University of Zagreb

FORM 1 **Evaluation of university study programmes of undergraduate, graduate and integrated undergraduate and graduate studies, and vocational studies**

DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION OF THE STUDY PROGRAMME				
1.1. Name of the study programme	Sport Coach Education			
1.2. Provider(s) of the study programme	University of Zagreb, Faculty of Kinesiology			
1.3. Type of study programme	Vocational study programme ☒	University study programme ☐		
1.4. Level of study programme	Undergraduate ☒	Graduate ☐	Integrated ☐	Postgraduate specialist ☐
1.5. Manner of implementation of the study programme	Classical – Part-time ☒	Mixed (classical + *on line*) ☐	*On line* in entirety ☐	
1.6. Academic/vocational title earned at completion of study	Upon completion of the professional study programme for sport coach education the students earn 180 ECTS credits and professional title, depending on the specialty completed: Professional Bachelor (BACCALAUREUS) of Sports Coaching Science (either track-and-field, basketball, football, swimming, etc.); Professional Bachelor (BACCALAUREUS) of Sports Coaching Science (physical conditioning of athletes); Professional Bachelor (BACCALAUREUS) of Sports Coaching Science (fitness training); Professional Bachelor (BACCALAUREUS) of Sports Coaching Science (physical recreation); meaning that the finished students attained professional competence for work in one of the listed areas of applied kinesiology (either sport, or physical conditioning of athletes, or fitness training, or physical recreation).			

2. INTRODUCTION	
2.1. Reasons for starting the study programme	The Faculty of Kinesiology, University of Zagreb, has been a provider of the professional sport coach training and education programmes for more than 46 years in continuity, being an indirect provider of the mentioned study programme in the period 1999 – 2011 through the Coach Education and Training Department of the Polytechnics of Social Sciences in Zagreb. Since the beginnings of the professional sport coach education the programme lasted two years (four semesters) by the completion of which the students attained the higher education professional competence and titles Higher Sports Coach in the chosen field of sport specialty. Since the academic year 2005/06 the same study programme is implemented as a two-and-a-half-year study programme, aligned with the European ECTS system. The graduates attained 150 ECTS credits and professional title: Professional Bachelor of Sports Coaching Science of the chosen event of sport, or of physical recreation, or of physical conditioning of athletes, or of fitness training. Since the academic year 2009/10 the professional study programme for sport coach education has been organized and implemented, in accordance with the accreditation of the Ministry of Science, Education and Sport of the Republic of Croatia, as a three-year (six semesters) study programme, upon completion of which the graduates earn 180 ECTS credits and professional title of PROFESSIONAL BACHELOR (baccalaureus – baccalaurea) of SPORT COACHING SCIENCE in the chosen field of sport, or physical recreation, or physical conditioning of athletes, or fitness training. The mentioned facts are speaking by themselves convincingly about the tradition of training and education of sport personnel and rich experience the Faculty has acquired by implementing this study programme and by its constant modernization and adaptations to everyday sports practice needs. There exists an unequivocal need for further implementation and modernization of the study programme. It is manifested in the fact that, according to the official data published in the document „Temeljna načela i smjernice razvoja hrvatskog sporta“/“The Basic Principles and Directives for the Development of Croatian Sport (National Council for Sport of the Republic of Croatia, 2011), there are almost 50% out of 11,000 sport coaches in the Republic of Croatia who execute professional jobs in sport without a proper, adequate vocational education as determined by the Act on Sport. This need, even for a larger number of graduated students, will exist for sure in the future because the Faculty of Kinesiology from Zagreb was the only high education institution which organized and delivered the professional sport coach education study programme in Croatia. (The Faculty of Kinesiology from Split has launched its professional sport coach study programme this academic year.) Therefore, the Faculty of Kinesiology is planning not only to maintain, but to enlarge the number of the enrolled students, thus enhancing education intensity of sport coaching personnel, by opening new study specialties according to actual needs of the Croatian sport. The agreement on organizational modifications from June, 2011, signed by the Ministry of Science, Education and Sport of the Republic of Croatia, Ministry of Administration of RC, University of Zagreb, Social Science Polytechnics in Zagreb, Faculty of Law, and Faculty of Kinesiology in Zagreb, and the Ordinance of the Government of the Republic of Croatia on assimilation of the Social Science Polytechnics in Zagreb by the University of Zagreb (The Official Gazette, 116/11), the Faculty of Kinesiology has officially taken upon itself the obligation, starting with the academic year 2011/12, to further organize and implement the professional sport coach education study programme. In that sense, the Faculty of Kinesiology will in the future as well, in direct cooperation with the Croatian Olympic Committee and national sports associations and federations, dedicate special attention to the education of sport personnel for the needs of all Olympic and non-Olympic sports. Therefore, the Faculty will provide, as soon as possible, teachers/lecturers for sports specialties not yet adequately covered by the competent academic teachers. To conclude, the Faculty of Kinesiology has not only the rich experience of several decades in sport personnel education, but it also meets almost all necessary personnel, spatial and other material conditions/requirements needed for successful realization of the study programme.

2.2. Assessment of the study programme's usefulness relative to the demand in the labour market in the public and private sectors	The rationale of the professional study programmes has been and will be the insurance of quality education of professionals competent to perform expert jobs in sport. In this sense the study programme should provide quality education for high qualified experts for work in the areas of sport, physical conditioning of athletes, fitness training and physical (sports) recreation who would be able to meet ever growing demands of both the private and public sector labour market. The fact that in the Republic of Croatia professional/expert jobs in the area of sport are performed by a lot of persons with incomplete or inadequate vocational training/education imposes the need of very serious approach to sports personnel education issues as determined by the Act on Sport. Needs of both the public and private labour market for the graduates of the study programme are extremeely pronounced. Namely, at this moment, there is a need in the Republic of Croatia for over 5,000 sport coaches, as mentioned before, who would be able to realize successfully plans and programmes in their particular areas of specialty. Labour market in public and private sector is interested in and especially open to accept the graduates with the competences of professional bachelors of sport coaching science. All the mentioned makes feasible and underpins the usefulness of the initiation, that is, the continuation of the implementation of the three-year professional study programme for sport coaches education.
2.3. Compatibility of the study programme with the University mission and the strategy of the proposer, as well as with the strategy statement of the network of higher education institutions.	The basic University of Zagreb mission regards primarily the implementation of university study programmes. However, the Act on Science and Higher Education provides opportunity for universities to perform professional studies as well according to the so called binary model of higher education, meaning that professional education of sport coaches can and may be implemented within the University. The Faculty of Kinesiology executed (delivered), in fact, the professional sport coach education study programme from the very establishment of the study programme, 46 years to be precise, as mentioned before, even including the period 1999-2011, when its official provider was the Polytechnics of Social Sciences in Zagreb (the agreement on actual instruction delivery was signed between the Faculty of Kinesiology and Social Sciences Polytechnics in Zagreb). By the legislative documents, mentioned in chapter 2.1, the Faculty of Kinesiology has officially assume again the responsibility for further organization and implementation of professional study programmes. In that way the professional sport coach education study programme, organized and conducted at the Coach Education Study Centre of the Faculty of Kinesiology in Zagreb, becomes a part of the higher education network in the Republic of Croatia.
2.4. Comparability of the study programme with other accredited programmes in higher education institutions in the Republic of Croatia and EU countries (name two programmes at most, of which one is from an EU country, and compare it with the proposed programme (provide internet addresses of the programmes)	Education and training of sports coaches through professional study programmes is provided in several European countries: for example, in England, Germany, Slovenia... During the preparation of a new professional study programme for sport coach education we used experiences and actual study programmes by which sports coaches are trained/educated in different European countries. The insight into the curricula of numerous worldwide-recognised institutions of higher education in the European Union member countries (like: Sport Coach Academy with the German Sport University Cologne (Germany), Professional study for coach education at the Faculty of PE and Sport Sciences of the Semmelweis University, Budapest (Hungary), vocational study at the School of Sport, Coaching and Exercise Science at the Lincoln University (United Kingdom), vocational study of the Sports Coaching study programme at the Anglia Ruskin University, Cambridge (United Kingdom), professional study programme at the University Centre for Sport Coaching and Physical Exercise at the Faculty of Science and Technology in Peterborough (UK), and professional study of sports management and sport coaching at the Institute for Technology in Dublin (Ireland), reveals that sport coach education is conducted through study programmes diverse with regard to specifics of national sport histories, national traditions, national achievements, and specific actual needs for personnel in particular countries.

	The current study programme meets the level of compatibility with the European higher education systems as regards the education of professionals for the areas of sports, physical conditioning of athletes, fitness training and physical recreation.

2.5. Openness of the study programme to student mobility (horizontal, vertical in the Republic of Croatia, and international)	The professional sport coach education study programme is a multidirectionally open study. In this respect enhanced mobility of the students of that study programme is expected toward other cognate studies on which they can enrol elective study courses, following their preferences, thus expanding their basic professional knowledge and competences. And vice versa, the proposed professional sport coach education study programme offers opportunities for students of other higher education institution from Croatia and abroad to enrol on certain study programme courses, in accord with their preferences, to expand their knowledge and competences. Upon completion of the three-year professional sport coach education study programme (professional bachelors), the graduates can continue their education by enrolling on the two-year specialist graduate professional study programme for sport trainers education at the Faculty of Kinesiology. The graduates can also enrol on other cognate study programmes delivered by other higher education institutions in Croatia and abroad. In the future the student exchange supply will be expanded with the offer to students of other higher education institutions from Croatia and abroad to enrol on one or more semesters of the Coach Education Study Centre of the Faculty of Kinesiology University of Zagreb. The Coach Education Study Centre is open to students from other cognate higher education institutions who want, following their preferences, to enrol on any of elective courses that are adequate to the characteristics of their basic study programme in order to expand knowledge and competences.
2.6. Relationship with the local community (economy, entrepreneurship, civil society, etc.)	Only in the City of Zagreb and Zagreb County there are more than 3,500 sports clubs and associations for physical recreation and fitness training centres, in which over 5,000 adequately educated professionals are needed at least. The majority of professional programme students has their professional internship in sports clubs and sports associations in Zagreb or in their local communities, by which they directly relate the study programme with local communities and non-government field. In private sector the bachelors of sport coaching science with wide competences can find their professional careers in different industries. The Croatian Act on Sport allow them to become involved in entrepreneurial programmes and to establish private companies in sport, tourism, physical (sports) recreation, fitness training and physical conditioning of athletes.
2.7. Compatibility with requirements of professional organizations	Professional sport associations in Croatia and abroad recognize clearly and respect expertise of bachelors of sport coaching science. Professional and coach associations in Croatia and abroad recognize clearly and acknowledge the graduates from the professional study programme of sport coach education as quality and competent persons who are suitable to perform expert jobs in sport, physical recreation, fitness training and physical conditioning of athletes and as experts who thoroughly meet professional criteria of sports associations for expert jobs in sport performance.

