

Doc. 300.1.2

Date: 22/03/2021

# Higher Education Institution's response

- **Higher education institution:** European University Cyprus
- **Town:** Nicosia
- **Program of study (Name, ECTS, duration, cycle)**  
**Name**  
**In Greek:**  
«Εφαρμοσμένη Αθλητική Επιστήμη (18 μήνες/90 ECTS, Μεταπτυχιακό)»  
**In English:**  
«Applied Sport Sciences (18 months/90 ECTS, Master of Science)»
- **Language of instruction:** Greek
- **Program's status:** Currently operating

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

## A. Guidelines on content and structure of the report

- *The Higher Education Institution based on the External Evaluation Committee’s evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the program of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*
- *The HEI’s response must follow below the EEC’s comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

*The Applied Sport Sciences (M.Sc.) program of the European University Cyprus wish to express their sincere gratitude to the External Evaluation Committee (EEC) for its evaluation.*

*The collegial spirit created by the members of the EEC during the evaluation processes created an atmosphere of knowledge sharing and synergy which allowed the members of the Department and the two Programs to support them to the best of their abilities. It is thus, that the Department has noted the positive feedback of the EEC and we appreciate its insightful recommendations, which provided us the opportunity to further improve the quality and ensure the future implementation of the two programs.*

*In the following pages, we respond in detail to all recommendations for improvement suggested by the EEC and we provide all relevant information to explain the actions taken to ensure that the two programs are of high quality and considerable impact.*

## 1. Study program and study program's design and development

The EEC has raised the following issues. The responses for the issues raised are indicated below after EEC Comments.

### Comments by the EEC:

#### Areas of improvement and recommendations:

1. Consider an audit of career pathways to relate to area(s) of specialization within the degree programs.
2. If not already available, establish a database of alumni employment.

### Response by EUC:

***We thank the EEC for these important recommendations, which we have attempted to take into account effectively, as indicated below:***

1. ***The European University Cyprus Career Center outsources an annual Employability Survey. The Career Center runs Employability surveys for the last 20 years. The data collection method is done by telephone interviews using a structure questionnaire comprised of 23 questions. The sample size is quite large given that the Career Center delivers to the research company the list of graduates for each academic year that consented upon graduation, to participate in surveys taking into account the GDPR regulations. Furthermore, the Research Firm (Symmetron Market Research) is instructed to contact graduates from all degrees and standings so as to ensure that there is sample representation of all degrees and academic levels. Indicatively, for 2018 Employability Survey, a total of 462 effective interviews were conducted amongst 615 EUC's alumni who have consented to participate in surveys. The response rate was 75%.***

***Once the results are compiled, the European University Cyprus Career Center disseminates the findings both to the different Schools and Departments, as well as to the administration departments for further review and deliberation and defining the Institutional policies related to program design and implementation.***

***Due to the limited responses by students of the Sport Science (M.Sc.) program, no available findings are currently available as to the program.***

***However, it is worth noting that valid results could not be extracted by a quantitative research approach due to low annual enrollment of students. The students' employment status is provided to the University through their registration procedure. The majority of our postgraduate students seem to be employed in the competitive sport as well as the health and wellness setting. This fact served as the background of the structure and design of the proposed postgraduate program.***

***The year 2019 was the first in which graduates of our undergraduate program enrolled in the postgraduate program, which led to increased student enrollment. This event is expected to lead to increased student participation in this research and the export of valid outcomes.***

2. ***As stated above, alumni employment data collection is part of the abovementioned institutional career research. Due to limited participation, no data are currently available regarding the Sport Science alumni employment status as such. Efforts***

***will be made in collaboration with the EUC Career Center to expand the list of M.Sc. graduates participating in our alumni database.***

## 2. Teaching, learning and student assessment (ESG 1.3)

The EEC has raised the following issues. The responses for the issues raised are indicated below after the Findings section.

### Comments by the EEC:

#### Areas of improvement and recommendations

1. Consider the inclusion of a further practical element in the list of modules. This would provide added value to the Master's level programme by embedding another dimension of experiential learning for students. It could also ignite an interest in PhD research and the pursuit of a research career amongst students, which they may not be exposed to from a predominantly lecture-based programme.
2. Assessment, where possible, undertaken by more than one examiner. 2<sup>nd</sup> marker on proportion of the assessed work is best practice

### Response by EUC:

***Some very valuable suggestions have been provided in this section as well which we have attempted to take into account effectively, as indicated below:***

1. ***We agree with the EEC comment on the inclusion of a further practical element in the program's course list. We strongly believe –as does the EEC- that incorporating laboratory/practical application in all the courses would enhance students' learning experience through skill acquirement, and as noted, it could further ignite their interest in Ph.D. research and increase the number of students who will pursuit a research career. Therefore, we have reviewed all the course modules where the theoretical/laboratory time ratio is now allocated as follows (Table 1 below and APPENDIX I):***

**Table 1. Theory/ Laboratory and/ or practical learning activities time allocation within Program Modules**

Module		Time Allocation			
#	Code - Name	Theory (hours/%)		Laboratory/ Practice (hours/%)	
1.	SPS600 - Research Methods and Biostatistics	21	50%	21	50%
2.	SPS605 - Applied Exercise Physiology	21	50%	21	50%
3.	SPS610 - Applied Exercise Psychology	21	50%	21	50%
4.	SPS615 - Applied Biochemistry of Exercise	21	50%	21	50%
5.	SPS620 - Physical Training Planning and Guidance	21	50%	21	50%
6.	SPS625 - Physical Capacity Evaluation and Exercise Prescription	15	35.7%	27	64.3%

7.	SPS640 - Applied Biomechanics	15	35.7%	27	64.3%
8.	SPS645 - Sport Nutrition	21	50%	21	50%
9.	MSS650 - Prevention and Rehabilitation of Athletic Injuries	21	50%	21	50%
10.	SPS655 - Applied Clinical Exercise Physiology	21	50%	21	50%
11.	SPS690 - Master Thesis	12	28.6%	30	71.4%
12.	SPS630 - Quantitative Approaches in Health Science Research	12	28.6%	30	71.4%
13.	SPS635 - Qualitative Approaches in Health Science Research	12	28.6%	30	71.4%

2. *We endorse the suggestion of the EEC for a percentage of the markings to be double marked. More specifically, starting from the current Spring Semester 2021, 20% of all final exams will be doubled marked for all the courses which we currently have more than one academic staff with a profile that potentially enables him/her to teach the course. Such courses are:*

- *SPS600 - Research Methods and Biostatistics*
- *SPS605 - Applied Exercise Physiology*
- *SPS615 - Applied Biochemistry of Exercise*
- *SPS620 - Physical Training Planning and Guidance*
- *SPS625 - Physical Capacity Evaluation and Exercise Prescription*
- *SPS640 - Applied Biomechanics; SPS645 - Sport Nutrition*
- *MSS650 - Prevention and Rehabilitation of Athletic Injuries*
- *SPS655 - Applied Clinical Exercise Physiology.*

*As far as the Marking and Assessment Criteria recommendation, as a University wide policy, all students from the onset of their studies are made aware of what is expected from them in each program of study and more specifically in each course. This information is presented on the Course Outline of each module (please see APPENDIX II; Sample of a Course Outline).*

*The course outlines contain information on:*

- *The Learning Outcomes of the course, as well as guidelines for the knowledge, understanding and skills students are expected to develop by the end of the course;*
- *The University's Internal Regulations on Academic Ethics and Students' Discipline;*
- *The Appeal Procedure;*
- *The Department's Absences Policy, including which is the maximum number of absences allowed for theoretical and laboratory classes;*
- *The course's Marking/Assessment Criteria, so that students are clearly informed what their instructor will be assessing them on during each part/component of their assessment, as well as the balance between exams, practical skills and assignments;*

- ***The Grading System of the EUC.***

***Moreover, the Department has a 'Monitoring of Grades' mechanism. Each semester, prior to the approval of grades, the Department Chairperson monitors statistics on grades/marks for all courses of the Department via the Grade Submission form which executes statistical analysis of the grades on each course. This is a mechanism that the Department plans to continue to implement given its monitoring management advantages.***

### 3. Teaching Staff (ESG 1.5)

The EEC has raised the following issues. The response for issue is shown below each point that is raised.

#### Comments by the EEC:

Areas of improvement and recommendations for Master of Science

1. Consider strategies that promote a greater degree of research-led, rather than didactic, teaching into the programme.
2. Recommend formalizing students' engagement in ongoing research projects through placement, internship or similar.

#### Response by EUC:

***Some very valuable suggestions have been provided in this section also which we have attempted to take into account effectively, as indicated below:***

1. ***We entirely align with the EEA comment on promoting a greater degree of research-led, rather than didactic, teaching into the program as we believe this contributes to the quality upgrade of the learning process. Through specific changes that have already been made and analyzed in point 2 above (Teaching, learning, and student assessment; p. 4), laboratory/practical applications are integrated within each course at a range between 50%-64.3% of the total teaching load for core modules and 100% for the Master Thesis. Moreover, laboratory/practical applications volume through assignments and practical assessment has significantly increased, which now amounts to 70% (Portfolio: 30%; Assignment: 20%) of the student's final mark instead of 30%, which was the case before. Respectively, the exams' weight is now set at 40% instead of 70% as previously was.***

***Portfolios will include a maximum of three (3) tasks of varied assessment type that, when added together, adhere to the assessment tariff of 30%. Tasks will include (not exhaustive): research/practical based case studies, multiple choice quizzes, reflective writing, presentations, reports, photo or video essays, interactive exercises/activities, etc. Portfolio activities have much higher complexity (including technical, practical and cognitive challenges) and require much more effort and time from students to be completed.***

2. ***During the 3<sup>rd</sup> (final) study semester, students have to choose between the implementation of a Master Thesis or three elective courses. Students who enroll in the postgraduate program with the sole purpose of expanding their knowledge for professional development tend to avoid the Master Thesis option. Students who aim to pursue doctoral studies and others who show increased research interest choose to engage in autonomous research activities or engage in research programs implemented by the program's academic staff.***

***One of the academic staff's primary goals is to identify students with increased interest in participating in research activities. These activities are carried out either in the laboratory setting or through placements in other collaborating laboratories in Cyprus or abroad, or in the sports industry.***

***To enable all students to be involved in the research process, it will be mandatory for them to participate in ongoing research projects and other sports-related***



***scientific services (e.g., Laboratory or field-based physical performance evaluations) for data collection and analysis.***

***Students' research engagement is formalized in the core laboratory-based Module SPS625 - Physical Capacity Evaluation and Exercise Prescription through the allocation of 2 ECTS (60 hours). Students finally have an obligation to present the results derived from the collected data through a poster or oral presentation in the context of a specific student symposium for Sport Science Students.***

#### **4. Student admission, progression, recognition and certification (ESG 1.4)**

##### **Areas of improvement and recommendations**

***No comments were indicated by the EEC***

## **5. Learning resources and student support (ESG 1.6)**

### **Areas of improvement and recommendations**

1. Faculty/Programme feedback to students' evaluation of the programme should be provided to ensure students feel that their evaluation is well received and that they contribute to program's improvement.
2. At present, the low student number would indicate adequate capacity to accommodate all MSc-related programme activities. However this may not be the case should the student numbers increase to the projected target numbers of the degree.
3. Similar to the BSc, increase student engagement in research and broaden the options for independent project work.

