							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					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					10
Tutorial					
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity		72			
3.8 Total number per semester		100			
3.9 Number of credits ⁵⁾		4			

4. Prerequisites (if applicable)

4.1 curriculum-related	•
4.2 competences-related	•

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> • Face to face - classroom equipped with IT technology • Online – computer, videoconferencing application, internet access
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> • Face to face - Gym equipped according to requirements: video projector, tables, chairs, special equipment, materials and consumables • Online – computer, videoconferencing application, internet access

6. Specific competences and learning outcomes

Professional competences	<p>Cp. 1. Assessment and development of physical and motor performance L.O. 1.1. The ability to use advanced methods of assessing the motor capacity and skills of subjects to develop personalized physical activity programs, adapted to the specific needs of each age group and gender. L.O. 1.2. Ability to analyse assessed data to monitor subjects' physical/motor progress and adapt instruction and programs accordingly. L.O. 1.3. Develops counselling and mentoring skills to guide trainees to reach their maximum physical potential.</p> <p>Cp. 2. Leadership and management of fitness and leisure activities L.O. 2.1. Demonstrates the ability to manage research projects and work teams to analyse and develop effective educational practices and policies for different age and gender groups. L.O. 2.2. Develops leadership skills to influence educational policies and practices in his/her area of expertise. L.O. 2.3. Promotes professional ethics and values among colleagues and the educational community. L.O. 2.4. The ability to apply risk management in the sports field.</p> <p>Cp. 3. Planning and implementation of free time motor activity programs L.O. 3.1. Designs and implements innovative leisure time motor activity programs for different age groups, taking into account current research and recommendations in the field. L.O. 3.2. The ability to integrate and use technologies and digital resources in the development and delivery of motor activity programs. L.O. 3.3. Organize, coordinate and manage events and motor activities in the community, promoting a proactive lifestyle.</p>
Transversal competences	<p>Ct. 1. Interprofessional communication and cooperation in the context of motor activities specific to fitness and recreational activities L.O. 1.1. The ability to apply modern techniques and methods to improve human communication in an international language (in English), by developing creativity, responsibility and decision-making ability. L.O. 1.2 The ability to collaborate effectively with other health and education professionals to develop and implement interdisciplinary research projects aimed at assessing the bio-motor level by age and gender categories. L.O. 1.2. Develops skills in managing research projects, including planning, collecting, analysing data and disseminating results to the scientific community in order to expand specific knowledge. L.O. 1.3. The ability to develop and lead personalized programs specific to fitness and recreational activities through the appropriate use of modern didactic strategies, in English; L.O. 1.4. The ability to use communication technologies, in English, to facilitate the exchange of information and the coordination of services for the benefit of subjects and the community.</p> <p>Ct. 2. Continuing professional development and career planning in physical education and sport L.O. 2.1. Plans and pursues his/her continuing professional development, including attending advanced courses and relevant conferences. L.O. 2.2. Evaluates career opportunities in motor activities and develops strategies for advancement and specialization. L.O. 2.3. The ability to integrate and coherently present techniques and methods of physical training according to the motivations and objectives of individuals or groups of subjects, aiming at personal self-improvement.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> Design and presentation of specific physical and sports education systems, leisure programs and extracurricular activities with a sports specific nature.
7.2 Specific objectives	<ul style="list-style-type: none"> Arguing, interpreting, operating with concepts regarding man – a hypercomplex bio-psycho-social system and applying the general methodology for organizing and carrying out the instructional-educational process specific to physical education and sports activities. Developing a project to optimize the implementation of activities to improve physical condition Appropriate use of the concepts of development, health, bio motor potential and performance. Use in professional communication of specific principles, rules and systems for assessing the stage level of harmonious physical development, physical condition and motor skills.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Recreational motor activities in relation to school physical education;		2	
2. Principles, rules, methods and means specific to recreational activities;		2	
3. Alpine skiing, cross-country skiing and ski touring, equipment, technical components. Influences on well-being;		2	
4. Physiological aspects of practicing winter sports;	Slide-based lecture + debate (lecture with opponent: student – teacher) + video viewing	2	
5. Physiological aspects of practicing summer sports;		2	
6. Hiking, equipment, tourist routes, degree of difficulty and the body's adaptation to exertion at altitude;		2	
7. Swimming. Methodology for learning the Breaststroke technique and drowning rescue techniques.		2	

Required bibliography

Required bibliography

- Grosz, W.R., Balint, L., 2020, Metodica antrenamentului pe ramură de sport– Suport de curs uz intern schi alpin, IFR, anul III, sem. I.
- Grosz, W.R., Balint, L., 2020, Metodica antrenamentului pe ramuri de sport– Suport de curs uz intern schi alpin, IFR, anul III, sem. I.
- Grosz, W.R., 2016, “Polivalență sportivă: Sporturi montane – Schi fond”, Suport de curs intern pentru anul II
- LeMaster, R., Schi la superlativ, București: Pilot Books, 2020

Optional bibliography

- Pernitch, H., Staudacher, A., Konditions-training im alpinen Skirennlauf, Alpina Druck, Innsbruck, 1998
- Neamțu, M., Balint, E., Sporturi montane de iarnă, Ed Universității Transilvania, 2011.
- Pelin, F., Tehnica și metodică disciplinelor montane, Ed. Printech, 2007
- Muller, E., Science and Skiing II, Verlag Dr. Kovacs, Hamburg 2001

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Alpine skiing. Learning the basics;		2	
2. Cross-country skiing/Ski touring. Learning alternating two-step walking and simultaneous pushing walks;	Slide-based lecture + debate (lecture with opponent: student – teacher) + video viewing	4	
3. Hiking. Adapting the body to exertion at altitude.		4	
4. Physical activities specific to the warm season		4	

Required bibliography

- Grosz, W.R., Balint, L., 2020, Metodica antrenamentului pe ramură de sport– Suport de curs uz intern schi alpin, IFR, anul III, sem. I.
- Grosz, W.R., Balint, L., 2020, Metodica antrenamentului pe ramuri de sport– Suport de curs uz intern schi alpin, IFR, anul III, sem. I.
- Grosz, W.R., 2016, “Polivalență sportivă: Sporturi montane – Schi fond”, Suport de curs intern pentru anul II
- LeMaster, R., Schi la superlativ, București: Pilot Books, 2020

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- Pelin, F., Tehnica și metodică disciplinelor montane, Ed. Printech, 2007
- Muller, E., Science and Skiing II, Verlag Dr. Kovacs, Hamburg 2001

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, High Schools and Secondary Schools, civic community

10. Evaluation

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

10.4 Course	The use of specific principles, rules and systems for assessing the level of physical condition and health recovery	Written exam	50%
	Critical analysis of specific methods and means for optimizing physical condition and recovering health.	Project	20%
10.5 Seminar/ laboratory/ project	Appropriate use of methods and means in the design and conduct of lessons to optimize physical condition and restore health.	Oral test	30%
10.6 Minimal performance standard			
a. Knowledge and adequate use of the concepts and theories of the field; b. Meeting the discipline criteria and obtaining a grade of 5 in the practical-methodical work/seminar/project, as well as in the written exam; c. Mandatory attendance 80% in the practical-methodical works and 50% in the theoretical course.			

This course outline was certified in the Department Board meeting on 26/09/2024 and approved in the Faculty Board meeting on 26/09/2024.

Associate professor PhD Ioan TURCU, Dean 	Associate professor PhD Florentina NECHITA, Head of Department 
Associate professor PhD Wilhelm Robert GROSZ, Course holder 	Lecturer PhD Andreea CĂTĂNESCU, Holder of laboratory 

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).