2.8. Name possible partners outside the higher education system that expressed interest in the study programme	Main partners outside the higher educational system that are interested in continuity in the implementation of the professional study programme for sport coach education are the Croatian Olympic Committee with its national sports federations, as well as sport associations at regional and local level. Private fitness training centres and associations for sports recreation display particular interest in both the study programme and the graduates from the study specialty Fitness Training and Physical recreation. Sectors of tourism and health-care and health-services as well as the Croatian Ministry of Defence and Ministry of Internal Affairs are also possible partners which are very interested in the bachelors of sport coaching science of all profiles. The listed partners might, due to their interest, assume responsibility and supply funds to provide scholarships for the student, their potential employees.
2.9. Other (as the proposer wishes to add)	

3. GENERAL INFORMATION	
3.1. Scientific/artistic area of the study programme	Professional sport coach education study programme pertains to the field of kinesiology and scientific area of social sciences. There are three applied branches of kinesiology: kinesiology of sport, kinesiological recreation and kinesitherapy with health-related physical activity. They are closely associated with sport coach training and education since scientific disciplines of these branches are the mandatory and elective courses of the professional sport coach study programme.
3.2. Duration of the study programme (is there an option of distance learning, part-time studying, etc.)	Professional sport coach education study programme is structured and implemented as a six-semester (three-year) study programme. For the time being, it is realized exclusively as a part-time study. However, in the near future, it is planned to commence the alternative full-time study programme for sport coach education for a certain number of students. In accordance with the action program that was delivered to the University, of the academic year 2013./14. Professional sport coach education study for a certain number of participants (2013./14. - 50 students, 2014./15. continues - 100 students) will be performed as a full-time study.
3.3. The minimum number of ECTS required for completion of study	180 ECTS credits.
3.4. Enrolment requirements and admission procedure	Applicants for the enrolment on the professional study programme for sport coach education may be: 1. The candidates who have completed the appropriate four-year secondary school programme and passed the state secondary school graduation exam with perfect health status and who have passed the entrance aptitude classification exam, may enrol on the professional study programme for sport coach education. 2. Besides, for the enrolment on: 2.1. One of sport-related specialties, the candidates must have: - The status of the Croatian either elite, quality, or prospective athlete in the respective sports event (from category I to VI by the Croatian Olympic Committee criteria), or the certificate of the national, or county, city, or municipal sport association on at least four-year long systematic active participation (competition) in the chosen sport event, or completed course for sport coach and two year of sport coaching experience in the respective sport event; 2.2. For enrolment on the modules of fitness training, physical conditioning of athletes or physical recreation the candidates must have sport training experience of at least two years. 3. Those of appropriate health status 4. Those who passed the entrance classification exam

	Exceptionally, in the period of transition, which is to last 3 more years, the enrolment on the professional study programme for sport coach education will be allowed tio the candidates with the appropriate four-year secondary school, but have not passed the state secondary school graduation exam, subject to the condition they will not attain any points in that criteria on the entrance exam ranking list. All the applicants for the enrolment on the professional study programme for sport coach education are due to pass the entrance classification exam which embraces the following: a) For all study groups: health status assessment, swimming skill test; and tests of motor abilities; b) For each study group separately: specific motor abilities and skills testing relevant for performance in particular specialty. The candidates who are categorized athletes of the Republic of Croatia are allowed to enrol directly on the study, subject to the condition they are enrolling on the specialty in which they have categorization, that they have adequate health status and that they have passed swimming proficiency exam. The candidate must decide on his/her specialty preference in the very moment of enrolment application submission because the entrance classification exams are tailored in one part by every sport event specialty.
3.5. Learning outcomes of the study programme (name 15-30 learning outcomes)	The graduates will acquire knowledge and skills which will allow them to develop competences and skills necessary for successful implementation of expert jobs in sports which are manifested in the design of plans and programmes training processes in sports, physical recreation, physical conditioning of athletes and fitness training, as well as in management of human resources, financial resources, premises and other material resources being relevant for professional performance in particular application areas. Acquisition of the study programme contents, distributed through the compulsory and elective courses from basic kinesiological disciplines and interdisciplinary areas, will enable the students to develop the following competences: 1. Comprehension of general regularities of exercise process management; 2. Professional knowledge of historical factors of sport development; 3. Basic knowledge from biomedical disciplines about anthropological characteristics of participants in sport (competitive sport, physical conditioning of athletes), physical recreation and fitness training; 4. Basic knowledge from social-humanistic scientific-teaching disciplines about socio-psychological-pedagogical factors of the process of physical exercise and motor learning; 5. Expert knowledge needed for analyses of kinesiological activities which are contents of sports training and physical (recreational) exercise processes; 6. Comprehension and application of basic statistical and kinesiometric procedures of measuring the basic and specific abilities and characteristics of participants involved in various programmes of physical exercise and sport; 7. Knowledge of risks and effects of overloads applied on children in the processes of physical exercise and sport training; 8. Expert knowledge of organization and management in the applied areas of the profession; 9. Application of theoretical and methodological knowledge in the design and implementation of plans and programmes of transformational processes in the areas of sports and physical recreation; 10. Foreign language knowledge and usage in the function of successful professional work. Elective courses improve professional competences and relevant skills needed for performance of expert jobs in chosen sport, physical (sports) recreation, physical conditioning of athletes and fitness training.

	The above-mentioned professional knowledge and skills, adopted within mandatory and elective courses, as well as within enrolled elective module, will enable the graduates from the professional study programme for sport coach education the highest level of competence for expert jobs performance: 1. Planning, programming, implementation and control of sport training process in the chosen sport with persons of different genders, ages (from very children to adults) and quality levels (from beginners to international elite athletes). 2. Planning, programming, implementation and control of various programmes of recreational physical exercising with predominantly adult persons. 3. Various physical conditioning programmes implementation, based on the procedures of planning, programming, execution and control of the process of physical conditioning in different sports with athletes of different genders, ages and quality levels, as well as with other participant in physical conditioning. 4. Various training for fitness programmes implementation, based on the procedures of planning, programming, execution and control of the process of fitness training with various populations of participants, especially with the participants with certain helath-related issues.

3.6. Employment possibilities (list of potential employers) and opinion of three organizations associated with the labour market on the adequacy of anticipated learning outcomes (attach)	The graduates from the professional sport education study programme can find their occupation places in professional sport clubs, physical recreation association and clubs "Sport for All", fitness training centres, and in centres for physical conditioning of athletes. Also, potential employers are commercial companies in tourism oriented to health-related tourism, associations and clubs of persons with disabilities, , sport associations of municipalities, towns and counties, town and county administration responsible for sport, as well as the Croatian Ministry of Defence and the Croatian Ministry of Internal Affairs. Privately owned physical exercise and sport centres, sports schools and sports clubs can also employ the bachelors of sport coaching science.
3.7. Possibilities of continuing studies at a higher level	The graduates from the professional study programme for sport coach education can continue their higher education and specialty by enrolling on the specialist graduate professional study for sport trainers' education at the Coach Education Study Centre of the Faculty of Kinesiology, University of Zagreb. The graduates from the professional study programme for sport coach education can enrol on any other specialty elective module of the specialist graduate professional study for sport trainers' education.
3.8. If submitting proposals for graduate studies, name undergraduate studies of the proposer or other institutions that qualify for admission to the proposed graduate study	

4. DESCRIPTION OF STUDY PROGRAMME
4.1. List of mandatory and elective courses and/or modules with class hours and ECTS credits (appendix: Table 1)
4.2. Description of each course (appendix: Table 2)

4.3. Structure of the study (number of semesters, trimesters, class size for lectures, seminars, exercises)	The professional study programme for sport coach education is structured and delivered through 6 semesters, that is, three academic years. It is composed of 14 mandatory courses, courses of 5 elective sports and courses of professional specialty (courses of modules), arranged across all the semesters of the study. Such a structure of the study and its implementation ensures the students an appropriate rhythm of studying and, together with congruous effort and continuous work, completion of the selected study within an optimal time period. In accord with the Statutes of Professional Study Programmes, the size of class groups: for theoretical lectures up to 150 students; for theoretical-practical lectures and seminars up to 30 students, and for exercises up to 15 students. Exceptionally, due to a smaller number of the enrolled students on particular sport specialties, theoretical and theoretical-practical lectures can be delivered to a smaller student groups than usual for lectures. In case of part-time teaching delivery, the number of classes/teaching hours of particular courses is implemented in the minimum time allocation of 50% of teaching hours determined by the study programme.

4.4. Requirements for enrolment in successive semesters or trimesters	The student may enrol on the next academic year upon registering the previous year as completed by passing all the stipulated exams (non-conditional enrolment). Exceptionally, the student may enrol on the next academic year with the minimum of 50 ECTS credits attained for the exams passed in the current academic year (conditional enrolment) in a way to assume the responsibility for the maximum of 70 ECTS credits in the current academic year. The transition from the winter to the summer semester is not conditioned by any exam passed neither even by regular attendance to all courses or any particular course of the winter semester since the academic year is enrolled on as a unit (courses of both the winter and summer semester). For the part-time students progression enrolment conditions are stipulated by the special decision of the Faculty Council at the proposal of the Professional Study Teaching Council. These conditions can be more liberal than the enrolment conditions for the full-time students.
4.5. List of courses and/or modules that the student can take in other study programmes	Personal Computer Application (Technical Polytechnics, vocational study of computers); *Introduction to* Environment Management (Technical Polytechnics, SGPS – specialty Construction); Basics of Programming (Technical Polytechnics, vocational study of informatics); Information and Communication Technologies (Zagreb School of Economics and Management – vocational study); Tourism (Zagreb School of Economics and Management – vocational study); Culture in the Media and Fundamentals of Media Theory (VERN, vocational study Tourist and Hotel Management); Basics of Entrepreneurship (VPŠ Libertas – vocational study Business Economy); Clinical Kinesiology 1/2 (Health-services Polytechnics – vocational study of physiotherapy); Clinical Kinesiology 2/2 (Health-services Polytechnics – vocational study of physiotherapy).
4.6. List of courses and/or modules offered in a foreign language as well (name which language)	At the Coach Education Study Centre with the Faculty of Kinesiology the following courses are adapted to be delivered in English: Fundamentals of Kinesiology, History of Sport, Theory and Methodology of Sport Training, Biomechanics of Sport, Basic Kinesiological Transformations, Functional Anatomy, Physiology of Sport and Exercise, Psychology of Sport, Management of Sport.
4.7. Completion of study:	
a. Final requirement for completion of study	Final thesis ☐ Diploma thesis ☒ Final exam ☐ Diploma exam ☒
b. Requirements for final/diploma thesis or final/diploma/exam	The students complete the professional study programme for sport coaches training by passing all the exams stipulated by the study programme, by fulfilling other study-related obligations and by preparing and public defending specialist diploma thesis.

c. *Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis*	The contents and details regarding the process of diploma thesis evaluation and defence at the professional study programme for sport coach education is the subject of a particular decision of the Faculty Council based on the proposal of the Professional Study Teaching Council. The student may take his/her diploma thesis defence only upon passing all the stipulated examinations and upon fulfilling all other study-related obligations. The diploma thesis is defended publicly before the appointed commission. Every member of the Diploma Thesis Evaluation Commission gives his/her own grade separately for the diploma paper and for the diploma thesis defence. Out of all these grades the final (single) diploma thesis grade is derived.