### **Response by EUC:**

1. ***Following the EEC's recommendation to encourage the active participation of the students in the development of the courses and their implementation, as mentioned above, mid-semester meetings with Year Representative(s) will be held. Furthermore, students are represented at all levels, including program advisory boards, Departmental Councils, School Councils, the Senate, etc. According to the Program Evaluation Review (PER) procedure, any stakeholder (including students) may initiate the revision of any program at any given time. In addition, students provide constructive feedback on their learning and teaching experience by participating in the Student Feedback on their Learning Experience (SFLE) process. European University Cyprus uses this feedback to improve student learning outcomes and learning experience continuously. The SFLE provides valid, reliable information/data on the impact and resource effectiveness of learning and teaching and instructor-related issues, thus contributing to the continuous improvement of academic programs. Additionally, it's worth mentioning that the contract renewal of part-time faculty each semester takes into serious consideration their SFLE outcomes. In this way, there is a continuous improvement of teaching quality in the Department and the student body is indeed contributing to the Program's improvement.***
2. ***Indeed, the M.Sc. program in "Applied Sports Science" has a lower number of enrolled students than expected and compared to the rest of the Department's M.Sc. programs of study.***

***As the Committee noted, the Faculty teaching in the program has gained recognized international experience and qualification. All of them have a reputable track of peer-review publications and are actively engaged in research activities. It is clear that the academic staff in the program is highly qualified and a vital asset for the Department. Also, the infrastructures, the equipment, and the laboratories fully meet the needs of the program.***

***Therefore, to address the issue of low enrolment, we should search for alternative etiologies. The M.Sc. program in Applied Sports Science is currently offered in the Greek language; thus, there is a limitation in recruiting only Greek-speaking students (from Cyprus and Greece). Moreover, it is evident that the Master students' pool in Sports Science in Cyprus is limited. Therefore, attracting students from Greece can be an excellent solution to strengthen enrollment in the***

***program. However, most of the Master students are currently employed professionals, making it challenging to pursue a conventional master's degree program. Provided that the CY.Q.Q.A. will allow this, the development of online and blended teaching methodologies and the offering of specific sessions online even after the pandemic, could enhance the flexibility of students from abroad to be interested in submitting an application to enroll in the program and could eliminate any geographical restrictions by visiting a physical class every week.***

***Before the Covid-19 emergency measures applied in March 2020, the European University Cyprus had a formulated policy in place to gradually include the majority (80%) of its conventional (face-to-face) courses in its Digital Enhanced Learning (D.e.L.) project by 2022. This project aims at incorporating digital material and resources and digital pedagogical activities using the LMS platform Blackboard Learn. Thus, EUC was well prepared when the COVID-9 pandemic forced all our conventional programs to be offered online in terms of available infrastructure and Faculty expertise and materialized this transformation in less than a week. The University's D.e.L. policy is currently being re-designed given the legacy that the pandemic period will leave us with, namely to keep supporting with digital teaching formats all our conventional courses after the pandemic has ended.***

- 3. Student engagement in research and independent project work is expected to be increased as per plan detailed in section 3 [Teaching Staff, Comments by the EEC for Applied Sport Sciences (M.Sc.), comment 2] (see page 5).***

**6. Additional for distance learning programs (ALL ESG)**

**Areas of improvement and recommendations**

N/A

**7. Additional for doctoral programs (ALL ESG)**

N/A

**8. Additional for joint programs (ALL ESG)**

N/A

## B. Conclusions and final remarks

The EEC has raised the following issues. The response for issue is shown below each point that is raised.

### **Comments by the EEC:**

The EEC were very impressed by the commitment and engagement of all members of the Department who represented their component area(s) under evaluation. The ECC wish to thank and praise all for their cooperation, patience, honesty, and integrity in the conduct of what was a difficult and somewhat extraordinary (virtual) 'on-site', evaluation. That we achieved so much over the course of the day is a credit to all and bodes well for the future of the Department. Worthy of special mention are the student representatives who were exemplary and are outstanding ambassadors for the Department and University. It is clear that the students are well supported academically and pastorally throughout their studies by departmental staff and student support services. Overall, the ECC were favourable impressed by the high standards of tuition, academic quality of the staff and general teaching and support facilities offered by the EUC. The ECC would request the Programs consider the following recommendations, in the hope that consideration of the points below may assist to improve the quality of the programs and add value to the student learning experience.

1. The practical element of core sport science discipline areas (i.e. physiology, biomechanics) and sports nutrition seems lower than would be expected. Although a low number of specific modules in years 3 and 4 of the degree program contain significant laboratory content, these are weighted towards physiological and functional assessment only. It seems that both the undergraduate and postgraduate programs could benefit from a greater emphasis on the development of practical skills and opportunities for empirical learning, particularly in biomechanics and sports nutrition. Equally, Physical Education components of the BSc degree (with legal Cyprus requirements) places a large emphasis on pedagogical skills. Greater time should be provided to students to be mentored in, and practice, these skills.
2. The observation that very few students at undergraduate and postgraduate levels opt to undertake a self-directed research project (dissertation) is a potential concern. It is unclear whether this is due to a lack of physical resource (research laboratory access for students) or other support (s) required to engage in research. The EEC feel that building a stronger foundation for empirical learning (practical skills development and support for self-directed research projects) would ensure that the undergraduate and postgraduate curricula are truly "research-informed", thereby contributing added value to the student learning experience.
3. Extensive and constructive discussions with the teaching Faculty and students related to the 70% weighting attributed to the final exam. Faculty staff provided reassurance that the final exam often included a practical component, while students emphasised the need for the weighting within the 'exam' to better assess the practical competencies they will need for their future careers.
4. The ECC would like to emphasise its support for publishing the assessment criteria/methods for all modules in advance, to ensure that students fully understand how they will be assessed. Complimentary to this is the provision of timely and effective feedback to facilitate learning.

### **Response by EUC:**

***We would like to thank the EEC for the positive feedback and its constructive recommendations. As described in the previous sections of the report, the Sport***

***Science and Physical Education Program has made a focused effort to address each one of the EEC's recommendations.***

***1. To satisfy this recommendation a Mentor/Laboratory Assistant will be hired to further guide postgraduate students through the practical application of knowledge gained in the core sport science disciplines as following:***

- ***SPS605 - Applied Exercise Physiology***
- ***SPS610 - Applied Exercise Psychology***
- ***SPS615 - Applied Biochemistry of Exercise***
- ***SPS620 - Physical Training Planning and Guidance***
- ***SPS625 - Physical Capacity Evaluation and Exercise Prescription***
- ***SPS640 - Applied Biomechanics***
- ***SPS645 - Sport Nutrition***
- ***MSS650 - Prevention and Rehabilitation of Athletic Injuries***
- ***SPS655 - Applied Clinical Exercise Physiology***

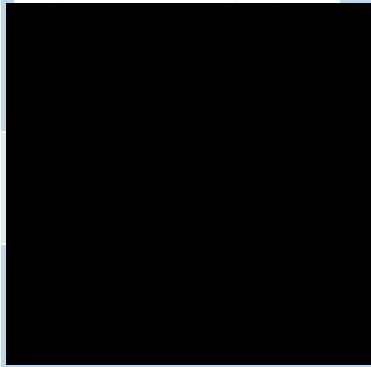
***The process will be monitored and recorded with a Laboratory Calendar/Log for students.***

***2. During the Final Semester students are taking up a Master Thesis or 3 elective courses as partial requirement for their graduation. Further efforts will be made to increase the percentage of students that select a research-based Master Thesis, as opposed to Projects based on systematic literature reviews or alternatively enrolment to (three) elective courses. Moreover, all postgraduate students will be involved in the research processes, through participation in ongoing research projects and other sports-related scientific services (e.g., Laboratory or field-based physical performance evaluations) for data collection and analysis. Students' research engagement will be formalized in the core laboratory-based Module SPS625 - Physical Capacity Evaluation and Exercise Prescription through the allocation of 2 ECTS (60 hours). Students will finally have an obligation to present the results derived from the collected data through a poster or oral presentation in the context of a specific student symposium for Sport Science Students.***

***3. Written exams, namely a midterm and a final exam, amounted to the 70% of the total grade for each course. Taking the EEC's recommendation into account the exams' weight is reduced to 40%%, and portfolio and the assignment weight are respectively adjusted to 30% and 20%.***

***4. Regarding the timely, clear, and transparent assessment and its criteria, and in addition to the thorough explanation of the Course Outlines and the assessment methods, all courses' instructors have introduced Rubrics, which will provide information on the expected Learning Outcomes and how those assessed. Continuous assessment is facilitated with a variety of activities/assessments provided weekly, which help students prepare adequately for their final examination at the end of each semester. In addition, students receive continuous and steady feedback they can rely on, made possible by the Department's feedback policy, which goes together with the continuous assessment.***

### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Dr. Panos Papageorgis</b>	Dean, School of Sciences	
<b>Dr. Anastasios Theodorou</b>	Chairperson, Department of Life Sciences	
<b>Dr. George Panayiotou</b>	Program Coordinator, B.Sc.	

Date: 22/03/2021



## APPENDIX I – COURSE DESCRIPTION

N	Courses	Page
1.	SPS600 - Research Methods and Biostatistics	2
2.	SPS605 - Applied Exercise Physiology	5
3.	SPS610 - Applied Exercise Psychology	8
4.	SPS615 - Applied Biochemistry of Exercise	11
5.	SPS620 - Physical Training Planning and Guidance	14
6.	SPS625 - Physical Capacity Evaluation and Exercise Prescription	17
7.	SPS640 - Applied Biomechanics	20
8.	SPS645 - Sport Nutrition	22
9.	MSS650 - Prevention and Rehabilitation of Athletic Injuries	25
10.	SPS655 - Applied Clinical Exercise Physiology	28
11.	SPS690 - Master Thesis	32
12.	SPS630 - Quantitative Approaches in Health Science Research	36
13.	SPS635 - Qualitative Approaches in Health Science Research	39

Course title	Research Methods and Biostatistics				
Course code	SPS600				
Course type	Compulsory				
Level	Master (2 <sup>nd</sup> Cycle)				
Year / Semester	1 <sup>st</sup> year / 1 <sup>st</sup> semester				
Teacher's name	Dr. Klea Panayidou				
ECTS	10	Leactures / Weeks	3 hrs / 7 Weeks	Lab / Week	3 hrs / 7 Weeks
Course purpose and objectives	This course aims at introducing and familiarizing the student with the basic principles of the research methodology. It aims at making the student able to formulate a research question, to search for relevant bibliography in databases, to critically read published research articles, to conduct research and to present the results to the scientific community. The purpose of the course is to understand the basic concepts of epidemiology and biostatistics. The course will introduce basic descriptive statistics on disease incidence as well as the importance of correct sampling to avoid accidental and systematic errors during an epidemiological study.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Recall the stages of the research process,</li> <li>Use the methodology required by the research question,</li> <li>Recognize the ethical issues that arise when designing and conducting an investigation and appropriately addressing them,</li> <li>Design the protocol of a research proposal and submit it to funding bodies,</li> <li>Select the appropriate sampling method and calculate the required sample size</li> <li>Develops research tools for data collection,</li> <li>Analyze the data and interpret the results of the survey,</li> <li>Critically read published articles, know the way in which scientific journals operate with reviewers and submit work to them,</li> <li>Submit summaries of papers at local and international conferences (oral and poster presentations),</li> <li>Conduct qualitative and systematic reviews of the literature using international databases.</li> </ul>				
Prerequisites	None	Required	None	None	None
Course content	<ul style="list-style-type: none"> <li>Introduction to research and description of the types of research (qualitative, quantitative, clinical trials, observational studies)</li> </ul>				

	<ul style="list-style-type: none"> <li>• Bioethics issues: respect the rights of individuals involved in the survey, protect their personal data</li> <li>• Research protocol, sampling methods and sample size</li> <li>• Data collection tools (questionnaires, interviews, measuring instruments): tool development, reliability and validity of measurements</li> <li>• Data analysis (quantitative and qualitative research) and interpretation of findings</li> <li>• Introduction to Epidemiology and basic epidemiological concepts,</li> <li>• Simple descriptive statistics,</li> <li>• The concept of random and systematic error,</li> <li>• Frequency outcome measures, relationship measures,</li> <li>• The concepts of the determinant, cofounder, intermediate and modifier</li> <li>• Stratification and statistical adaptation,</li> <li>• Internal and external validity,</li> <li>• Types of research: Synchronous studies, "Index-control" studies, Cohort studies, Clinical trials</li> </ul>																		
<p>Teaching methodology</p>	<p>Face to Face          ECTS Load Distribution</p> <table border="1" data-bbox="477 1173 1315 1375"> <thead> <tr> <th></th> <th>ECTS</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Instruction / Facilitation</td> <td>2</td> <td>60</td> </tr> <tr> <td>Exams Preparation</td> <td>3</td> <td>90</td> </tr> <tr> <td>Learning /Portfolio Activities</td> <td>3</td> <td>90</td> </tr> <tr> <td>Independent Study</td> <td>2</td> <td>60</td> </tr> <tr> <td><b>Total</b></td> <td><b>10</b></td> <td><b>300</b></td> </tr> </tbody> </table>		ECTS	Hours	Instruction / Facilitation	2	60	Exams Preparation	3	90	Learning /Portfolio Activities	3	90	Independent Study	2	60	<b>Total</b>	<b>10</b>	<b>300</b>
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<p>Bibliography</p>	<ol style="list-style-type: none"> <li>1. Webb, P., Bain, C. &amp; Page, A. Essential Epidemiology: An Introduction for Students and Health Professionals, 4<sup>th</sup> Edition. Cambridge University Press, Cambridge, UK, (2020) ISBN: 978-1-1087-6680-7.</li> <li>2. Norusis, M. J. IBM SPSS Statistics 19 Guide to Data Analysis. Addison Wesley, Boston, USA (2019). ISBN: 978-0-321-74841-6.</li> <li>3. Armstrong, L.E. &amp; Kraemer, W.J. ACSM's Research Methods. Wolters Kluwer, Philadelphia, USA, (2016). ISBN: 978-1-4511-9174-5.</li> <li>4. Thomas, J.R., Nelson, J.K. &amp; Silverman, S.J. Research Methods in Physical Activity, 7<sup>th</sup> Edition, Human Kinetics, Champaign, Illinois, USA. (2015). ISBN: 978-1-4504-7044-5.</li> </ol>																		

	<p>5. Galanis, P. A. Health Science Data Analysis Methodology. IBM SPSS Statistics Applications. P. Ch. Paschalides Medical Publications, Athens, Greece (2015). ISBN: 978-9-9632-5805-5</p> <p>6. Bowers, D., Fundamental Concepts in Biostatistics. Introduction for Health Professionals. Greek Editing – Nicos Middleton. P. Ch. Paschalides Medical Publications, Athens, Greece, (2011). ISBN: 978-9-6048-9033-0</p> <p>7. Diomides, M. Basic Epidemiology. P. Ch. Paschalides Medical Publications, Athens, Greece, (2011). ISBN: 978-9-6039-9813-6</p> <p>8. Galanis, P. &amp; Sparos, L. Epidemiology Handbook, Beta Medical Publications, Athens, Greece, (2010). ISBN: 978-9-6045-2090-9</p>										
Assessment	<table border="1"> <tr> <td>Mid-term exam</td> <td>25%</td> </tr> <tr> <td>Final exam</td> <td>25%</td> </tr> <tr> <td>Assignments</td> <td>40%</td> </tr> <tr> <td>Participation</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Mid-term exam	25%	Final exam	25%	Assignments	40%	Participation	10%		100%
Mid-term exam	25%										
Final exam	25%										
Assignments	40%										
Participation	10%										
	100%										
Language	Greek										

Course title	Applied Exercise Physiology				
Course Code	SPS605				
Course Type	Compulsory				
Level	Master (2 <sup>nd</sup> cycle)				
Year /Semester	1 <sup>st</sup> Year / 1 <sup>st</sup> Semester				
Teacher's name	Dr. Gregoris Bogdanis				
ECTS	10	Leactures / Week	3 hrs / 7 Weeks	Lab / Week	3 hrs / 7 Weeks
Course purpose and objectives	This course aims into providing in depth knowledge of body systems synergy and function (neural, muscular, cardiovascular, respiratory, glandular, immune system), during exercise and both short and long-term adaptations as a result of exercise. Every chapter covers the relevant subject with special reference to gender, age, and training, energy requirements of sport or physical activity.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Record and explain in detail the acute and chronic adaptations to exercise and training,</li> <li>Describe in detail the physiological body functions that take place during work production,</li> <li>Describe in detail the physiological responses during exercise in different environmental conditions,</li> <li>Present and interpret results that derive from exercise testing,</li> <li>Describe the impact that exercise has on different populations,</li> <li>Design, structure and construct in detail, the components of exercise training programs on different populations,</li> <li>Accurately evaluate the contribution of training in optimizing performance in sports.</li> </ul>				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> <li>Energy sources – exercise metabolism I</li> <li>Exercise metabolism II</li> <li>Neuromuscular synapse – muscle contraction and adaptations during exercise</li> <li>Neuromuscular adaptations to power training</li> <li>Fatigue mechanisms during exercise</li> <li>Basic nutritional elements of exercise I</li> </ul>				

	<ul style="list-style-type: none"> <li>• Basic nutritional elements of exercise II</li> <li>• Obesity and adaptations during exercise</li> <li>• Cardiovascular function and adaptations to exercise</li> <li>• Respiratory function and adaptations to exercise</li> <li>• Aerobic capacity assessment</li> <li>• VO<sub>2max</sub> testing</li> </ul>																		
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Language	Greek												

Course Title	Applied Sports Psychology				
Course code	SPS610				
Course type	Compulsory				
Level	Master (2 <sup>nd</sup> cycle)				
Year / Semester	1 <sup>st</sup> year/ 1 <sup>st</sup> semester				
Teacher's name	Dr. Despoina Kouali				
ECTS	10	Lectures / week	3 hrs / 7 Weeks	Lab / Week	3 hrs / 7 Weeks
Course purpose and objectives	The aim of this course is to provide students with the fundamental knowledge of basic theories, research and application about sports and social psychology in physical activity and sports performance. In addition, it aims to apply psychological learning skills and performance in order to develop psychological skills by athletes.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Define perspectives regarding exercise and sports,</li> <li>• Apply literature review in the field of sports psychology,</li> <li>• Recognise how psychology principles are applied in sports and exercise,</li> <li>• Record behaviours of people in sport facilities,</li> <li>• Apply principles against violence and aggression in sport facilities through the science of psychology,</li> <li>• Analyse the skills necessary to develop learning and performance,</li> <li>• Evaluate people behaviour in sport facilities before and after a psychological intervention program,</li> <li>• Organise, apply, supervise and evaluate programs of psychological counselling in athletes and general population.</li> </ul>				
Prerequisites	None	Co-required	None		
Course content	<ul style="list-style-type: none"> <li>• Introduction in sports psychology and psychological counselling and support of athletes</li> <li>• Motivation and facilitation in sports and physical activity</li> <li>• Goal setting in sports</li> <li>• Self-efficacy in sports and physical activity</li> <li>• Violence and aggression in sports (theory, environmental factors that promote violence, violence restriction between athletes)</li> <li>• Development of ethics in sports</li> </ul>				



	<ul style="list-style-type: none"> <li>• Psychological perspectives in children sports</li> <li>• Psychological learning techniques</li> <li>• Positive attitude development for sports and physical activity</li> <li>• Relaxation techniques</li> <li>• Mental practice</li> <li>• Self-talk in elite and mass participation</li> <li>• Self-confidence in elite and mass participation</li> <li>• Stress management before and during the event</li> <li>• Selective attention and concentration in elite sports</li> <li>• Stress management techniques against stressors in sports.</li> </ul>																		
Teaching methodology	<p>Face to Face</p> <p>ECTS Load Distribution</p> <table border="1" data-bbox="491 913 1326 1115"> <thead> <tr> <th></th> <th>ECTS</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Instruction / Facilitation</td> <td>2</td> <td>60</td> </tr> <tr> <td>Exams Preparation</td> <td>3</td> <td>90</td> </tr> <tr> <td>Learning /Portfolio Activities</td> <td>3</td> <td>90</td> </tr> <tr> <td>Independent Study</td> <td>2</td> <td>60</td> </tr> <tr> <td><b>Total</b></td> <td><b>10</b></td> <td><b>300</b></td> </tr> </tbody> </table>		ECTS	Hours	Instruction / Facilitation	2	60	Exams Preparation	3	90	Learning /Portfolio Activities	3	90	Independent Study	2	60	<b>Total</b>	<b>10</b>	<b>300</b>
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	<p>8. Jowett, S. &amp; Lavallee, D. <i>Social Psychology in Sport</i>. Human Kinetics Publishers, Champaign, Illinois, USA, (2011). ISBN: 978-0-7360-5780-6</p> <p>9. Smith, D., Bar-Eli, M. <i>Essential Readings in Sport and Exercise Psychology</i>. Human Kinetics Publishers, Champaign, Illinois, USA, (2007). ISBN: 978-0-7360-5767-7.</p>												
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Language	Greek												