Table 1. The list of mandatory and elective courses and/or modules with the number of contact hours and ECTS credits

LIST OF COURSES/MODULES								
Study year: 1st								
Semester: I								
MODULE	**COURSE**	**COURSE TEACHER**	**L**	**S**	**E**	**e-learning**	**ECTS**	**Mandatory/Elective**
Mandatory courses of all the 4 modules	Physiology of Sport and Exercise	Prof. Branka Matković, Ph.D.	60	15			7	M
	Functional Anatomy	Assist.Prof. Davor Šentija, Ph.D.	36	24			6	M
	Fundamentals of Kinesiology	Prof. Franjo Prot, Ph.D.	45	15			6	M
	Basic Kinesiological Transformations	Prof. Igor Jukić, Ph.D. Assoc.Prof. Goran Marković, Ph.D. Assist.Prof. Maja Horvatin-Fučkar,Ph.D.	45		30		7	M
	Pedagogy	Assist.Prof. Daria Tot, Ph.D.	45	8	7		5	M
		TOTAL	**231**	**62**	**37**		**31**	
Elective module – PHYSICAL CONDITIONING OF ATHLETES	Analysis of Physical Conditioning of Athletes	Prof. Igor Jukić, Ph.D.	38		37		9	S
		TOTAL (O+S)	**269**	**62**	**74**		**40**	
Elective module – FITNESS TRAINING	Fitness Training Methods 1[1]	Assoc.Prof. Goran Marković, Ph.D. Asim Bradić, Ph.D.	20		20			S
		TOTAL (O+S)	**251**	**62**	**57**		**31**	
Elective module – PHYSICAL RECREATION	Physical recreation	Prof. Mirna Andrijašević, Ph.D.	45		30		10	S
		TOTAL (O+S)	**276**	**62**	**67**		**41**	

[1] *The course Fitness Training Methods 1 is delivered both in I and II semester.*

LIST OF COURSES/MODULES								
Study year: 1st								
Semester: II								
MODULE	**COURSE**	**COURSE TEACHER**	**L**	**S**	**E**	**e-learning**	**ECTS**	**Mandatory/Elective**
Elective module – SPORT	History, Rules and Organisation of a Chosen Sport		30				3	S
	Kinesiological Analysis of a Chosen Sport		45	5	40		9	S
	Anthropological Analysis in a Chosen Sport		30	15			5	S
	Teaching Methods of a Chosen Sport 1		30		30		7	S
	Elective course I		15	15			2	E
	Elective course/Sport I		9	18	18		3	E
	Sport coaching internship*				30			M
		TOTAL	**159**	**53**	**118**		**29**	
Elective module – PHYSICAL CONDITIONING OF ATHLETES	Physical Condition Assessment Procedures[2]	Prof. Igor Jukić, Ph.D.	10		10			S
	Methods of Physical Conditioning of Athletes 1[3]	Prof. Igor Jukić, Ph.D.	30		30			S
	Physical Conditioning of Children and the Youth	Prof. Igor Jukić, Ph.D.	45		45		10	S
	Elective course I		15	15			2	E
	Elective course II		15	15			2	E
	Elective course/Sport I		9	18	18		3	E
	Elective course/Sport III		9	18	18		3	E
	Sport coaching internship				30			M
		TOTAL	**133**	**66**	**151**		**20**	

Note: Sport coaching internship is conducted for all elective modules through all even semesters of the study, provided that student only after the internship done gains 10 ECTS points, that is 5 ECTS points at the end of 2nd year and 5 ECTS points at the end of the 3rd year of study. The description of the subject Sport coaching internship for all modules is given at the end of this elaborate (Form 1)

[2] *The students should attend classes of the course Physical Condition Assessment Procedures through II and IV semester.*
[3] *The students should attend classes of the course Methods of Physical Conditioning of Athletes through II, III, IV semester.*

LIST OF COURSES/MODULES								
Study year: 1st								
Semester: II								
MODULE	**COURSE**	**COURSE TEACHER**	**L**	**S**	**E**	**e-learning**	**ECTS**	**Mandatory/Elective**
Elective module – FITNESS TRAINING	Fitness Training Methods 1	Assoc.Prof. Goran Marković, Ph.D. Asim Bradić, Ph.D.	40		40		13	S
	Fitness Measurement and Assessment Procedures	Assoc.Prof. Goran Marković, Ph.D.	20		20		5	S
	Group Fitness Training Programmes 1[4]	Assoc.Prof.Gordana Furjan-Mandić, Ph.D.	12		8		4	S
	Elective course I		15	15			2	E
	Elective course II		15	15			2	E
	Elective course/Sport I		12	24	24		3	E
	Sport coaching internship				30			M
		TOTAL	**114**	**54**	**122**		**29**	
Elective module – PHYSICAL RECREATION	Methods of Physical recreation in Tourism 1[5]	Assist.Prof. Drena Trkulja Petković, Ph.D.	40	10	10		6	S
	Medicine of Physical Recreation	Prof. Stjepan Heimer, Ph.D.	60				6	S
	Elective course I		15	15			2	E
	Elective course II		15	15			2	E
	Elective course/Sport I		9	18	18		3	E
	Sport coaching internship				30			M
		TOTAL	**139**	**58**	**58**		**19**	

LIST OF COURSES/MODULES

[4] *The students should attend classes of the course Group Fitness Training Programmes 1 through II and III semster.*

[5] *The students should attend classes of the course Methods of Physical recreation in Tourism in II. and IV semestar.*

Study year: **2nd**								
Semester: III								
MODULE	**COURSE**	**COURSE TEACHER**	**L**	**S**	**E**	**e-learning**	**ECTS**	**Mandatory/Elective**
Mandatory courses of all the 4 modules	Biomechanics of Sport	Assist.Prof. Mario Kasović, Ph.D.	45	30			7	M
	History of Sport	Lecturer Zrinko Čustonja, , Ph.D.	30	15			5	M
	Psychology of Sport	Prof. Ksenija Bosnar, Ph.D. Assist.Prof. Renata Barić, Ph.D.	45		30		7	M
	Foreign Language (English)	Senior Lecturer Darija Omrčen, Ph.D.	15		30		5	M
	Theory and Methodology of Training	Prof. Dragan Milanović, Ph.D.	60	15			7	M
		TOTAL	**195**	**60**	**60**		**31**	
Elective module – PHYSICAL CONDITIONING OF ATHLETES	Methods of Physical Conditioning of Athletes 1	Prof. Igor Jukić, Ph.D.	15		15			S
		TOTAL (M+S)	**210**	**60**	**75**		**31**	
Elective module – FITNESS TRAINING	Group Fitness Training Programmes 1	Prof. Gordana Furjan-Mandić, Ph.D.	24		16		3	S
		TOTAL (M+S)	**219**	**60**	**76**		**34**	

LIST OF COURSES/MODULES								
Study year: 2nd								
Semester: IV								
MODULE	**COURSE**	**COURSE TEACHER**	**L**	**S**	**E**	**e-learning**	**ECTS**	**Mandatory/Elective**
Elective module - SPORT	Teaching Methods of a Chosen Sport 2		90		90		17	S
	Elective course II		15	15			2	E
	Elective course III		15	15			2	E
	Elective course/Sport II		9	18	18		3	E
	Sport coaching internship				60		5	M
		TOTAL	**129**	**48**	**168**		**29**	
Elective module – PHYSICAL CONDITIONING OF ATHLETES	Physical Condition Assessment Procedures	Prof. Igor Jukić, Ph.D.	28		27		9	S
	Methods of Physical Conditioning of Athletes 1	Prof. Igor Jukić, Ph.D.	15		15		10	S
	Elective course III		15	15			2	E
	Elective course/Sport II		9	18	18		3	E
	Sport coaching internship				60		5	M
		TOTAL	**67**	**33**	**120**		**29**	
Elective module – FITNESS TRAINING	Health-related Aspects of Training and Nutrition in Fitness Training	Prof.Marjeta Mišigoj-Duraković, Ph.D.	30	15			5	S
	Fitness Training Programming 1	Prof. Goran Marković, Ph.D.	30	15			4	S
	Group Fitness Training Programmes 2[5]	Prof. Gordana Furjan-Mandić, Ph.D.	30		25		7	S
	Elective course III		15	15			2	E
	Elective course/Sport II		12	24	24		3	E
	Sport coaching internship				60		5	M
		TOTAL	**127**	**59**	**109**		**26**	
Elective module – PHYSICAL RECREATION	Methods of Physical recreation in Leisure Time 1	Prof. Mirna Andrijašević, Ph.D.	30	15			4	S
	Methods of Physical Recreation in Tourism 2	Assist.Prof. Drena Trkulja Petković, Ph.D.	40	10	10		6	S
	Economics of Physical Recreation	Prof. Mato Bartoluci, Ph.D. Lecturer Sanela Škorić, Ph.D.	30		15		5	S
	Kinesitherapy	Assist.Prof. Dubravka Ciliga, Ph.D.	40		20		6	S
	Elective course/Sport I		9	18	18		3	E
	Sport coaching internship				60		5	M
		TOTAL	**139**	**43**	**123**		**29**	

[5] *The students should attend classes of the course Group Fitness Training Programmes 2 through IV and V semester.*

LIST OF COURSES/MODULES								
Study year: 3rd								
Semester: V								
MODULE	**COURSE**	**COURSE TEACHER**	**L**	**S**	**E**	**e-learning**	**ECTS**	**Mandatory/elective**
Mandatory courses of all the 4 modules	Management in Sport	Prof. Mato Bartoluci, Ph.D. Lecturer Sanela Škorić, Ph.D.	30	15			5	M
	Basics of Statistics and Kinesiometry	Prof. Dražan Dizdar, Ph.D.	30		30		6	M
	Sociology of Sport	Assoc.Prof. Benjamin Perasović, Ph.D.	45				5	M
	Sports Medicine	Assist.Prof.Saša Janković, Ph.D.	60		15		7	M
	Final Exam						10	
		TOTAL	**165**	**15**	**45**		**33**	
Elective module – PHYSICAL CONDITIONING OF ATHLETES	Planning and Programming Physical Conditioning of Athletes[6]	Prof. Igor Jukić, Ph.D.	23		22			S
		TOTAL (M+S)	**188**	**15**	**67**		**33**	
Elective module – FITNESS TRAINING	Fitness Training Methods 2[7]	Prof. Goran Marković, Ph.D. Asim Bradić, Ph.D.	20		20			
	Group Fitness Training Programmes 2	Prof. Gordana Furjan-Mandić, Ph.D.	20		15		3	S
		TOTAL (M+S)	**205**	**15**	**80**		**36**	
Elective module – PHYSICAL RECREATION	Elective course/Sport III (winter sport)		12	24	24		3	E
		TOTAL (M+E)	**177**	**39**	**69**		**36**	

[6] *The students should attend classes of the course Planning and Programming Physical Conditioning of Athletes through V and IV semester.*
[7] *The students should attend classes of the course Fitness Training Methods 2 through V and VI semester.*

LIST OF COURSES/MODULES								
Study year: 3rd								
Semester: VI								
MODULE	**COURSE**	**COURSE TEACHER**	**L**	**S**	**E**	**e-learning**	**ECTS**	**Mandatory/Elective**
Elective module – SPORT	Training Programming a Chosen Sport		60	30			9	S
	Performance Capacity Evaluation in a Chosen Sport		30	15			5	S
	Elective course IV		15	15			2	E
	Elective course /sport III		9	18	18		3	E
	Elective course/Sport IV		9	18	18		3	E
	Sport coaching internship				90		5	M
		TOTAL	**123**	**96**	**126**		**27**	
Elective module – PHYSICAL CONDITIONING OF ATHLETES	Methods of Physical Conditioning of Athletes 2	Prof. Igor Jukić, Ph.D.	30		30		6	S
	Planning and Programming Physical Conditioning of Athletes	Prof. Igor Jukić, Ph.D.	30		30		11	S
	Elective course IV		15	15			2	E
	Elective course /sport IV		9	18	18		3	E
	Sport coaching internship				90		5	M
		TOTAL	**84**	**33**	**168**		**27**	
Elective module – FITNESS TRAINING	Fitness Training Methods 2	Prof. Goran Marković,Ph.D. Asim Bradić, Ph.D.	40		40		13	S
	Fitness Training Programming 2	Assoc.Prof. Goran Marković, Ph.D.	30	15			4	S
	Elective course IV		15	15			2	E
	Sport coaching internship				90		5	M
		TOTAL	**85**	**30**	**130**		**24**	
Elective module – PHYSICAL RECREATION	Methods of Physical Recreation in eisure Time 2	Prof. Mirna Andrijašević, Ph.D.	30	15	30		8	S
	Adapted Physical Activities	Assist.Prof.Dubravka Ciliga, Ph.D.	30	15			5	S
	Elective course /sport IV		9	18	18		3	E
	Elective course/Sport V		9	18	18		3	E
	Sport coaching internship				90		5	M
		TOTAL	**78**	**66**	**156**		**24**	