Course title	Applied Biochemistry of Exercise				
Course code	SPS615				
Course type	Compulsory				
Level	Master (2nd cycle)				
Year / Semester	1 <sup>st</sup> year / 2 <sup>nd</sup> semester				
Teacher's name	Dr. Anastasios Theodorou				
ECTS	10	Lectures / week	3 hrs / 7 Weeks	Lab / Week	3 hrs / 7 Weeks
Course aim and objectives	The aim of this course is to provide students with the knowledge regarding biochemical adaptations that occur to the body because of exercise. In addition, particular emphasis is given into planning and evaluating training based on specific biochemical markers and measures.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the basic biochemical changes and adaptations that occur on metabolism as a result of exercise,</li> <li>• Define the principles that govern human metabolism during rest and exercise,</li> <li>• Explain the basic biochemical measures procedure that regarding exercise and modify training program based on results,</li> <li>• Explain the structure and biological role of basic biomolecules of the body and analyse biochemical changes during muscle contraction,</li> <li>• Identify biochemical procedures of muscle recovery following exercise induced injuries and the role of free radicals.</li> </ul>				
Prerequisites	None	Co-required	None		
Course content	<ul style="list-style-type: none"> <li>• Introduction in biochemistry. Fundamental knowledge and concepts of biochemistry.</li> <li>• Metabolism.</li> <li>• Biomolecules: Carbohydrates / Lipids / Proteins.</li> <li>• Nucleic acids/Gene expression.</li> <li>• Principles of metabolism during exercise. High phosphate compounds.</li> <li>• Carbohydrate metabolism during exercise.</li> <li>• Lipid metabolism during exercise.</li> <li>• Mid-term exam</li> <li>• Protein metabolism during exercise.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Summary and finalisation of metabolism during exercise.</li> <li>• Convection of exercise induced signals and molecular adaptations during training.</li> <li>• Oxidative stress and exercise. Presentation of up-to-date research data.</li> <li>• Muscle injury and exercise. Presentation of up-to-date research data.</li> <li>• Biochemical screening in athletes</li> </ul>																		
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Language	Greek												

Course title	Physical Training Planning and Guidance				
Course code	SPS620				
Course type	Compulsory				
Level	Master (2 <sup>nd</sup> cycle)				
Year / semester	1 <sup>st</sup> year / 2 <sup>nd</sup> semester				
Teacher's name	Dr. Gregoris Bogdanis				
ECTS	10	Lectures / week	3 hrs / 7 Weeks	Lab / Week	3 hrs / 7 Weeks
Course aim and objectives	The aim of this course is to introduce students into the theory of training science. In addition, the course aims into providing students with the fundamental knowledge required for training program design for both athletes and general population. Moreover, specific attention will be drawn into understanding the structures and content of training procedures and human performance principles, in order for students to acquire knowledge in training.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the training principles of fitness,</li> <li>• Describe the body requirements of trainees in terms of fitness,</li> <li>• Describe, analyse and explain elements of training load,</li> <li>• Analyse the annual periodization plan,</li> <li>• Structure training units, microcycles, mesocycles and macrocycles of training for both individual and team sports,</li> <li>• Apply the relevant training programs to improve fitness and modify them according to assessment data</li> </ul>				
Prerequisites	None	Co-required	None		
Course content	<ul style="list-style-type: none"> <li>• Basic training principles</li> <li>• Basic principles of periodization in training</li> <li>• Importance of exercise testing and quantifying training load for planning and guiding training</li> <li>• Warm-up, cool-down and recovery methods after training</li> <li>• Strength and power training program design</li> <li>• Cardiovascular endurance training program design</li> <li>• Flexibility training program elements</li> <li>• Speed and agility training program design</li> <li>• Physical conditioning training program for individual sports</li> </ul>				

	<ul style="list-style-type: none"> <li>Physical conditioning training programs for team sports</li> <li>Optimizing sport performance: peaking/tapering and overtraining</li> <li>Physical conditioning improvement in young ages</li> </ul>																		
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Language	Greek												



Course title	Physical Capacity Evaluation and Exercise Prescription				
Course code	SPS625				
Course type	Compulsory				
Level	Master's (2 <sup>nd</sup> cycle)				
Year / Semester	1 <sup>st</sup> year/ 2 <sup>nd</sup> semester				
Teacher;s name	Dr. George Panayiotou, Dr. Toumpekis Anargyros				
ECTS	10	Leactures / Week	3 hrs / 5 Weeks	Lab / Week	3 hrs / 9 Weeks
Course aims and objectives	The aim of this course is to provide students with the capacity of acquiring the fundamental knowledge in planning and executing both field and laboratory exercise testing with regards to physical conditioning and body composition in order to utilise these results and successfully design and implementation of exercise training programs for healthy and chronically ill population.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Record the potential health dangers due to participation in exercise and exercise testing,</li> <li>Describe and exhibit safety measures that should be taken during exercise testing,</li> <li>Record testing parameters per sport based on physical capabilities that determine sport performance.</li> <li>Describe and explain measure units for every maximal and submaximal laboratory or field test.</li> <li>Analyse, interpret and present results that derive from exercise testing and kinanthropometry,</li> <li>Categorize and compare results against normative data.</li> <li>Identify and analyse limiting factors to performance as these arise from exercise testing,</li> <li>Design, structure, construct, supervise and evaluate application of specialised training programs, aiming in improving fitness levels based on results derived from exercise testing,</li> <li>Exhibit competency in identifying risk factors that occur from metabolic, respiratory, cardiovascular and musculoskeletal diseases that require clinical assessment prior to participation,</li> <li>Modify/adopt appropriate fitness tests and intervention programs in special populations such as children, older individuals, pregnant women and people with chronic diseases and disabilities,</li> <li>Apply theoretical basis of testing selection and present competency in their application,</li> </ul>				

	<ul style="list-style-type: none"> <li>Present competency in use, regulation, function check and calibration of testing equipment that is commonly used in clinical exercise physiology such as respiratory gas analysers, arterial blood gases analysers and biochemical markers analysers</li> </ul>																				
Prerequisites	None	Co-required	None																		
Course content	<ul style="list-style-type: none"> <li>Testing orientation in exercise physiology</li> <li>Measurement-evaluation-assessment, conditions of exercise testing</li> <li>Muscular work assessment</li> <li>Cardiovascular responses assessment during exercise-heart rate-blood pressure</li> <li>Resting and exercise metabolic rate</li> <li>Pulmonary function tests</li> <li>Aerobic capacity</li> <li>Anaerobic capacity</li> <li>Power</li> <li>Range of motion</li> <li>Coordination, balance</li> <li>Anthropometry</li> </ul>																				
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Bibliography	<ol style="list-style-type: none"> <li>Haff, G.G. &amp; Dumke, C. Laboratory Manual for Exercise Physiology, 2<sup>nd</sup> Ed. Human Kinetics. Champaign, Illinois, USA, (2019). ISBN: 978-1-4925-3694-9.</li> <li>Bayles, M.P. &amp; Swank, A.M. ACSM's Exercise Testing and Prescription 7<sup>th</sup> Ed. Wolters Kluwer, Philadelphia USA, (2018), ISBN: 978-1-4963-3879-2.</li> <li>Gibson, A.L., Wagner, D.R. &amp; Heyward, V. Advanced Fitness Assessment and Exercise Prescription, 8<sup>th</sup> Ed. Human Kinetics Publishers, Champaign, Illinois, USA, (2018). ISBN: 978-1-4925-6134-7.</li> <li>ACSM. ACSM's Health-Related Physical Fitness Assessment Manual, 5<sup>th</sup> Ed. Wolters Kluwer, Philadelphia USA, (2018), ISBN: 978-1-4963-3880-8.</li> </ol>																				

	<ol style="list-style-type: none"> <li>5. ACSM. ACSM's Guidelines for Exercise Testing and Prescription 10<sup>th</sup> Ed. Wolters Kluwer, Philadelphia, USA, (2017). ISBN: 978-1-4963-3906-5.</li> <li>6. Kleisouras, V., Geladas, N. &amp; Koskolou, M. Exercise Testing, (3<sup>rd</sup> Ed.). Broken Hill Publishers Ltd, Nicosia, Cyprus (2015). ISBN: 978-996-325-803-1.</li> <li>7. Morrow, J., Mood, D., Disch, J. &amp; Kang, M. Measurement and Evaluation in Human Performance, 5<sup>th</sup> Ed. Human Kinetics Publishers, Champaign, Illinois, USA, (2015). ISBN: 978-1-4504-7043-8.</li> <li>8. Australian Institute of Sport, Physiological Tests for Elite Athletes, 2<sup>nd</sup> Ed. Human Kinetics Publishers, Champaign, Illinois, USA, (2013). ISBN: 978-0-7360-9711-6.</li> <li>9. Beam, W.C. &amp; Adams, G.M. Exercise Physiology Laboratory Manual 7<sup>th</sup> Ed. McGraw-Hill, Columbus, OH, USA, (2011). ISBN: 978-0-0780-2265-4.</li> <li>10. Nieman, D.C. Exercise testing and Prescription. A health-related approach, 7<sup>th</sup> Ed. McGraw-Hill, Columbus, OH, USA, (2010). ISBN: 978-0-0733-7648-6.</li> <li>11. Eston, R. &amp; Reily, T. Kinanthropometry and Exercise Physiology Laboratory Manual. Tests, Procedures and Data: Anthropometry. 3<sup>rd</sup> Ed. Routledge, New York, USA, (2009). ISBN: 978-0-415-43720-2.</li> <li>12. Eston, R. &amp; Reily, T. Kinanthropometry and Exercise Physiology Laboratory Manual. Tests, Procedures and Data: Physiology. 3<sup>rd</sup> Ed. Routledge, New York, USA, (2009). ISBN: 978-0-415-43723-3.</li> <li>13. Κέλλης, Ε. Neuro-mechanical Principles of Muscular Strength Evaluation. Telethron Publishers, Athens, Greece, (2009). ISBN: 960-8410-56-8.</li> </ol>												
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Portfolio	30%												
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Participation	10%												
	100%												
Language	Greek												

Course title	Applied Biomechanics				
Course Code	SPS640				
Course type	Elective				
Level	Master's (2 <sup>nd</sup> cycle)				
Year / Semester	2 <sup>nd</sup> year / 1 <sup>st</sup> semester				
Teacher's name	Dr. George Pamboris				
ECTS	10	Leactures / week	3 hrs / 5 Weeks	Lab / Week	3 hrs / 9 Weeks
Course aim and objectives	The aim of this course is to provide students with knowledge regarding applied principles of biomechanics and sporting activities assessment, in order to enhance performance and injury prevention. In addition, the course aims to develop application of basic biomechanics tools of kinetics and kinematic analysis, and data interpretation.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and apply basic biomechanical assessment procedure,</li> <li>• Assess biomechanical factors that affect technique of different sports and activities,</li> <li>• Use biomechanical and physiologic principles of isokinetic strength test,</li> <li>• Be aware of gait cycle mechanics and running in apparently healthy clientele,</li> <li>• Be aware of the biomechanics of basic kinetic models that are used in a number of sporting activities and exercise.</li> <li>• Be aware of the biomechanics of major joints (shoulder, elbow, forearm, hip, knee and ankle).</li> </ul>				
Prerequisists	None	Co-required	None		
Course content	<ul style="list-style-type: none"> <li>• Biomechanical and physiological principles of isokinetic dynamometry</li> <li>• Application of biomechanical assessment of musculoskeletal system and sports injury prevention.</li> <li>• Gait and running cycle biomechanical assessment.</li> <li>• Contemporary methods of human motion analysis with 3D electro visual system wireless EMG and force platforms.</li> <li>• Biomechanical analysis of joint motion with the highest injury frequency due to improper and unbalanced forces (hip, knee and shoulder).</li> </ul>				

Teaching methodology	Face to Face		
	ECTS Load Distribution		
		<b>ECTS</b>	<b>Hours</b>
	Instruction / Facilitation	2	60
	Exams Preparation	3	90
	Learning /Portfolio Activities	3	90
	Independent Study	2	60
	<b>Total</b>	10	300
Bibliography	<ol style="list-style-type: none"> <li>Hall, S.J. Basic Biomechanics. Parisianos Scientific Publications, Athens, Greece, (2018). ISBN: 978-9-6058-3387-9</li> <li>Enoka, R.M. Neuromechanics of Human Movement (5<sup>th</sup> Edition). Human Kinetics Publishers, Champaign, Illinois, USA, (2015). ISBN: 978-1-4504-5880-1.</li> <li>McGinnis, P.M. Biomechanics of Sport and Exercise. (3<sup>rd</sup> Edition). Human Kinetics Publishers, Champaign, Illinois, USA, (2013). ISBN: 978-0-7360-7966-2.</li> <li>Watkins, J. Structure and function of the Musculoskeletal system (2<sup>nd</sup> Edition). Human Kinetics Publishers, Champaign, Illinois, USA, (2010). ISBN: 978- 0-7360-7890-0.</li> <li>Hamill, J. &amp; Knutzen, K.M. Fundamental Biomechanics of Human Movement. Ch. Paschalides Medical Publications, Athens, Greece, (2007). ISBN: 960-399-522-3.</li> <li>Knudson, D. Fundamentals of Biomechanics. (2<sup>nd</sup> Edition). Springer, NY, USA, (2007). ISBN: 978-0-387-49311-4.</li> </ol>		
Assessment	Mid-term exam	20%	
	Final exam	20%	
	Portfolio	30%	
	Assignments	20%	
	Participation	10%	
		100%	
Language	Greek		

Course title	Sport Nutrition				
Course code	SPS645				
Course type	Elective				
Level	Master's (2 <sup>nd</sup> cycle)				
Year / Semester	2 <sup>nd</sup> year / 1 <sup>st</sup> semester				
Teacher's name	Dr. Anastasios Theodorou, Dr. Stavrie Chrysostomou				
ECTS	10	Lectures / week	3 hrs / 7 Weeks	Lab / Week	3 hrs / 7 Weeks
Course aims and objectives	The aim of this course is to assess advanced nutritional applications in sports and exercise. In addition, aims it aims into understanding the relation between nutrition and sport performance and application of nutritional principles in optimizing sport performance.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the basic principles that govern sport nutrition,</li> <li>• Explain the needs of athletes in nutritional elements depending on sport and training conditions,</li> <li>• Understand action mechanisms of nutritional elements in sports performance,</li> <li>• Define the importance of proper chronic energy balance,</li> <li>• Predict potential nutritional risks of athletes,</li> <li>• Analyse and present the latest research data regarding sports nutrition</li> </ul>				
Prerequisists	None	Co-required	None		
Course content	<ul style="list-style-type: none"> <li>• Sport nutrition principles.</li> <li>• Nutrition sources and their interaction with energy production systems.</li> <li>• Nutritional approach in endurance, power, strength, speed and team sports.</li> <li>• Nutritional elements timing for optimizing sport performance.</li> <li>• Nutritional intervention during exercise in extreme environment</li> <li>• Nutritional strategies for weight reduction in combination with exercise.</li> <li>• Exercise and lipolysis,</li> <li>• Nutritional aids for optimizing sport performance.</li> <li>• Nutritional aids for weight reduction and fat reduction.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Oxidative stress, antioxidants and exercise.</li> <li>• Contemporary research issues in sports nutrition.</li> </ul>																		
Teaching methodology	<p>Face to Face</p> <p>ECTS Load Distribution</p> <table border="1"> <thead> <tr> <th></th> <th>ECTS</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Instruction / Facilitation</td> <td>2</td> <td>60</td> </tr> <tr> <td>Exams Preparation</td> <td>3</td> <td>90</td> </tr> <tr> <td>Learning /Portfolio Activities</td> <td>3</td> <td>90</td> </tr> <tr> <td>Independent Study</td> <td>2</td> <td>60</td> </tr> <tr> <td><b>Total</b></td> <td><b>10</b></td> <td><b>300</b></td> </tr> </tbody> </table>		ECTS	Hours	Instruction / Facilitation	2	60	Exams Preparation	3	90	Learning /Portfolio Activities	3	90	Independent Study	2	60	<b>Total</b>	<b>10</b>	<b>300</b>
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AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION





Course title	Prevention and Rehabilitation of Athletic Injuries				
Course code	SPS650				
Course type	Elective				
Level	Master's (2 <sup>nd</sup> cycle)				
Year / semester	2 <sup>nd</sup> year / 1 <sup>st</sup> semester				
Teacher's name	Prof. Anastasia Beneka				
ECTS	10	Lectures / week	3 hrs / 7 Weeks	Lab / Week	3 hrs / 7 Weeks
Course aims and objectives	The aim of this course is to provide students with fundamental medical knowledge that relate to sport performance, taking into consideration health promotion in conjunction with sport performance. In addition, this course aims to provide a complete practical and research/evidence based knowledge in topics related to injury prevention and rehabilitation.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Define and explain musculoskeletal, cardiovascular, respiratory and gastrointestinal symptoms during exercise,</li> <li>• Identify major musculoskeletal and visceral injuries and their impact in sport activities,</li> <li>• Suggest the use of aids that can be used as protective equipment for injury prevention in sports,</li> <li>• Define the concept of sport injury, overuse syndrome and various injuries epidemiology,</li> <li>• Identify the importance of rehabilitation and functional capacity following an injury,</li> <li>• Understand the pathophysiology of athletic injuries and understand the principles and stages of rehabilitation of upper and lower extremities.</li> </ul>				
Prerequisites	None	Co-required	None		
Course content	<ul style="list-style-type: none"> <li>• Athletes' medical issues.</li> <li>• Sports medicine support in sports.</li> <li>• Medical prevention during organisation of sport events.</li> <li>• Team medical care.</li> <li>• Hygiene issues.</li> <li>• Cardiovascular, respiratory and gastrointestinal symptoms during exercise.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Common sporting injuries (cranio-fascial injuries, eye, ear, face, oral cavity, larynx, spine, shoulder girdle, arm, elbow, forearm, wrist, hand, pelvis, hip, thigh, knee, shin, ankle, foot).</li> <li>• Special sports medicine issues (overuse syndrome, pre-participation screening, team and individual sport injuries).</li> <li>• Principles of diagnosis, therapy and rehabilitation.</li> <li>• Athletic rehabilitation.</li> <li>• Sport injury prevention and pre-participation musculoskeletal screening.</li> <li>• Musculoskeletal injuries pathophysiology.</li> <li>• Sport injury assessment.</li> <li>• Acute sport injury management.</li> <li>• Systematic progressive functional rehabilitation and return to sport criteria.</li> </ul>																		
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Assignments	20%												
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	100%												
<p>Language</p>	<p>Greek</p>												

Course Title	Applied Clinical Exercise Physiology				
Course Code	SPS655				
Course Type	Elective				
Level	Master's (2 <sup>nd</sup> cycle)				
Year / Semester	2 <sup>nd</sup> year/ 1 <sup>st</sup> Semester				
Teacher	Dr. George Panayiotou				
ECTS	10	Lectures / Week	3 hrs / 7 Weeks	Lab / Week	3 hrs / 7 Weeks
Course aims and objectives	<p>The main objective of this course is to provide students with knowledge on issues regarding the impact/effect of exercise on functional capacity on patients with chronic diseases and disabilities. In addition, it takes into consideration the interaction between medication and exercise, as well as organising and carrying out pre-participation screening and clinical assessments. Moreover, it aims to provide understanding of the limitations of exercise and functional capacity due to diseases, particularly exercise for special populations such as metabolic, cardiovascular and respiratory diseases. Finally, it aims to inform about the impact of systematic exercise on the manifestation of chronic diseases, morbidity reduction, quality of life improvement and consequently on lifespan of chronic patients.</p>				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Record physical limitations as a result of chronic disease,</li> <li>• Describe the pathophysiology that dictate limitation of functional capacity,</li> <li>• Present and interpret fitness and functional capacity assessment results of chronic patients,</li> <li>• Stratify the impact of exercise and physical activity on chronic diseases,</li> <li>• Plan, design and structure exercise and physical activity training programs for special populations,</li> <li>• Identify the risk level for different diseases on participation in exercise programs.</li> </ul>				
Prerequisites	SPS605: Applied Exercise Physiology	Required	None		
Course Content	<ul style="list-style-type: none"> <li>• Exercise, health and well-being           <ul style="list-style-type: none"> <li>○ Guidance-regulation of training procedures</li> <li>○ Aerobic Capacity</li> </ul> </li> </ul>				