LIST OF COURSES/MODULES								
Study year: 1st, 2nd and 3rd								
Semester: II, IV, V[8] and VI								
MODULE	**COURSE**	**COURSE TEACHER**	**L**	**S**	**E**	**e-learning**	**ECTS**	**Mandatory/Elective**
Elective sports	Aerobics	Assoc.Prof.. Gordana Furjan-Mandić, Ph.D.	9	18	18		3	E
	Acrobatics	Assist.Prof.dr.sc. Željko Hraski, Ph.D.	9	18	18		3	E
	Track-and-Field	Prof. Vesna Babić, Ph.D. Assist.Prof. Dražen Harasin, Ph.D. Assist.Prof. Ljubomir Antekolović, Ph.D.	9	18	18		3	E
	Badminton	Lidija Petrinović-Zekan, Ph.D.	9	18	18		3	E
	Combat Sports	Prof. Hrvoje Sertić, Ph.D.	9	18	18		3	E
	Elementary Games	Assist.Prof. Maja Horvatin-Fučkar,Ph.D.	9	18	18		3	E
	Graeco-Roman Style Wrestling	Senior Lecturer Čedomir Cvetković, M.Sc.	9	18	18		3	E
	Ganmes in the Water	Prof. Nada Grčić-Zubčević, Ph.D.	9	18	18		3	E
	Windsurfing	Prof. Goran Oreb, Ph.D.	9	18	18		3	E
	Small Boat Sailing	Prof. Goran Oreb, Ph.D.	9	18	18		3	E
	Basketball	Prof. Damir Knjaz, Ph.D.	9	18	18		3	E
	Football	Assist.Prof.dr.sc. Valentin Barišić, Ph.D.	9	18	18		3	E
	Volleyball	Prof. Nenad Marelić, Ph.D.	9	18	18		3	E
	Dancing	Prof.dr.sc. Goran Oreb, Ph.D.	9	18	18		3	E
	Swimming	Prof. Nada Grčić-Zubčević, Ph.D.	9	18	18		3	E
	Handball	Prof. Dinko Vuleta, Ph.D.	9	18	18		3	E
	Self-defence	Prof. Hrvoje Sertić, Ph.D.	9	18	18		3	E
	Skiing	Prof. Bojan Matković, Ph.D.	38		22		3	E
	Cross-country Skiing	Prof. Bojan Matković, Ph.D.	29		16		3	E
	Shooting	Prof. Hrvoje Sertić, Ph.D.	9	18	18		3	E
	Tennis	Prof. Boris Neljak, Ph.D.	9	18	18		3	E
	Triathlon	Ivan Ivezić,Mag.Cin.	9	18	18		3	E
	Water-polo	Prof.dr.sc. Goran Leko, Ph.D.	9	18	18		3	E

[8] Exceptionally, within the elective module PHYSICAL RECREATION the elective course SPORT (winter) is to be enroled in V semester.

LIST OF COURSES/MODULES								
Study year: 1st, 2nd and 3rd								
Semester: II, IV, V and VI								
MODULE	**COURSE**	**COURSE TEACHER**	**L**	**S**	**E**	**e-learning**	**ECTS**	**Mandatory/Elective**
Elective courses	Audiovisual Aids	Assist.Prof. Ljubomir Antekolović, Ph.D.	6	10	10	4	2	E
	Biomechanical Diagnostics	Assist.Prof. Mario Kasović, Ph.D.	15	15			2	E
	Kinesiological orientation and Selection	Prof. Franjo Prot, Ph.D. Assist.Prof. Goran Sporiš, Ph.D.	30				2	E
	Kinesitherapy 1	Assist.Prof. Dubravka Ciliga, Ph.D.	15		15		2	E
	Communicology in Sport	Prof. Benjamin Perasović, Ph.D.	15	15			2	E
	Public Speaking Skills	Assist.Prof. Elenmari Pletikos Olof, Ph.D.	15	15			2	E
	Notational Analysis	Assist.Prof. Goran Sporiš, Ph.D.	20	10			2	E
	Nutrition of Athletes	Prof. Marjeta Mišigoj-Duraković, Ph.D.	30				2	E
	Sports Injury Prevention	Prof. Saša Janković, Ph.D.	15	15			2	E
	Psychology of Middle Adulthood	Prof. Ksenija Bosnar, Ph.D.	15	15			2	E
	Sport for Persons with Disabilities	Assist.Prof. Dubravka Ciliga, Ph.D.	15	15			2	E
	Sport in European Countries	Prof. Dragan Milanović, Ph.D.	15	15			2	E
	Athletes with Allergy and Asthma	Prof. Asja Stipić Marković, Ph.D.	24		6		2	E
	Outdoor Physical Recreational Activities	Assist.Prof. Drena Trkulja-Petković, Ph.D.	16		14		2	E
	Wellness	Prof. Mirna Andrijašević, Ph.D.	15		15		2	E
	Life in the Nature and Survival Skills	Assist.Prof. Dražen Harasin, Ph.D.	15	15			2	E

NOTE:

1) *The students enroled on the modules SPORT and PHYSICAL CONDITIONING OF ATHLETES are obliged to chose 4 elective courses and 4 elective sports.*
2) *The students enroled on the module FITNESS TRAINING are obliged to chose 4 elective courses and 2 elective sports.*
3) *The students enroled on the module KINESIOLOGICAL RECREATION are obliged to chose 2 elective courses and 5 elective sports (1team sports game, 1 polistructural sport, 1 winter sport, 1 monostructural sport and 1 conventional-aesthetic sport).*

1st STUDY YEAR

I semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS
MANDATORY COURSES of all the four elective courses						
Physiology of Sport and Exercise	Prof. Branka Matković, Ph.D.	60	15			7
Functional Anatomy	Assist.Prof.dr.sc. Davor Šentija, Ph.D.	36	24			6
Fundamentals of Kinesiology	Prof. Franjo Prot, Ph.D.	45	15			6
Basic Kinesiological Transformations	Prof. Igor Jukić, Ph.D. Assoc.Prof.dr.sc. Goran Marković, Ph.D. Assist.Prof. Maja Horvatin-Fučkar, Ph.D.	45		30		7
Pedagogy	Assist.Prof. Daria Tot, Ph.D.	45	8	7		5
SPECIALTY COURSES of the elective module PHYSICAL CONDITIONING OF ATHLETES						
Analysis of Physical Conditioning of Athletes	Prof. Igor Jukić, Ph.D.	38		37		9
SPECIALTY COURSES of the elective module FITNESS TRAINING						
Fitness Training Methods 1[9]	Assoc.Prof. Goran Marković, Ph.D. Lecturer Asim Bradić, Ph.D.	20		20		
SPECIALTY COURSES of the elective module PHYSICAL RECREATION						
Physical (Sports) Recreation	Prof. Mirna Andrijašević, Ph.D.	45		30		10

[9] *The course Fitness Training Methods 1 is delivered both in I and II semester.*

MANDATORY COURSES of all the 4 elective courses

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Branka Matković, Ph.D.**	1.6. Year of the study programme	1
1.2. Name of the course	**PHYSIOLOGY OF SPORT AND EXERCISE**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Assoc.Prof. Lana Ružić, Ph.D. Antonela Nedić, M.D., Junior Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	75(60L + 15S) *Actual teaching hours: 28L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	250
1.5. Status of the course	Compulsory	1.10. Razina primjene e-učenja (1., 2., 3. razina), % izvođenja predmeta *on line* (maks. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	During the compulsory course Physiology of sport and exercise the students will get acquainted with basic mechanisms of functioning of human organs and organ systems. Furthermore, they will be able to understand the physiological responses and adjustments of bodily structures and functions to physical activity and sports training and they will get acquainted with the application of achievements of physiology of sport in the training process of athletes and improvement of sports results. Students will acquire skills necessary for functional diagnostics and interpretation of results of testing.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students acquire knowledge of the functioning of the human body. Students acquire knowledge of the basic acute and chronic responses and adaptation of the organism to physical activity. Students will be enabled to apply this knowledge in programming of sports training or recreational physical activity.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - understand specific characteristics and mechanisms of the human body that make it a living being; - understand acute responses of different organ systems to physical activity; - understand adaptations of different organ systems to physical activity; - understand the basic pathophysiological mechanisms; - understand the application of findings of physiology of exercise in training of athletes and improvement of sports results.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures** 1. Introduction to the field of human physiology, physiology of sport and exercise, origins, historical development of physiology of sport and exercise, homeostasis, cellular and molecular physiology. (2L) 2. Cell membrane, membrane transports and potentials (membrane and action potential). (2L) 3. Muscular system and metabolism, energy production systems. (4L) 4. Types of muscle fibres, muscular adaptations to strength-, speed-, and endurance training. (4L) 5. Nervous system - organization and the basics of functioning, sensory receptors, spinal level, subcortical level, cortical level , voluntary motor activity , intellectual functions. (4L) 6. Nervous system – autonomic nervous system, special senses. (2L) 7. Endocrine system: pituitary gland, thyroid gland, pancreas. (4L) 8. Adrenal gland, gonads, hormonal response to physical activity. (4L) 9. Cardiovascular system: blood (plasma, blood cells, blood groups, immunity, and blood coagulation). (4L) 10. Heart (cardiac muscle, cardiac cycle, conductive system of the heart, regulation of the heart function). (4L)		

	11. Circulation – hemodynamics, regulation of flow and pressure, cardiac output, capillary dynamics, lymphatic system; response and adaptations to physical activity (dynamic loading, static loading). (4L) 12. Respiratory system: ventilation, alveolar diffusion, gas transport, regulation of respiration. (4L) 13. Response and adaptations of the respiratory system to physical activity (dynamic loading, static loading). (4L) 14. Kidneys and body fluids: body fluid compartments; urine formation, body fluid regulation. (4L) 15. Acid-base balance and regulation of acid-base balance in exercise (loading). (4L) 16. Digestive system: mechanics, secretion, digestion, and absorption. (4L) 17. Fatigue. (2L) **Seminars** 1. Introduction – characteristics and conditions of laboratory testing, physical quantities. (2S) 2. Cell and the role of cell organelles, membrane transport, membrane potential, action potential. (2S) 3. Types of muscle fibres, motor unit, strength, flexibility. (2S) 4. Thermoregulation. (2S) 5. Oxygen debt. (2S) 6. Energy consumption, mechanical efficiency. (2S) 7. Spiroergometry, cardiorespiratory system – problem task solving. (3S)

2.6. Format of instruction:	x lectures x seminars and workshops x exercises ☐ on line in entirety ☐ partial e-learning x field work	☐ independent assignments x multimedia and the internet x laboratory ☐ work with mentor ☐ (other)	2.7. Commentaries:

2.8. Student responsibilities	Attendance of all classes, preparation of the seminar essay.

1.3. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance	1.0	Written exam	2.0	Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests	1.0	Seminar essay		(other)	
			Oral exam	3.0	(other)	

2.9. Grading and evaluating student work in class and at the final exam	The final grade is based on continuous assessment of students throughout the course (average grade of passed tests). For the students who fail to meet the required criteria of continuous assessment, the final grade will be the average grade of the written and oral part of the exam.

2.10. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Matković, B., Ružić, L.(2009) Fiziologija sporta i vježbanja. Zagreb: KIF,DVOIT.		
	Guyton, A.C., Hall, J.E. (2006) Medicinska fiziologija. 11. izd. (odabrana poglavlja). Zagreb: Medicinska naklada.		

2.12. Optional literature (at the time of submission of study programme proposal)	McArdle, D.W., Katch, F.I., Katch, V.L. (2010) Exercise Physiology: Nutrition, Energy, and Human Performance, Seventh Edition. Baltimore, MD: LWW. Plowman, S.A., Smith, D.L. (2011) Exercise Physiology for Health, Fitness, and Performance, Third Edition. Baltimore, MD: LWW.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Update of the literature list according to the newly published findings from the field of human physiology and physiology of sport and exercise.