	<ul style="list-style-type: none"> <li>○ Strength</li> <li>○ Mobility</li> <li>○ Co-ordination</li> <li>○ Speed</li> <li>● Exercise and special populations <ul style="list-style-type: none"> <li>○ Exercise for children</li> <li>○ Exercise for the elderly</li> </ul> </li> <li>● Cardiac diseases <ul style="list-style-type: none"> <li>○ Coronary heart disease</li> <li>○ Congestive heart failure</li> <li>○ Valvular diseases</li> </ul> </li> <li>● Vascular diseases <ul style="list-style-type: none"> <li>○ Hypertension</li> <li>○ Hyperlipidaemia και Dyslipidaemia</li> </ul> </li> <li>● Exercise and chronic respiratory diseases <ul style="list-style-type: none"> <li>○ Chronic obstructive pulmonary disease</li> <li>○ Asthma</li> </ul> </li> <li>● Metabolic diseases <ul style="list-style-type: none"> <li>○ Diabetes</li> <li>○ Obesity</li> <li>○ Metabolic syndrome</li> </ul> </li> <li>● Exercise and renal diseases</li> <li>● Skeletal system diseases <ul style="list-style-type: none"> <li>○ Osteoporosis</li> <li>○ Osteoarthritis</li> <li>○ Rheumatoid arthritis</li> </ul> </li> <li>● Immune system diseases <ul style="list-style-type: none"> <li>○ Cancer</li> <li>○ Acquired Immuno-Deficiency Syndrome (AIDS)</li> </ul> </li> <li>● Neuromuscular diseases <ul style="list-style-type: none"> <li>○ Multiple Sclerosis</li> <li>○ Cerebral Palsy</li> <li>○ Alzheimer</li> <li>○ Parkinson</li> </ul> </li> <li>● Exercise, stress and anxiety</li> <li>● Exercise and depression</li> </ul>
Teaching methodology	<p>Face to Face</p> <p>ECTS Load Distribution</p>

		<b>ECTS</b>	<b>Hours</b>
	Instruction / Facilitation	2	60
	Exams Preparation	3	90
	Learning /Portfolio Activities	3	90
	Independent Study	2	60
	<b>Total</b>	<b>10</b>	<b>300</b>
<b>Bibliography</b>	<ol style="list-style-type: none"> <li>1. Thompson, W.R. ACSM's Clinical Exercise Physiology. Human Kinetics Champaign Illinois, USA (2019). ISBN: 9-781-4963-8780-6</li> <li>2. Taylor, A. &amp; Johnson, M. Physiology of Exercise and Healthy Aging. Human Kinetics Champaign Illinois, USA (2019). ISBN: 9-780-7360-5838-4</li> <li>3. Ehrman, J., Gordon, P., Visich, P. &amp; Keteyian, S. Clinical Exercise Physiology. 4<sup>th</sup> Edition. Human Kinetics Champaign Illinois, USA (2018). ISBN: 978-1-4925-8849-8</li> <li>4. Coast, J.R., &amp; Oden, G. Clinical Exercise Physiology: Physiological Assessments in Health Disease and Sport Performance, 3<sup>rd</sup> Ed. Kendall Hunt Publishing Company Dubuque, IA, USA (2017). ISBN: 978-1-5249-0159-2</li> <li>5. Moore, G.E., Durstine, J.L &amp; Painter, P.L. ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities. Human Kinetics Champaign Illinois, USA (2016). ISBN: 978-1-4504-3414-0</li> <li>6. Scott, A. &amp; Gidlow, C. Clinical Exercise Science. Routledge, Abingdon, UK and New York, (2016). ISBN: 9-781-1346-1784-5</li> <li>7. Chodzko-Zajko, W. ACSM's Exercise for Older Adults. Human Kinetics Champaign Illinois, USA (2014). ISBN: 978-1-6091-3647-5</li> <li>8. Exercise Alliance for Health. Exercise as a means of prevention and Rehabilitation of Chronic Diseases. (2013). <a href="http://www.exerciseforhealth.gr">http://www.exerciseforhealth.gr</a></li> <li>9. Goodman, C, &amp; Helgeso, K. (2011). Exercise Prescription for Medical Conditions: Handbook for Physical Therapists. F.A. Davis Company, USA. ISBN-13: 978-0803617148</li> <li>10. Myers, J. &amp; American College of Sports Medicine. ACSM's Resources for Clinical Exercise Physiology: Musculoskeletal, Neuromuscular, Neoplastic, Immunologic, and Hematologic Conditions. Wolters Kluwer, Philadelphia, USA, (2010). ISBN: 978-0-7817-6870-2</li> <li>11. Buckley, J.P. Exercise Physiology in Special Populations Churchill Livingstone/Elsevier New York, (2008). ISBN: 9780443103438</li> <li>12. Tokmakidis, S. &amp; Volaklis, K. Exercise as a Therapeutical Means in Coronary Disease Patients. P. Ch. Paschalides Medical Publications, Athens, Greece, (2008). ISBN: 978-960-399-680-4</li> <li>13. Dustine, J. &amp; Moore, G. "ACMS's Exercise, Chronic Diseases &amp; Disabilities". P. Ch. Paschalides Medical Publications, Athens, Greece, (2005). ISBN: 960-399-329-8.</li> </ol>		

	<p><b>14.</b> Skinner, J.S. Exercise Testing and Prescription for Special Cases: Theoretical Basis and Clinical Application. Lippincott Williams &amp; Wilkins, Baltimore, USA, (2005). ISBN: 978-0-7817-4113-2</p> <p><b>15.</b> Volaklis, K. &amp; Tokmadidis, S. Exercise in Acute Rehabilitation in Patients with Myocardial Infraction. P. Ch. Paschalides Medical Publications, Athens, Greece, (2005). ISBN: 978-960-399-299-8.</p> <p><b>16.</b> Bar-Or, O. &amp; Rowland, T. Pediatric Exercise Medicine: From Physiologic Principles to Health Care Application. Human Kinetics Champaign Illinois, USA, (2004). ISBN: 9-780-8801-1597-1</p> <p><b>17.</b> Tokmakidis, S. Exercise and Chronic Diseases. P. Ch. Paschalides Medical Publications, Athens, Greece, (2003). ISBN: 978-960-399-079-6</p> <p><b>18.</b> LeMura, L.M. &amp; Von Duvillard, S.P. Clinical exercise physiology: application and physiological principles. Lippincott Williams &amp; Wilkins, Baltimore, USA, (2003). ISBN: 0-7817-2680-8</p>												
Assesment	<table border="1"> <tr> <td>Mid-term exam</td> <td>20%</td> </tr> <tr> <td>Final exam</td> <td>20%</td> </tr> <tr> <td>Portfolio</td> <td>30%</td> </tr> <tr> <td>Assignments</td> <td>20%</td> </tr> <tr> <td>Participation</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Mid-term exam	20%	Final exam	20%	Portfolio	30%	Assignments	20%	Participation	10%		100%
Mid-term exam	20%												
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Portfolio	30%												
Assignments	20%												
Participation	10%												
	100%												
Language	Greek												

Course Title	Masters' Thesis				
Course Code	SPS690				
Course Type	Compulsory				
Level	Master (2 <sup>nd</sup> Cycle)				
Year / Semester	2 <sup>nd</sup> Year / 1 <sup>st</sup> Semester				
Teacher's Name	Dr. Irene Tzanetakou, Dr. Andreas Avgerinos				
ECTS	30	Lectures / week	3 hrs / 4 Weeks	Lab / Week	3 hrs / 10 Weeks
Course Purpose and Objectives	<p>This course aims in providing students with all the necessary resources needed to design, organize and implement a scientific study, as well as to analyze, document and present its content. The ultimate goal of the course is to complete a scientific paper as well as to support it through an oral presentation under the individual guidance and supervision of a three-member advisory committee as well as by the person in charge of the particular course.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>List with a reasonable chronological order the steps required to organize and implement a bibliographic review and experimental work,</li> <li>Identify and recognize scientific sources related to the subject matter by searching in scientific and electronic databases and critically extracting scientific information,</li> <li>Describe and explain the structure of scientific articles, summarize their content clearly and compose it in a single text,</li> <li>Evaluate and discuss issues related to research bioethics and ethics,</li> <li>Design, organize, compile and implement a descriptive bibliographic review and an experimental study on the subject of sports science in accordance to international standards and using reputable bibliographic systems,</li> <li>Clearly present the problem, purpose, methodology and results arising from the analysis of the data of an experimental study, as well as document the findings and compare them critically with findings from other studies.</li> <li>Prepare and carry out the presentation of a scientific paper by means of a printed book as well as an oral presentation to the public.</li> </ul>				



Prerequisites	SPS600. Research Methods and Biostatistics  GPA before course enrolment: 2.5	Co-requisites	SPS600															
Course Content	<p><b>Preparation and presentation of a research proposal:</b> The student, under the guidance of their supervisor, prepares a research proposal on the subject they have been assigned. The matter is finalized after the written consent of the Three-member Committee has been received and submitted to the Secretariat of the Department of Sciences.</p> <p><b>Course attendance:</b> The student participates in pre-defined lectures for the dissertation thesis, in which specific topics related to different types of scientific work in sports are discussed. In addition, the implementation of research as well as the writing and presentation of work is analyzed.</p> <p><b>Supervision and guidance:</b> At specific stages of work, meetings are held between a student and a three-member committee to discuss the progress of the work and to receive guidance and feedback.</p> <p><b>Project Presentation:</b> After completing the scientific search the student writes his / her work according to the instructions given in the Diploma Work Guide. After the three-member committee accepts the final text, the student receives a presentation date to present their work. After being accepted and assessed by the Three-Member Committee, the student delivers the final text to the Department's Secretariat in order to receive their grade.</p>																	
Teaching Methodology	<p>Face- to- face</p> <p>ECTS Load Distribution</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">ECTS</th> <th style="text-align: center;">Hours</th> </tr> </thead> <tbody> <tr> <td>Instruction / Facilitation</td> <td style="text-align: center;">1</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Independent Study / Experimental Procedures</td> <td style="text-align: center;">28</td> <td style="text-align: center;">840</td> </tr> <tr> <td>Presentation</td> <td style="text-align: center;">1</td> <td style="text-align: center;">30</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>30</b></td> <td style="text-align: center;"><b>900</b></td> </tr> </tbody> </table>				ECTS	Hours	Instruction / Facilitation	1	30	Independent Study / Experimental Procedures	28	840	Presentation	1	30	<b>Total</b>	<b>30</b>	<b>900</b>
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Assessment	<table border="1"><tr><td>Master Thesis</td><td>60%</td></tr><tr><td>Presentation</td><td>40%</td></tr><tr><td></td><td>100%</td></tr></table>	Master Thesis	60%	Presentation	40%		100%
Master Thesis	60%						
Presentation	40%						
	100%						