∗ *Since the professional study programme for sport coach education is planned to be implemented as a part-time study, in item 1.8. the actual teaching hours are presented based exclusively on lectures.*

1. GENERAL INFORMATION			
1.2. Course teacher	**Assist.Prof. Davor Šentija, Ph.D.**	1.7. Year of the study programme	**1**
1.4. Name of the course	**FUNCTIONAL ANATOMY**	1.8. Credits (ECTS)	**6**
1.4. Associate teachers	Marija Rakovac, Ph.D., Research Assistant	1.9. Type of instruction (number of hours L + S + E + e-learning)	**60(36L+ 24S)** ***Actual teaching hours: 22L****
1.5. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.10. Expected enrolment in the course	
1.6. Status of the course	Compulsory	1.11. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0

2. COURSE DESCRIPTION	
2.1. Course objectives	During the course, the students will get acquainted with the organization and structure of the human body. The basics of the structure and morphology of human organs and organ systems will be described – this will enable acquisition of theoretical and practical knowledge of organization, structure, and function of the human body, with special emphasis on the locomotor system, and enable acquaintance of possible application of knowledge of functional anatomy in analysis of normal, sports, and pathological locomotion.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	After meeting the requirements of the course *Functional Anatomy,* students will acquire basic knowledge of the structure and functioning of the human body. Knowledge of morphology and functioning of all organ systems will serve them as a basis, and even a prerequisite for meeting the requirements of some other courses (such as Physiology of Sport and Exercise, Biological Kinanthropology, Biomechanics, Kinesitherapy, etc.). The acquisition of the detailed knowledge of structure and functioning of the locomotor system will enable students to perform anatomical analysis of movements in sports and other physical activities, in healthy individuals as well as in patients suffering from different chronic diseases.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- Acquisition of the basic anatomical terminology and knowledge of morphology and principles of human body structure. - Acquisition of knowledge of division and characteristics of different organ systems. - Acquisition of knowledge of the human bone system. - Acquisition of knowledge of the human joint system. According to the main goals of the course, students will be able to define and describe human movement, by acquiring terminology and classification of joints, according to basic planes and axes of motion and knowledge of kinematic chains. - Acquisition of knowledge of the muscular system.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures and seminars on the locomotor system** (2L + 2S hours for each teaching topic) 1. Introductory lecture and seminar: Introduction to anatomy, classification of anatomy. Morphology and structure of the human body. Anatomical terminology. Principles of human body structure. Basics of cytology and histology. Introduction to osteology. 2. Bones of the trunk (ossa trunci) – the vertebral column, bones of the thorax, bones of the upper extremity (the pectoral girdle and upper arm). 3. Bones of the upper extremitiy–continuation (bones of the forearm and hand) and bones of the lower extremity (the hip bone, the skeleton of the leg). 4. Bones of the skull (cranium). Bones of the neurocranium and viscerocranium. 5. Syndesmology (arthrology). General – synarthroses, amphiarthroses, diarthroses (synovial joints). Joint architecture. The mechanics of the synovial joints. Classification of synovial joints (according to the number of articulate bones and to the number of axes of motion). Planes and axes of motion. Anatomical nomenclature of movements by regions of the body. 6. Temporomandibular joint, joints of the vertebral column, joints of the thorax, joints of the upper extremity (pectoral girdle and shoulder joint). 7. Joints of the upper extremity-continuation (joints of the forearm and hand) and joints of the lower extremity (joints of the pelvic girdle, hip joint). 8. Joints of the lower extremity–continuation (knee joint, joints of the lower leg, joints of the foot). 9. Myology – general (classification, muscle architecture, accessory organs, muscle actions). 10. Muscles of the head and neck.

	11. Muscles of the trunk (mm. trunci) - muscles of the chest, abdomen, and back. 12. Muscles of the upper extremity (mm. membri superioris). 13. Muscles of the lower extremity (mm. membri inferioris). **Lectures on general (systemic) anatomy (other organ systems):** 1. Nervous system. Organization of the nervous system. Central nervous system. Cerebrum. Cerebellum. Brain stem. Spinal cord. Autonomic nervous system and sensory system. Sympathetic system. Parasympathetic system. Sense of sight. Sense of hearing. Sense of smell. Sense of taste. Proprioception. (2L) 2. Circulatory system. Heart. Blood vessels. Blood. The systemic and pulmonary circulatory system. Lymphatic system. (1L) Respiratory system. The thoracic cage. External nose. Nasal cavity. Paranasal sinuses. Pharynx. Larynx. Trachea. Bronchi. Pleura. Lungs. Respiratory mechanics. (1L) 3. Digestive system. Oral cavity. Esophagus. Stomach. Intestine. Liver. Pancreas. Abdominal cavity, mesentery, peritoneum. (2L) 4. Endocrine system. Urinary system, reproductive system. (2L)

2.6. Format of instruction:	☒ lectures ☒ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☒ multimedia and the internet ☒ laboratory ☐ work with mentor ☐ (other)	2.7. Commentaries:

2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Written exam		Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	5	(other)	

2.10. Ocjenjivanje i vrednovanje rada studenata tijekom nastave i na završnom ispitu	Class attendance 20% Oral exam 80%

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media)	1. Keros, P., Pećina, M., Ivančić-Košuta, M. (1999). Temelji anatomije čovjeka. Zagreb: Naprijed.	13	
	2. Platzer, W. (2003). Priručni anatomski atlas u 3 sveska – (1) Sustav organa za pokretanje. Zagreb: Medicinska naklada.	5	
	3. Šentija D. Funkcionalna anatomija. On-line skripta i predavanja: http://kif.hr/predmet/funana - repozitorij.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Sobotta, J. (2007). Atlas anatomije čovjeka 1-2. Jastrebarsko: Naklada Slap. 2. Krmpotić-Nemanić, J., Marušić, A. (2007). Anatomija čovjeka. Zagreb: Medicinska naklada.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1.Course teacher	Prof. Franjo Prot, Ph.D. Assist.Prof. Goran Sporiš, Ph.D.	1.6.Year of the study programme	1st
1.2.Name of the course	**FUNDAMENTALS OF KINESIOLOGY**	1.7.Credits (ECTS)	6
1.3.Associate teachers		1.8.Type of instruction (number of hours L + S + E + e-learning)	60 (45L+15S) *Actual teaching delivery hours: 22L**
1.4.Study programme (undergraduate, graduate, integrated)	Professiional undergraduate study	1.9.Expected enrolment in the course	
1.5.Status of the course	Mandatory	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1.Course objectives	The familiarization with social and historical conditions in which kinesiology has originated and developed into the distinct scientific-research field. Systematization of concepts, insights and notions on the study of general regularities of human locomotion and general principles of exercise processes management. The study of effects those processes have on the human organism, as well as the study of any other, in that sense relevant, form of human activities and existence. Familiarization with basic research findings about adoption of relevant parameters of the general model of kinesiological transformational process with the available eventual changes of anthropological features, motor knowledge and health status, as well as with educational and other kinesiological transformationa effects. The concept, definition and development of kinesiology. Kinesiological phenomena and kinesiology regularities. A kinesiologist, kinesiological activites, and sports. Structure of kinesiology. Research subject and methods in kinesiology.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3.Learning outcomes at the level of the programme to which the course contributes	Based on the acquired knowledge of human movement and controlled process of programmed exercise, male / female students will be able to understand the need to measure and assess the level of general motor skills and anthropological features and the impact of physical activity on human psychological status. These insights will be a good basis for the learning the material from other courses and understanding the changes under the influence of transformation processes in dealing with healthy people of different ages, gender, level of physical activity and skills in the areas of sport, physical recreation, physical conditioning, fitness and kinesytherapy.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Systematization of concepts and findings on the study of general regularities of human locomotion, general principles of exercise processes management and on the study of effects those processes have on the human organism, as well as on the study of any other, in that sense relevant, form of human activities and existence. 2. Autonomy of kinesiology and its relations to other scientific fields. Research subject and methods in kinesiology.

	3. Familiarize students with educational profiles in order to enable them to decide on one's own prospective professional engagement of a kinesiologist in modern society as regards opportunities for scientific and professional engagement. 4. Knowledge adoption of relevant parameters of the general model of kinesiological transformational process with the available eventual changes of anthropological features, motor skills (knowledge) and health status, as well as with educational and other kinesiological transformationa effects. Knowledge of elements necessary for the exercise process target determination. Short-term, mid-term and long-term objectives of the target, directed exercise process. Immediate and indirect objectives of transformational processes. Procedures of preparation and realization of kinesiological transformations: orientation, selection, planning, programming, execution/realization, control/monitoring and evaluation. Implicit and explicit representation model of transformation operators' impact. 5. Measuring in kinesiology. Systemic and cybernetic approach to the functionality of kinesiological systems. The concept, elements and types of characteristic states of the subject within the framework of transformational processes. Management of kinesiological transformational procsses.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures 1. Introduction to systematic kinesiology (course requirements and organization); professional status of kinesiologists – educational profiles and prospectives of permanent professional engagement of kinesiologists in contemporary society (educational system, selective sports, physical recreation, leisure-time activities, „Sport for All“, kinesitherapy, adapted physical activity, army forces, police forces, safe guards and rescue services) (3L) 2. Concept and definitions of kinesiology (2L) 3. Position of kinesiology in the Croatian cultural milleu (2L) 4. History and anecedents of kinesiology (2L) 5. N. Dally and modern development of kinesiology (2L) 6. Structure of kinesiology and the Zagreb kinesiology circle ; further development trends: basic and applicative/applied kinesiological disciplines and didactic transpositions (2L) 7. Structure of kinesiology and the Zagreb kinesiology circle ; further development trends: anthropological and methodological subdisciplines and didactic transpositions (2L) 8. Research subject and methods – objectives, part one – immediate goals (2L) 9. Research subject: objectives – part 2: indirect goals (2L) 10. Transformational process – part 1 – characteristic states (2L) 11. Transformational process – part 2 – characteristic procedures (2L) 12. Transformational process – part 3 – general formal model and definitions of the components of the kinesiological transformational process (2L) 13. Motor contents and activities – motor behaviour, motor control, motor knowledge/skill, motor learning (2L) 14. Classification criteria of kinesiological (sports) activities and contents (2L) 15. Environmental conditions, premises, equipment and aids (2L) 16. Principles, purpose and methods of kinesiology research: theoretical and/or empirical (experimental) approach to research; basic structure of research and its stages (2L) 17. Principles, purpose and methods of kinesiology research: basic research methods, publication and types of presence and accessibility of scientific and professional work results (2L) 18. Measurability issues and kinesiological phenomena: individual differences and measurability of manifest characteristics of motor behaviour (2L) 19. Measurability issues and kinesiological phenomena: concept and subsegments of psychosomatic status and methodology for its determination (2L) 20. Systemic approach to kinesiological phenomena. Manageability of kinesiological transformational processes (2L) 21. Factors and stages of the managed exercise process. Phases of prepreparation, planning and programming, execution, control and effects evaluation of kinesiological transformations. (2L)

	22. Contemporary civilization strategy and commitment (declarations) as regards active kinesiological engagement (physical activity and sports). International and national organization forms and modalities related to the promotion of active kinesiological involvement. (2L) Seminars 1. Formation of groups, work organization and the basic seminar participation data base establishment (1S) 2. Personal rationale to enrol on the study of kinesiology: essay – free form of expression in writing (2S) 3. Endurance assessment (2400 m track running) – organization and execution of field measuring of motor behaviour in real situation (2S) 4. Basic endurance factors. Basic endurance factors; a theoretical paper based on literature sources. Using a questionnaire in collecting data on sports achievements, level of involvement in kinesiological activities, and on sports preferences (2S) 5. Anthropological characteristics and forms of motor behaviour (2S) 6. Individual and group differences in the level of engagement in kinesiological activities, in the achievemnt level in sport and in sports preferences (2S) 7. Comparison of and covariability of individual differences (2S) 8. Associations between morphological, motor and functional features with sport performance/success (2S)

2.6.Format of instruction:	☒ lectures ☒ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7. Comments:

2.8. Student responsibilities						
2.9. Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	1.0
	Experimental work		Report		(other)	
	Essay		Seminar essay	1.0	(other)	
	Tests		Oral exam	1.0	(other)	
	Written exam	1.5	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Written exam 25% Seminar essay 17% Oral exam 17% Practical training 16%

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Mraković, M. (1994). Uvod u sistematsku kineziologiju. Zagreb: Fakultet za fizičku kulturu.	30	
	2. Findak, V., D. Metikoš, M. Mraković, B. Neljak i F. Prot (2000). Motorička znanja. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.	3	
	3. Metikoš, D., Hofman, E., Prot, F., Pintar, Ž., Oreb, G. (1989). Mjerenje bazičnih motoričkih dimenzija sportaša. Fakultet za fiyičku kulturu, Zagreb	3	

2.12.Optional literature (at the time of submission of study programme proposal)	1. Brooks, A. G. (1981). Perspectives on the academic discipline of physical education. Champaign, IL: Human Kinetics Publishers, Inc.

2.13.Quality assurance methods that esure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Igor Jukić, Ph.D.** **Prof. Goran Marković, Ph.D.** **Assist. Prof. Maja Horvatin-Fučkar, Ph.D.**	1.6. Year of the study programme	**1st**
1.2. Name of the course	**BASIC KINESIOLOGICAL TRANSFORMATIONS**	1.7. Credits (ECTS)	**7**
1.3. Associate teachers	Daniel Bok, Mag. Cin. Asim Bradić, Ph.D. Josipa Bradić, Ph.D. Cvita Gregov, Mag. Cin. Luka Milanović, Ph.D. Saša Vuk, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	**75 (45L + 30E)** ***Actual teaching hours: 28L******
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The goal of the course is to enable students to acquire basic theoretical knowledge and practical skills about basic physical conditioning procedures, basic biotic motor knowledge oriented towards transformation of motor and functional abilities and morphological characteristics in people of different age, gender, physical readiness level and skills.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will be able: - based on the autonomous measurements and evaluation of the basic motor knowledge and motor abilities level; to create and conduct transformational procedures for development and maintenance of primary motor and functional abilities and morphological characteristics in healthy population of different age, gender, physical activity level and sports skills level in the field of sport and physical recreation.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After finishing the course and passing the course exam students will be able to *understand* the biological principles of the human morphological and functional characteristics development, basic relations between motor and functional abilities and morphological characteristics and to *utilize* basic methodological characteristics for their improvement by *constructing* and *conducting* transformational programmes.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Theoretical lectures** (15L) - Terminology (2L) - Formal model of transformational processes and characteristics (2L) - Characteristics of transformational operators – exercises (2L) - Characteristics of transformational operators – methods and load (2L) - The structure and transformations of motor abilities (2L) - Development of active muscle mass (2L) - Loss of subcutaneous fatty tissue (1L) - Basics of the development of aerobic functional abilities (2L) **Theoretical-practical lectures** (30TPL) **and exercises** (30E) - Kinesiological and anthropological characteristics of biotic movements (2TPL + 2E) - Kinesiological and anthropological characteristics of movements structures suitable for the development of *flexibility* (2TPL + 2E) - Kinesiological and anthropological characteristics of movements structures suitable for the development of *balance and precision* (2TPL + 2E) - Kinesiological and anthropological characteristics of movements structures suitable for the development of *speed* (2TPL + 2E) - Kinesiological and anthropological characteristics of movements structures suitable for the development of *coordination and agility* (2TPL + 2E) - Kinesiological and anthropological characteristics of movements structures suitable for the development of *strength and power* (2TPL + 2E)

	- Organizational training forms (2TPL + 2E) - Organization and measurement of motor, functional and morphological characteristics (2TPL + 2E) - Kinesiological and anthropological characteristics of movements structures suitable for the development of active muscle mass (2TPL + 2E) - Kinesiological and anthropological characteristics of movements structures suitable for the loss of subcutaneous fatty tissue loss (2TPL + 2E) - Modeling of methodological procedures for the development of active muscle mass and subcutaneous fatty tissue loss (2TLP + 2E) - Kinesiological and anthropological characteristics of movements structures suitable for the development of aerobic functional abilities (2TPL + 2E) - Kinesiological and anthropological characteristics of movements structures suitable for the development of anaerobic functional abilities (2TPL + 2E) - Modeling of methodological procedures for the development of functional abilities (2TLP + 2E) - Planning and programming of the procedures for the development of functional abilities and sucutaneous fatty tissue loss (2TPL + 2E)

2.6. Format of instruction:			2.7. Commentaries:
	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety X partial e-learning ☐ field work	☐ independent assignments ☐ multimedia and internet ☐ laboratory ☐ work with mentor X theoretical practical lectures	

2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Written exam	2	Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	4	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 14% Written exam 28% Oral exam 58%

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Fakultet prirodoslovno-matematičkih znanosti, Split.	10	
	2. Metikoš, D., Hofman, E., Prot, F., Pintar, Ž., Oreb, G. (1989). Mjerenje bazičnih motoričkih dimenzija sportaša. Fakultet za fizičku kulturu, Zagreb.	3	
	3. Jukić, I. i Marković, G. (2005). Kondicijske vježbe s utezima (priručnik za nastavu iz predmeta Osnovne kineziološke transformacije). Kineziološki fakultet Sveučilišta u Zagrebu.	14	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Beachle, T., Earle, RW. (2008). Essentials of Strength Training and Conditioning. Human Kinetics, Champaign, IL., USA. 2. Bompa, T. (2000). Total Training for Young Champions. Human Kinetics, Champaign, IL. USA. 3. Siff, M. (2000). Supertraining. Denver, USA. 4. Željaskov, C. (2004). Kondicioni trening vrhunskih sportista. Sportska akademija, Beograd 5. Malina, R.M., Bouchard, C. (1991). Growth, Maturation and Physical Activity. Champaign, Il, Human Kinetics.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular monitoring of students' active participation through the entire course; lectures, seminars and exercises.

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist.Prof. Daria Tot**	1.6.Year of the study programme	**1st**
1.2.Name of the course	**PEDAGOGY**	1.7.Credits (ECTS)	**5**
1.3.Associate teachers	**Prof. Dubravka Miljković, Ph.D.** **Assist.Prof. Vesna Bilić, Ph.D.** **Ana Žnidarec**	1.8.Type of instruction (number of hours L + S + E + e-learning)	**60 (45P + 7V+8S)** ***Actual teaching delivery hours: 22P****
1.4.Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9.Expected enrolment in the course	200
1.5.Status of the course	Mandatory	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0

2. COURSE DESCRIPTION	
2.1.Course objectives	Students will acquire knowledge through teaching about the objectives, tasks, contents and methods of the educational process and skills for their application in the realization of the training process in sports and recreational activities. They will develop the skills necessary for high-quality personal and athletic development of individuals. Also they will acquire the knowledge and skills of quality of communication with parents, peers, and economic, social and sporting factors in the community. Noticing multistructural and pluricausal nature of educational process, students will learn the necessity of creating and nurturing a positive educational environment as a prerequisite for successful coaching activities. Some of professional skills sports coaches will be practically applied in practice and personal development.
2.2.Course enrolment requirements and entry competences required for the course	No enrollment prerequisites.
2.3. Learning outcomes at the level of the programme to which the course contributes	Competence for quality planning and deciding on the educational activity (activities). Competence to create a stimulating educational environment. Competence for the team, mentoring and collaborative work. Understanding and acceptance of the need for continuing professional development for improving the coaching profession Qualification for helping them get self-esteem, self-fulfillment and self-regulatory process.
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to properly define and interpret the basic concepts in the field of educational sciences and use them correctly in educational communication and pedagogical practice Competence to promote the integral development of participants in recreational activities, taking into account the peculiarities of their development and the right to be different. Competence in the application of knowledge and skills in the field of educational science for the purpose of convenience in specific sports, a sports and recreation and other life situations, to communicate with parents and the local community (sports clubs, recreation centers ...). Competence in the exercise of professional roles and responsibilities of the coaching profession for the optimal development of the participants in recreational programs Competence in the implementation of reflection and self-evaluation of their own professional performance Competence in the planning of the educational process on the basis of specific, clear, positive, measurable and achievable goals within the sport and sports and recreational activities. Competence in the understanding, acceptance and implementation of affective goals: sensitivity to social problems, critical evaluation and adoption of a value system (supporting democratic freedoms and responsibilities, personal strengths and weaknesses ...), self-respect and respect for others and different ...; applying ethical standards in coaching professional activities. Competence in the application of effective educational means for orientation: advice, examples, creating ideals, agendas, games and work as educational resources, cultural entertainment, etc. Competence in the acquisition and application of successful coaches' characteristics: flexibility, empathy, creativity, congruency in interpersonal communication, competence, diligence, responsibility, sensitivity, lightness, sense of humor, self-esteem, self-fulfillment and self-regulation.
2.5.Course content broken down in detail by weekly class schedule (syllabus)	**Lectures, seminars, exercises** 1. The purpose, object and tasks of pedagogy; Socio-historical dimension of pedagogy (2L) 2. Communication in education (2L +2 S) 3. The power and limits of education (2L +2 S) 4. The process and the subjects of education (2L +2 S) 5. The educational objectives (2L +2 S)

	6. Styles of Education (2L +2 S) 7. Educational authorities (2L +2 S) 8. Fundamental educational/developmental areas (physical, intellectual, moral, social - emotional, occupational education) (2P +2 S) 9. Areas of achieving education (education in the family, preschool education, education at school, sports club) (2P +2 S) 10. Methods and tools for education in teaching (2L +2 S) 11. Self-education I (optimism, happiness) (2L +2 S) 12. Self-education II (positive thinking, life goals) (2L +2 S) 13. Social competence and prosocial behavior (2L +4 S) 14. Education and Media (2L +2 S) 15. Violence against children and among children (2L +2 S)

2.6.Format of instruction:	☒ lectures ☒ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7.Comments:

2.8.Student responsibilities	Regular class attendance and active participation in the work.