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



Language	Greek
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Course Title	Quantitative Approaches in Health Science Research				
Course Code	SPS630				
Course Type	Elective				
Level	Master (2 <sup>nd</sup> Cycle)				
Year / Semester	2 <sup>nd</sup> Year/1 <sup>st</sup> Semester				
Teacher's Name	Dr. Irene Tzanetakou				
ECTS	10	Lectures / week	3 hrs / 4 Weeks	Lab / Week	3 hrs / 10 Weeks
Course Purpose and Objectives	This course aims at introducing students to recent topics related to quantitative research approaches. Its purpose is to help students to plan and apply statistical techniques used to investigate issues related to Life Sciences. The course focuses on the basic techniques of descriptive and inductive statistics, focusing on the understanding of techniques, the interpretation and presentation of results, and the analysis of empirical data using statistical packets.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Launch research questions and hypotheses to design data collection,</li> <li>• Analyse data with appropriate statistical techniques to answer to specific research questions and study hypotheses,</li> <li>• Explain the basic concepts and procedures used in quantitative data analysis for educational research purposes in Life Sciences,</li> <li>• Use statistical software packages for the entry, processing and analysis of research data,</li> <li>• Interpret and present results of statistical analysis,</li> <li>• Explain and analyse high level research studies in the field of Life Sciences.</li> </ul>				
Prerequisites	SPS600. Research Methods and Biostatistics  Grade point average (GPA): 2.5	Co-requisites	None		
Course Content	<p>Course Content: Description</p> <ul style="list-style-type: none"> <li>• Formulation of research and statistical hypotheses,</li> </ul>				

	<ul style="list-style-type: none"> <li>• Organization and presentation of data,</li> <li>• Descriptive statistics: measures of central tendency, dispersion and curvature measurements,</li> <li>• Probability, probability models, sampling, principles of inductive statistics,</li> <li>• Case tests for average, percentage, and dispersion for one and two samples,</li> <li>• Confidence intervals,</li> <li>• Analyzing variance,</li> <li>• Correlation and linear regression (single and multiple) indices,</li> <li>• Non-parametric statistical controls,</li> <li>• Use of statistical software packages for data entry, processing and analysis.</li> </ul>																		
<p>Teaching Methodology</p>	<p>Face- to- face</p> <p>ECTS Load Distribution</p> <table border="1" data-bbox="464 969 1300 1171"> <thead> <tr> <th></th> <th>ECTS</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Instruction / Facilitation</td> <td>2</td> <td>60</td> </tr> <tr> <td>Exams Preparation</td> <td>3</td> <td>90</td> </tr> <tr> <td>Learning /Portfolio Activities</td> <td>3</td> <td>90</td> </tr> <tr> <td>Independent Study</td> <td>2</td> <td>60</td> </tr> <tr> <td><b>Total</b></td> <td><b>10</b></td> <td><b>300</b></td> </tr> </tbody> </table>		ECTS	Hours	Instruction / Facilitation	2	60	Exams Preparation	3	90	Learning /Portfolio Activities	3	90	Independent Study	2	60	<b>Total</b>	<b>10</b>	<b>300</b>
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Language	Greek												

Course Title	Qualitative Approaches in Health Science Research				
Course Code	SPS635				
Course Type	Elective				
Level	Master (2 <sup>nd</sup> Cycle)				
Year / Semester	2 <sup>nd</sup> Year/1 <sup>st</sup> Semester				
Teacher's Name	Dr. Irene Tzanetakou				
ECTS	10	Lectures / week	3 hrs / 4 Weeks	Lab / Week	3 hrs / 10 Weeks
Course Purpose and Objectives	<p>The aim of the course is to study the philosophical background on which qualitative research is based and to introduce students to recent topics related to quality research approaches in Life Sciences. It also intends to train students qualitative research method examples, as well as in interpreting and evaluating published qualitative research surveys in Life Sciences. In addition, it aims to further develop the students' skills in the design, implementation and presentation of simple and advanced quality research surveys around Life Sciences.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain recent qualitative research approaches in Life Sciences,</li> <li>• Explain the theoretical and epistemological principles on which the various qualitative research approaches are based,</li> <li>• Highlight the characteristics of different research methodologies of qualitative research and how they have been applied in the field of Life Sciences,</li> <li>• Discuss the practical dimensions of quality research and, in particular, ethnographic research in Life Sciences</li> <li>• Develop quality research projects in the field of Life Sciences (including methods of collecting and analyzing quality data) according to the research objectives and research questions that have been set,</li> <li>• Recognize and discuss dilemmas on core issues related to the implementation and acceptance of quality approaches to Life Sciences.</li> <li>• To be a critical reviewer of quality educational research from the field of Life Sciences.</li> </ul>				

<b>Prerequisites</b>	SPS600. Research Methods and Biostatistics  Grade point average (GPA): 2.5	<b>Co-requisites</b>	None																		
<b>Course Content</b>	<b>Course Content:</b> <b>Description</b> <ul style="list-style-type: none"> <li>• Introduction to Life Sciences: Theoretical and epistemological principles,</li> <li>• Historical review of qualitative research: Objectivity and Subjectivity,</li> <li>• Research Models / Methodologies: Case Study, Action Research, Ethnography, Founded Theory, Phenomenology, etc.,</li> <li>• Theoretical frameworks in qualitative research: Feminist approaches to data analysis, post-structuralism, critical theories, etc.,</li> <li>• Issues of credibility, validity and morality in quality research,</li> <li>• Development of research questions of qualitative research,</li> <li>• Design research, data collection and ensure access to databases.</li> </ul>																				
<b>Teaching Methodology</b>	Face- to- face ECTS Load Distribution <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><b>ECTS</b></th> <th style="text-align: center;"><b>Hours</b></th> </tr> </thead> <tbody> <tr> <td>Instruction / Facilitation</td> <td style="text-align: center;">2</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Exams Preparation</td> <td style="text-align: center;">3</td> <td style="text-align: center;">90</td> </tr> <tr> <td>Learning /Portfolio Activities</td> <td style="text-align: center;">3</td> <td style="text-align: center;">90</td> </tr> <tr> <td>Independent Study</td> <td style="text-align: center;">2</td> <td style="text-align: center;">60</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>10</b></td> <td style="text-align: center;"><b>300</b></td> </tr> </tbody> </table>				<b>ECTS</b>	<b>Hours</b>	Instruction / Facilitation	2	60	Exams Preparation	3	90	Learning /Portfolio Activities	3	90	Independent Study	2	60	<b>Total</b>	<b>10</b>	<b>300</b>
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AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



Language	Greek
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APPENDIX II

<b>SCHOOL:</b>	<b>SCIENCES</b>
<b>DEPARTMENT:</b>	<b>LIFE SCIENCES</b>

**COURSE OUTLINE**

<b>Course Information</b>		
<b>Course Title:</b>		
<b>Mode of Delivery:</b> Conventional		
<b>Course Code &amp; Section:</b>	<b>Semester: SPRING 2021</b>	
<b>Day and Time:</b>	<b>Lecture Room No.:</b>	<b>Lab Room No.:</b>
<b>Prerequisite(s):</b> <b>Co-requisite(s):</b>	<b>ECTS:</b>	
<b>Level:</b> Master (2 <sup>nd</sup> Cycle)	<b>Lecture Hours per week:</b>	<b>Laboratory Hours per week:</b>
<b>Type of Course:</b> Compulsory or Elective		
<b>Instructor Information</b>		
<b>Name:</b>		
<b>Office Room No.:</b>	<b>Office Telephone Number:</b>	
<b>E-Mail:</b>	<b>Office Hours:</b>	
<b>Website Link:</b>		
<b>Website/Links</b>		
<b>University Website:</b> <a href="http://www.euc.ac.cy">www.euc.ac.cy</a>		
<b>EUC App:</b> <a href="https://mobile.euc.ac.cy/">https://mobile.euc.ac.cy/</a>		

**COURSE DESCRIPTION:**

Copy and paste the 'Course Description' from the latest approved version of the course syllabus.

**LEARNING OUTCOMES:**

Copy and paste the 'Learning Outcomes' from the latest approved version of the course syllabus.

**SUGGESTED TEXTBOOK(S):****RECOMMENDED/ADDITIONAL READINGS:**

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**The Copyright Law on Data Protection in Cyprus and the European Union**

'Copyright' is the legal term used to describe the rights given to an author to protect his/her original work. The Law protects this work from being copied without permission and upholds the author's right to derive an income from his/her work.

It is an offence to photocopy *more than 10% or one chapter* (whichever is the greater) of the course textbook or any other textbook, which is not less than 10 pages long. The photocopy must be for *personal* use only.

Possession of substantial photocopied material (such as a whole textbook) on the campus of the European University Cyprus can result in disciplinary measures by the institution and by the Law enforcement authorities.

Buy your course textbook and keep it forever!

It offers you a better deal in visual learning skills, course links, and online data bases.  
and Cyprus can maintain a good name in the academic community!

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<b>WEEKLY BREAKDOWN (excluding Christmas and Easter Holidays):</b>	
<b>WEEK</b>	<b>TOPIC</b>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	<b>FINAL EXAMS</b>

<b>GRADE DISTRIBUTION:</b>	
<b>DESCRIPTION:</b>	<b>PERCENTAGE</b>
1. Midterm examination	%
2. Final examination	%
3.	%
4.	%
<b>TOTAL</b>	100%

<b>ADDITIONAL NOTES:</b>
1. The basic textbook(s) and/or the recommended/additional readings listed in this course outline are the responsibility of the student to purchase, as per instructed by the Course Instructor.
2. The final examination for this course will be taking place between <b>24/05-04/06/2021</b> . The final date and time will be provided at a later stage.
3. For a student who fails (one time) a course, see the 'Resit of the Final Examination' policy of European University Cyprus (EUC) at the EUC website here <a href="https://www.euc.ac.cy/en/current-students/academic-policies--regulations">https://www.euc.ac.cy/en/current-students/academic-policies--regulations</a>
4. Students with learning difficulties and disabilities are strongly encouraged to contact before the end of the third week of each academic semester the committee E.Φ.E.E.A. at [e] <a href="mailto:y.christofi@euc.ac.cy">y.christofi@euc.ac.cy</a> and [t]+357 22559509], in order to ensure that the appropriate academic accommodations and support will be provided to them throughout the semester, as well as during the final examination.
5. Please remember to evaluate this course electronically, always in alignment to the guidelines that will be provided. The evaluation period will be announced

6.

### Attendance policy

#### **Policy of class attendance and assignment submission**

##### **Graduate programs**

The Department of Life Sciences of the European University Cyprus has determined the following policy with regard to attendance and assignment submission in order to ensure that maximum teaching efficiency is achieved and actual learning is accomplished.

##### **Absences limit:**

1. **Theory:** Up to 4 absences or up to 33.3% of teaching time.
2. **Laboratories:** Up to 2 absences or up to 16.7% of teaching time.
3. **Practice (clinical or other):** The defined by Cyprus legislation and respective study guides number of hours.