2.9.Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*						
	Class attendance	2	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests		Oral exam	0.5	(other)	
	Written exam	2	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	During teaching process: Class attendance 30% Seminar essay 30% Oral exam 40% The students who have failed to satisfy the prescribed evaluation criteria during teaching process, will have to pass final integral exam (written – 50%; oral – 50%)

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Miljković, D. (2009.). Pedagogija za sportske trenere. Zagreb: Društveno veleučilište i Kinezиološki fakultet		
	2. Vukasović, A. (2001.). Pedagogija. VII. izdanje. Zagreb: Hrvatski katolički zbor „MI“		

2.12.Optional literature (at the time of submission of study programme proposal)	1. Bratanić, M. (2002.). Paradoks odgoja. Zagreb: Hrv. sveučilišna naklada. 2. Miljković, D., Rijavec M. (2009.). Razgovori sa zrcalom. Zagreb: IEP-D2. 3. Miljković, D., Rijavec M. (2004.). Tri puta do otoka sreće. Zagreb: IEP-D2. 4. Rijavec, M., Miljković, D. (2006.). Tko su dobri ljudi. Zagreb: IEP-D2. 5. Silov, M. (2003.). Pedagogija. Zagreb: Persona.
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

SPECIALTY COURSES of the elective module PHYSICAL CONDITIONING OF ATHLETES

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Igor Jukić, Ph.D.	1.6.Year of the study programme	1st
1.2.Name of the course	**ANALYSIS OF PHYSICAL CONDITIONING OF ATHLETES**	1.7.Credits (ECTS)	9
1.3.Associate teachers	Luka Milanović, Ph.D. Daniel Bok, Mag. Cin. Cvita Gregov, Mag. Cin.	1.8.Type of instruction (number of hours L + S + E + e-learning)	75(38L+37E) *Actual teaching hours: 28L**
1.4.Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9.Expected enrolment in the course	50
1.5.Status of the course	Specialty	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1.Course objectives	The goal of the course is enabling students to acquire knowledge about physical conditioning basics, about the analysis of the physical conditioning contents and the analysis of the sports activities in the function of the physical conditioning.
2.2.Course enrolment requirements and entry competences required for the course	No specific enrolment requirements
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be capable to understand and conduct the analytical procedures of physical conditioning contents and contents of the particular sports activities with the purpose of forming the final physical conditioning programmes for athletes of different age, gender, physical readiness level and competition rang.
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - analyse the contents of physical conditioning form the kinesiological aspect - analyse the contents of physical conditioning form the anthropological aspect - analyse sports activity in the function of methodlogical and periodizational modelling of physical conditioning - relate the results of the analysis with the physical conditioning modelling
2.5.Course content broken down in detail by weekly class schedule (syllabus)	**Lectures and exercises** 1. The history of the world's physical conditioning (2L+1E) 2. The history of physical conditioning in Croatia (2L+2E) 3. Croatian Physical Conditioning Association (2L+2E) 4. National Strength and Conditioning Association (2L+2E) 5. The structure of physical conditioning (2L+2E) 6. The types of physical conditioning (2L+2E) 7. The types of physical conditioning programmes (2L+2E) 8. Integrative character of physical conditioning (2L+2E) 9. Kinesiological analysis of contents for the development and maintenance of power and strength (2TPL + 2E) 10. Kinesiological analysis of contents for the development and maintenance of endurance (2TPL + 2E) 11. Kinesiological analysis of contents for the development and maintenance of speed and agility (2TPL + 2E) 12. Kinesiological analysis of contents for the development and maintenance of coordination (2TPL + 2E) 13. Kinesiological analysis of contents for the development and maintenance of flexibility (2TPL + 2E)

	14. Kinesiological analysis of contents for the development and maintenance of morphological characteristics (2TPL + 2E) 15. Anthropological analysis of physical conditioning contents (the equation of specification) (2L+2E) 16. Anthropological analysis of physical conditioning contents (the equation of value) (2L+2E) 17. Kinesiological analysis of sport in the function of physical conditioning modelling (2L+2E) 18. Anthropological analysis of sport in the function of physical conditioning modelling (2L+2E) 19. The analysis of training history in the function of physical conditioning modelling (2L+2E)

2.6.Format of instruction:	X lectures ☐ seminars workshops X exercises ☐ on line in entirety x partial e-learning ☐ field work	x independent assignments ☐ multimedia and internet ☐ laboratory ☐ work with mentor ☐ (other)	2.1. Comments:

2.8.Student responsibilities	Regular class attendance; active class participation; taking tests and exams.

2.9.Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*						
	Class attendance	1	Written exam		Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay	3	(other)	
			Oral exam	5	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 11% Seminar essay 33% Oral exam 56%

2.11. Required literature (available in the library and via other media) 2.12.Optional literature (at the time of submission of study programme proposal)	Title	Number of copies in the library	Available via other media
	1. Jukić, I., Marković, G. (2003). Kondicijske vježbe s utezima. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	NO
	2. Dijagnostika treniranosti sportaša (1997). Zbornik radova Međunarodnog znanstveno-stručnog skupa. Kineziološki fakultet Sveučilišta u Zagrebu.	10	YES
	3. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Sveučilište u Splitu, Fakultet prirodoslovno-matematičkih znanosti i kineziologije (sveučilišni udžbenik).	10	YES

2.12.Quality assurance methods that ensure the acquisition of exit competences	1. Jukić, I. i sur. (ur.) Zbornici radova Međunarodnog znanstveno-stručnog skupa: Kondicijska priprema sportaša. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske. 2. Reilly, T. (2003). Science and Soccer. London: Spon Press 3. Jukić, I. (ur.)(2003-2011). Kondicijski trening. Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske.
2.13..Student responsibilities	Anonymous student survey

SPECIALTY COURSES of the elective module FITNESS TRAINING

1. GENERAL INFORMATION			
1.1. Course teacher	**Asim Bradić, Ph.D.** **Assoc. Prof. Goran Marković, Ph.D.**	1.6.Year of the study programme	**1st**
1.2.Name of the course	**METHODS IN FITNESS TRAINING 1**	1.7.Credits (ECTS)	**13 (in the last semester students take an exam and achieve these points)**
1.3.Associate teachers	Josipa Bradić, Ph.D. Saša Vuk, Ph.D.	1.8.Type of instruction (number of hours L + S + E + e-learning)	**120(60L + 60E)** ***Actual teaching hours: 60*** **In this semester: 40(20L+20E)**
1.4.Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9.Expected enrolment in the course	20
1.5.Status of the course	Specialty	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2

2. COURSE DESCRIPTION	
2.1.Course objectives	To introduce the basic classification of means (exercises) and teaching methods in resistance and flexibility training; acquiring and perfecting basic and advanced resistance and flexibility training techniques; acquiring and perfecting teaching methods in resistance and flexibility training; acquiring basic safety principles in resistance training; acquiring and perfecting basic and organizational training principles in resistance and flexibility training.
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	- Ability to independently contemplate and solve practical kinesiological problems; - Ability to lead and teach people varying in age, sex, physical activity level and level of basic motor skills; - Ability to plan, program and implement transformational procedures in the areas of applied kinesiology; - Ability to promote physical activity as a mean of health-enhancement in persons varying in age, sex and physical activity level.
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	**Upon the completion of the course, students will be able to:** - effectively and safely teach healthy individuals basic and advanced resistance and flexibility techniques; - chose optimal means and training methods in fitness training of healthy individuals aimed at 1) enhancing the muscular-motor component (especially strength, power and flexibility), and 2) triggering the desirable morphological changes; - understand and implement basic safety principles in resistance training; - understand the specifics of training in resistance and flexibility training with regard to posture and body built of healthy individuals.
2.5.Course content broken down in detail by weekly class schedule (syllabus)	**Theoretical lectures and exercises:** - Historical overview, definition and the structure of power and strength (2L + 2E) - Principles and types of power and strength training (4L + 4E) - Resistance exercises - barbells (4L + 4E) - Resistance exercises - dumbbells (4L + 4E) - Resistance exercises - kettlebells (4L + 4E) - Resistance exercises - medicine balls (2L + 2E)

<table>
<tr><td>2.6.Format of instruction:</td><td colspan="2">☒ lectures
☐ seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="2">☒ independent assignments
☐ multimedia and the internet
☐ laboratory
☐ work with mentor
☐ other</td><td colspan="2">3.1. Commentaries:</td></tr>
<tr><td>2.8.Student responsibilities</td><td colspan="6">Regular class attendance, actively taking part in all forms of classes, taking tests and exams.</td></tr>
<tr><td rowspan="6">2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>1</td><td>Written exam</td><td>4</td><td>Project</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Research</td><td></td><td>Practical exam</td><td>4</td></tr>
<tr><td>Essay</td><td></td><td>Report</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Tests</td><td>4</td><td>Seminar essay</td><td></td><td>(other)</td><td></td></tr>
<tr><td></td><td></td><td>Oral exam</td><td></td><td>(other)</td><td></td></tr>
<tr><td colspan="6">Class attendance and activity 10%
Tests 30%
Written exam 30%
Practical work 30%</td></tr>
<tr><td rowspan="3">2.11. Required literature (available in the library and via other media)</td><td colspan="4">Title</td><td>Number of copies in the library</td><td>Available via other media</td></tr>
<tr><td colspan="4">1. Jukić, I., Marković, G. (2005) Kondicijske vježbe s utezima. Kineziološki fakultet, Zagreb.</td><td>15</td><td>No</td></tr>
<tr><td colspan="4">2. Zatsiorsky, V.M., Kraemer, W.J. (2010). Znanost i praksa u treningu snage. Datastatus, Beograd.</td><td>10</td><td>No</td></tr>
<tr><td>2.12.Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening. TVZ, Zagreb.
2. Howley, E., Franks, B.D. (2007). Fitness Professional's Handbook, Champaign, IL., USA.</td></tr>
<tr><td>2.13.Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">Continuous comprehension checks. At the end of a semester, students evaluate the quality of the course and the lecturers. The results will be used to continuously improve the quality of the course.</td></tr>
</table>

SPECIALTY COURSES of the elective module PHYSICAL (SPORTS) RECREATION

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Mirna Andrijašević, Ph.D.**	1.6.Year of the study programme	**1st**
1.2.Name of the course	**PHYSICAL RECREATION**	1.7.Credits (ECTS)	**10**
1.3.Associate teachers	Assist.Prof. Drena Trkulja-Petković, Ph.D. Danijel Jurakić, Ph.D., Research Assistant	1.8.Type of instruction (number of hours L + S + E + e-learning)	**75 (45L+30E)** ***Actual teaching hours: 30L****
1.4.Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9.Expected enrolment in the course	40
1.5.Status of the course	Compulsory	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	/
2. COURSE DESCRIPTION			
2.1.Course objectives	The objective of this course is to acquaint the students with general issues related to possibility of health protection and promotion in different populations by implementation of physical recreation programmes. In addition to gaining knowledge of basic principles of application, the students will be acquainted with modalities and possibilities of modelling physical recreation programmes with the purpose of humanization of life and quality leisure time. Students will be able to determine the basic criteria for application of different types of physical recreation programmes for different needs (citizens, tourists), as well as for different conditions. Students acquire knowledge of algorithms and all components important for application and realization of different programmes in physical recreation. In addition to the fundamental knowledge, students gain specific competences in creation and realization of general and specific physical recreation programmes.		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The knowledge of the basic principles of professional work in physical recreation in different conditions and for different needs, with the purpose and aim of health promotion and protection of participants in recreation programmes. Team work with experts from other areas.		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - integrate the fundamental knowledge from kinesiology, and apply it in practice; - apply methods with respect to principles of physical recreation for different needs (tourism, leisure time); - analyze and recognize criteria for implementation of programmes in practice; - follow dynamics of changes in this professional sector and adapt to the requests of the market; - work in team in the process of creation of plans and programmes; - apply modern technology in practice.		
2.5.Course content broken down in detail by weekly class schedule (syllabus)	**Lectures and exercises** 1. General terminology and classification of different areas of physical recreation, interdisciplinarity and positioning of physical recreation with regard to kinesiology. (2L) 2. Definitions and classification of recreation, physical recreation, kinesiological recreation. (2L) 3. Principles of physical recreation. (2L+2E) 4. Aims and functions of physical recreation. (2L+2E) 5. Programmes and contents of physical recreation and their classification according to type and purpose. (2L+1E) 6. Physical recreation's function in improvement of work abilities and professional abilities. (2L+1E) 7. Characteristics of professional work, fatigue, rest and recovery (models of physical exercise for employees' needs). (2L+2E) 8. Systematization of physical recreation in leisure time, according to the participants structure, place, time, conditions of realization, and goals. (2L+2E) 9. Planning and programming according to different goals in physical recreation. (2L+2S) 10. Changes of anthropological characteristics during the process of aging and adaptation of adequate physical-recreation treatments. (2L+1E) 11. Preventive programmes in physical recreation. (2L+2S)		

	12. Physical recreation in tourism (the current situation in Croatia and in the world, the role and function of physical recreation, models of implementation). (2L+1E) 13. Health & preventive programmes of physical recreation in tourism (programmed active rests). (2L+1E) 14. Modern–current selective programmes in tourism (health treatments, climatic, wellness, spa, team building, outdoors, etc.). (2L+1E) 15. Soci-economic conditions influencing kinesiological recreation; management and governing structures and possibilities for development of kinesiological recreation in Croatia. (2L+1E) 16. Negative effects of modern lifestyle (morbogenic factors). (2L+1S) 17. Hypokinesis (definition, evolutional overview, analysis of the current situation, possible solutions of the problems). (2L+2E) 18. Stress (definition of the term, the most frequent stressors, stress and physical activity, prevention, stress management). (2L+1E) 19. Overweight (causes, consequences, importance, and potential role of physical activity/physical recreation in prevention, mitigation and/or elimination of associated disturbances). (2L+2S) 20. Transitive forms of activities in physical recreation (definition, structure, characteristics). (2L+1E) 21. The role and significance of physical recreation programmes in natural environments. (2L+2E) 22. Complementary programmes in physical recreation. (3L+2E) Seminar topics correspond to the lecture topics.
2.6.Format of instruction:	☒ lectures ☒ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other) 2.7. Commentaries:
2.8.Student responsibilities	Regular class attendance, active participation in class.