##### **Attendance:**

In order to facilitate the smooth running of lectures during the semester, students should attend classes on time, otherwise they will not be accepted until the next teaching period (after the break) while their absence will be recorded accordingly.

The absences limit will be reached when the maximum allowed number of absences has been recorded. More specifically, three (3) absences could correspond to either 3 absences on 3 different dates that a three-hour course is being taught or to absence from a total number of 9 teaching hours on different dates (including being late or leaving early).

Regarding the clinical or other practice, the respective study guides provide appropriate guidelines. In the unlikely event that a student does not attend his/her practice facility but his/her absence is properly justified and documented, he/she will be required to extend the practice period by the number of hours/days that were lost. Even during practice, students are expected to attend their placement facility on time and leave at the designated time. Failure to do so will result in recording of absence, as described above.

##### **Class participation:**

Class participation and the respective grading, does not only correspond to the physical presence of students in class but rather to their active participation during the lecture. Asking and answering questions, making arguments, defending a view or articulating a thought and participating in the dialogue generated in class, are a few examples of what is considered as active participation. The instructor of each course is responsible to determine and evaluate each student's participation.

**Absence justification:**

In order to evaluate the justification provided for a student's absence in a lecture or exam, the following criteria must be met:

1. The instructor should have been informed of the prospective absence prior to it or 48h after it, the latest.
2. Proper documentation should be provided to the course instructor by e-mail along with a written explanation of the reasons that prevented him/her from attending class/exam. This documentation has to be received within one (1) week from the date when the student did not attend the class (the latest).

It goes without saying that failure to conform to one of the two criteria will result in denial to reconsider justification of the respective absence. Moreover, it should also be noted that presenting the documentation as described above does not by itself mean that the absence is justified as this has to be considered by the Departmental Council whose decisions will be made clear to both the instructor and student.

The following are considered as possible reasons for justification of an absence following proper documentation:

1. Sickness /injury
2. Military service
3. Court service
4. Participation in an international sports event/race
5. Other significant reasons (to be judged by the Departmental Council)

Absence justification should, by no means, result in "loss" of more than **50%** of theory or **30%** of laboratory classes (regardless of the underlying reason).

**Hybrid courses:**

Attendance policy in hybrid courses (with regard to the distance learning part of the course) is determined by the instructor and is monitored through the respective electronic platform.

**Submission of assignments/projects:**

In order to ensure that no discrimination takes place among students, deadlines are strictly followed. Thus, late submission of an assignment/project will result in either its rejection (no grade given for it), or in grade reduction, as the instructor deems necessary.

GRADING SYSTEM:							
UNDERGRADUATE				GRADUATE			
Letter Grade	Grade Meaning	Grade Points	Percentage Grade	Letter Grade	Grade Meaning	Grade Points	Percentage Grade
A	Excellent	4.0	90 and above	A	Excellent	4.0	90 and above
B+	Very Good	3.5	85-89	B+	Very Good	3.5	85-89
B	Good	3.0	80-84	B	Good	3.0	80-84
C+	Above Average	2.5	75-79	C+	Above Average	2.5	75-79
C	Average	2.0	70-74	C	Average	2.0	70-74
D+	Below Average	1.5	65-69				
D	Poor	1.0	60-64				
F	Failure	0		F	Failure	0	
I	Incomplete	0		I	Incomplete	0	
W	Withdrawal	0		W	Withdrawal	0	
P	Pass	0		P	Pass	0	
AU	Audit	0		AU	Audit	0	

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- (a) The grade "I" is awarded to a student who has maintained satisfactory performance in a course but was unable to complete a major portion of course work (e.g. assignment/paper or final exam) and the reasons given are acceptable to the instructor. It is the responsibility of the student to bring pertinent information to the instructor to justify the reasons for the missing work and to reach an agreement on the means by which the remaining course requirements will be satisfied. A student is responsible, after consulting with the instructor, for fulfilling the remaining course requirements within the first four weeks of the following semester for which an "I" was awarded. In very special cases, the instructor may extend the existing incomplete grade to the next semester. Failure of the student to complete work within this specific time-limit will result in an "F" which will be recorded as the final grade.
- (b) The grade "W" indicates withdrawal from the course before the specified time as explained in the withdrawal policy.
- (c) Grades of "P" will not be computed into a student's cumulative grade point average but will count towards graduation credits.
- (d) Grades of "F" will be computed into the student's cumulative grade point average.
- (e) Students enrolling for an Audit must designate their intent to enrol on an Audit basis at the time of registration. Students registering for a course on an Audit basis receive no credit.
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#### UNIVERSITY EMAILS:

The University has taken the decision that all students, attending any University program of study, make use of the EUC email addresses when corresponding with EUC academic and administration staff, as well as all scientific collaborators and special scientists. It should be noted that the EUC staff will not be replying to any non-official EUC University email addresses.

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#### UNIVERSITY EMAIL SUPPORT:

Kindly contact [support@euc.ac.cy](mailto:support@euc.ac.cy) in case you do not know your University email address or face any difficulty in using it.

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#### LIBRARY:

**OpenAthens** (<http://openathens.euc.ac.cy/>) is an Identity and Access Management System used to authenticate eligible students, faculty and staff to the electronic resources delivered by the library of the European University Cyprus. More importantly, OpenAthens provides the user with single sign-on access to both internal and external web-based resources. Student credentials are the same EUC email and password that is used to access the EUC student portal and library account.

Additionally, students and instructors can find the relevant **textbooks** used for their courses, in the **e-textbook list**, that is uploaded in the **EUC STUDENTS PORTAL**. The list includes the course number, the title and author of the suggested textbook, as well as the publisher's **link**. Students can click on the publisher's link and buy, if they wish, their textbook, either in print version or electronic, if available.

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#### INTERNAL REGULATIONS ON ACADEMIC ETHICS AND STUDENTS' DISCIPLINE

##### 1. PREAMBLE

E.U.C. European University - Cyprus is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University or with the rights of other members of the University cannot be tolerated. Students enrolling in the University assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the University

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retains the power to maintain order within the University and to exclude those who are disruptive of the educational process.

## 2. POLICY AND PROVISIONS ON ACADEMIC ETHICS

The University has a responsibility to uphold and promote quality scholarship and to ensure that its students understand what academic integrity is. This section outlines the University's policy on dishonest academic performance by its students. Such offences carry penalties. Students should read carefully the Internal Regulations on Academic Ethics and Students' Discipline, and are encouraged to ask Faculty for help and guidance on honest academic practice, particularly in using source material from the Internet. In this way, they can avoid any unintentional dishonesty.

### 2.1. ORIGINALITY

For the purposes of this Policy on Academic Ethics 'original' work is work that is genuinely produced specifically for the particular assessment task by the student whose name is attached to it. Any use of the ideas or scholarship of others is acknowledged. 'Work' includes not only written material but also oral, audio, visual or other material submitted for assessment.

### 2.2. ACADEMIC DISHONESTY

Academic dishonesty is determined by the extent and the level of intent. In assessing the extent or scale of the dishonesty the instructor will evaluate how much of the work is the student's own after all unacknowledged source material has been removed. In no case can work that is plagiarized be taken into account in determining a grade. Intent to deceive is the single most significant aspect of academic dishonesty. Repeated instances of deception will incur heavy penalties for the student and the violation will be officially and permanently recorded in the student's record.

### 2.3. PLAGIARISM

Plagiarism is representing the work of somebody else as one's own. It includes the following:

- i. submission of another student's work as one's own;
- ii. paraphrasing or summarizing without acknowledgement of source material;
- iii. direct quoting or word copying of all or part of a work, ideas, or scholarship of another without identification or acknowledgement or reference;
- iv. submitting as one's own work purchased, borrowed or stolen research, papers, or projects.

### 2.4. CHEATING

Cheating is giving or receiving unauthorized help for unfair advantage before, during, or after examinations, tests, presentations or other assessments, such as:

- i. collaboration beforehand if it is specifically forbidden by the instructor
  - ii. verbal collaboration during the examination, unless specifically allowed by the instructor;
  - iii. the use of notes, books, or other written aids during the examination,
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unless specifically allowed by the instructor;

- iv. the use of electronic devices and mobile telephony to store, transmit or photograph information to or from an external source;
- v. the use of codes or signals to communicate with other students in the examination room;
- vi. looking upon another student's papers and / or allowing another student to look upon one's own papers during the examination period;
- vii. passing on any examination information to students who have not yet taken the examination;
- viii. falsifying exam identification by arranging with another student to take an examination in their place or in one's own place;
- ix. pretending to take the exam but not submitting the paper, and later claiming that the instructor lost it.

## 2.5. COLLUSION

Collusion is false representation by groups of students who knowingly assist each other in order to achieve an unfair assessment advantage. It involves:

- i. representation of the work of several persons as the work of a single student with both parties knowingly involved in the arrangement;
- ii. representing the work of one student as the work of a group of students with both parties knowingly involved in the arrangement;
- iii. willing distribution of multiple copies of one's assignments, papers, projects to other students for submission after re-labeling the paper as their own original work.

## 2.6. FABRICATION

Fabrication is the false representation of research data or 'performance' material as original, authentic work for submission for assessment. Examples are:

- i. invention of data;
- ii. willfully omitting some data to falsely obtain desired results

## 2.7. PENALTIES AND PROCEDURES

A faculty member, after evaluating the extent of the dishonesty and the level of intent and proving academic dishonesty, may use one or a combination of the following penalties and procedures:

- i. requiring rewriting of a paper containing some plagiarized material;
- ii. lowering of a paper or project grade;
- iii. giving a failing grade on a paper;
- iv. lowering a course grade;
- v. giving a failing grade in a course;
- vi. referring the case to the Senate for further action that may include academic suspension or expulsion.

Instructors are expected to report in writing to the Registrar's Office (through their Chairperson of Department) all the penalties they impose, with a brief description of the incident, with copies sent to the Dean of the relevant School and the Rector. Should an

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instructor announce a failing grade in the course because of academic dishonesty, the student under penalty shall not be permitted to withdraw from the course.

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#### **APPEALS PROCEDURE:**

In the case where a student believes that the grade received in the Final Exam is different from what was expected, he/she must exhaust all possibilities of resolving the problem with the pertinent instructor first. If this does not lead to a resolution, the student may appeal against the Final Exam grade by filing a petition with the Office of the Registrar (Petition Fee €34).

The Registrar will forward a copy of the petition to the pertinent Chairperson of Department, who will first ascertain that no error was made by the instructor, and if so will assign an anonymous re-evaluation of the final examination/project to another instructor. In the case of major discrepancy between the instructor's evaluation and the re-evaluation that will require change of grade, the average of the two evaluations will be assigned as the final grade to the final examination/project. Changes of grades resulting from an appeal require the endorsement of the Dean of School.

For a petition to be reviewed, a student must appeal within four (4) weeks from the date the results are announced.

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