2.9.Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*						
	Class attendance	2	Written exam	5	Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay	2	(other)	
			Oral exam	1	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 20% Seminar essay – 20% Written exam - 50% Oral exam – 10%

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	
	Andrijašević, M. i D. Jurakić (ur), (2010). Kineziološki sadržaji i društveni život mladih. Zagreb: Kineziološki fakultet.	10	

2.12.Optional literature (at the time of submission of study programme proposal)	1. Andrijašević, M., Jurakić, D (ur) (2011). Sportska rekreacija u funkciji unapređenja zdravlja. Zagreb: Kineziološki fakultet. 2. Andrijašević, M. (ur.) (2009). Upravljanje slobodnim vremenom sadržajima sporta i rekreacije. Zagreb: Kineziološki fakultet. 3. Corbin, B. C., Lindsey, R., Welk, I. G., Corbin, R. W. (2002). Concepts of fitness and wellness. New York, USA: Mc Graw Hill Companies. 4. Andrijašević, M., Bartoluci, M., Cetinski, V., Čepelak, R., Fox, J., Ivanišević, G., Jadrešić, V., Keros, P., Peršić, M., Ravkin, R. (1999). Animacija u hotelijersko-turističkoj ponudi. Opatija: Hrvatska udruga hotelijera i restoratera, Vološćansko grafičko poduzeće.
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

II semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS
SPECIALTY COURSES of the elective module SPORT						
History, Rules and Organisation of a Chosen Sport		30				3
Kinesiological Analysis of a Chosen Sport		45	5	40		9
Anthropological Analysis in a Chosen Sport		30	15			5
Teaching Methods in a Chosen Sport 1		30		30		7
SPECIALTY COURSES of the elective module PHYSICAL CONDITIONING OF ATHLETES						
Physical Condition Assessment Procedures[10]	Prof. Igor Jukić, Ph.D.	10		10		
Methods of Physical Conditioning of Athletes 1[11]	Prof. Igor Jukić, Ph.D.	30		30		
Physical Conditioning of Children and the Young	Prof. Igor Jukić, Ph.D.	45		45		10
SPECIALTY COURSES of the elective module FITNESS TRAINING						
Fitness Training Methods 1	Assoc.Prof. Goran Marković, Ph.D. Asim Bradić, Ph.D.	40		40		13
Fitness Measurement and Assessment Procedures	Assoc.Prof. Goran Marković, Ph.D.	20		20		5
Group Fitness Training Programmes 1[11]	Assoc.Prof.Gordana Furjan-Mandić,Ph.D.	12		8		4
SPECIALTY COURSES of the elective module PHYSICAL RECREATION						
Methods of Physical Recreation in Tourism 1[13]	Assist.Prof.Drena Trkulja Petković,Ph.D.	40	10	10		6
Medicine of Physical Recreation	Prof. Stjepan Heimer, Ph.D.	60				6

[10] The students should attend classes of the course Physical Condition Assessment Procedures through II and IV semester.
[11] The students should attend classes of the course Methods of Physical Conditioning of Athletes through II, III, IV and V semester.
[12]The students should attend classes of the course Group Fitness Training Programmes through II and III semester.
[13]The students should attend classes of the course Methods of Physical Recreation in Tourism through II and IV semester.

SPECIALTY COURSES of the elective module SPORT

HISTORY, RULES AND ORGANISATION OF A CHOSEN SPORT

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Vesna Babić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF TRACK-AND-FIELD**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Assist. Prof. Ljubomir Antekolović, Ph.D. Assist. Prof. Dražen Harasin, Ph.D. Marijo Baković, Mag.Cin. Lucija Kolić, mag.cin. Mr.sc. Ivan Milinović Renata Svigir Potroško, prof. Zvjezdana Podunavac, mag.cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45L *Actual teaching hours: 12L**
1. GENERAL INFORMATION			
1.1. Course teacher	Marko Žaja, Mag.Cin.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF BOXING**	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**
1. GENERAL INFORMATION			
1.1. Course teacher	Čedomir Cvetković, M.Sc.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF WRESTLING**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Mario Baić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF SAILING**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Nikola Prlenda, M.Sc. Damir Barac, Mag.Cin. Cebalo Ivana, Mag.Cin. Ivan Oreb, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF JUDO**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF KARATE**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Ivan Segedi, Ph.D. Tihomir Vidranski, Ph.D. Goran Romić, Mag.Cin. Danijel Bok, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Damir Knjaz, Ph.D.	1.6. Year of the study programme	1.
1.2. Nazivi predmeta	**HISTORY, RULES AND ORGANISATION OF BASKETBALL**	1.7. Credits (ECTS)	3
1.3. Associate teachers na predmetu	Prof. Bojan Matković, Ph.D. Tomislav Rupčić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Valentin Barišić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF FOOTBALLING**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Dario Bašić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Nenad Marelić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF VOLLEYBALL**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Tomislav Đurković, Ph.D. Tomica Rešetar, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF DANCING**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Jadranka Vlašić, Ph.D. Latica Čačković, Mag.Cin. Melita Kolarec, Mag.Cin. Tvrtko Zebec, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Goran Leko, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF SWIMMING**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Dajana Zoretić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF RHYTHMIC GYMNASTICS**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Josipa Radaš, Mag.Cin. Melita Kolarac, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**
1. GENERAL INFORMATION			
1.1. Course teacher	Igor Glavičić, Mag.Cin.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF DIVING**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Ivan Drviš, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dinko Vuleta, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF HANDBALL**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF SKIING**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Kamenka Živčić Marković, Ph.D. Assist. Prof. Željko Hraski, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF ARTISTIC GYMNASTICS**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Tomislav Krističević, Ph.D. <u>Part-time associates</u> Prof. Ivan Čuk, Ph.D. Ratko Vuković, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**
1. GENERAL INFORMATION			
1.1. Course teacher	Andrea Čižmek, Mag.Cin.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF ARCHERY**	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF SHOOTING**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Krešimir Vrančić Krešimir Loborec Tomislav Lazić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Franjo Prot, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF TAEKWONDO**	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**
1. GENERAL INFORMATION			
1.1. Course teacher	Dubravko Lipnjak, B.Sc.	1.6. Year of the study programme	1.
1.2. Name of the course	**HISTORY, RULES AND ORGANISATION OF TENNIS**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Andrej Tonejc, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 12L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of the course is to familiarize the students with the basic principles of the chosen sport and which pertain to the history of the sport, its current rules along with their interpretation, as well as the way in which organized systems (e.g. federations) function and govern the sport on national and international levels.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be familiar with the circumstances and location in which their chosen sport originated; they will be familiar with the factors that have influenced the spread of popularity of their chosen sport in Croatia and in the World. Such information may help in further spreading of the sport. Students will also be familiar with the current rules of the sport and they will be able to understand their purpose within the framework of the chosen sport. Finally, students will be familiar with the organization of the structures which act in the sport, and which are relevant as for its functioning on all levels: city, county, national and international.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be familiar with the: 1. Circumstances that have led to the emerging of the chosen sport 2. Means of popularity spreading of the chosen sport 3. Development of the sport up to the present time 4. Factors that have influenced the current rulebook as well as the factors that have influenced its modification 5. Internal structure of the organizations which govern the selected sport on the national and the international levels		

2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures 1. Emergence of the chosen sport in an organized way (2L) 2. Development and popularity of the chosen sport in Croatia and in the World (2L) 3. European and World championships for various age categories (2L) 4. Official international competitions (2L) 5. Participation of Croatian athletes on the international level (2L) 6. Structure of the chosen sport in Croatia and in the World (2L) 7. Croatian Olympic Committee (2L) 8. National sport association, statute, legal documents and areas of activity of various committees (2L) 9. Referees association (2L) 10. Coaches association (2L) 11. A sports club – organization and management (2L) 12. Official international rules (2L) 13. Development of the rules (2L) 14. Officiating (2L) 15. Personnel (1L) 16. Impact of rules upon the evolution of the model of the chosen sport (1L)

2.6. Format of instruction:	X lectures ☐ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7. Commentaries:
2.8. Student responsibilities	Attending classes on a regular basis, activity during classes, independent research assignments.		

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Written exam	2,5	Project	
	Experimental work		Research		Practical exam	
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attending classes 25% Written exam 75%					

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***TRACK-AND-FIELD***	Babić, V. (2010). Atletika hodanja i trčanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	20	
	Međunarodna pravila za atletska natjecanja. Zagreb: Hrvatski atletski savez (IAAF Competition rules 2010-2013.	10	
	Šnajder, V. (1997). Na mjesta, pozor… Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu	10	
2.12. Optional literature (at the time of submission of study programme proposal)	Antekolović, Lj. i Baković, M. (2010). *Skok u dalj.* Zagreb: Miš		

2.11. Required literature (available in the library and via other media) ***BOXING***	Title	Number of copies in the library	Available via other media
	Sertić, H. (2004). Osnove borilačkih sportova. Kineziološki fakultet, Zagreb.	300	
	Didić E., Krznarić D. (2008.) Boks		
	Milanović D. (1997.) Priručnik za sportske trenere		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Blažević S., Širić V. (2008.) Transformacijski model šestomjesečnog kineziološkog tretmana boksača juniora početnika 2. Milanović D., Jukić I., Šimek S. Kondicijska priprema športaša 3. Dexin Wang, Yun Zhu, Caicai Liu (2009.) Research on Technical and Tactical Features of Major Overseas Opponents of Shiming Zou in Olympic Preparations		
2.11. Required literature (available in the library and via other media) ***WRESTLING***	Title	Number of copies in the library	Available via other media
	Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima.	40	
	Marić, J. (1990). Rvanje slobodnim načinom. Zagreb: Sportska tribina.	15	
	Marić, J. (1985). Rvanje klasičnim načinom. Zagreb: Sportska tribina.	15	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Cvetković, Č., Marić, J., Marelić, N. (2005). Tehnical efficiency of wrestlers in relation to some anthropometric and motor variables. Kinesiology, 37 (1), 74 – 83. 2. Yoon (2002) Physiological Profiles of Elite Senior Wrestlers Sports Medicine, Volume 32, 225-233 3. Kraemer, W.J., Fry, A.C., Rubin, M.R., Mcbride, T.T., Gordon, S.E., Koziris, L.P., Lynch, J.M., Volek, J.S., Meuffels, D.E., Newton, R.U., Fleck, S.J. (2001). Physiological and Performance Responses to Tournament Wrestling. Med. Sci. Sports. Exerc., 33 (8): 1367-1378. 4. Shahmuradov, Jn. A. (1996). Free style wrestling. FILA. Rome. 5. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Medicina i fizkultura, Sofija (prijevod na hrvatski s bugarskog).		
2.11. Required literature (available in the library and via other media) ***SAILING***	Title	Number of copies in the library	Available via other media
	Bond, B. (1980). Sve o jedrenju. Zagreb: Mladost.	5	x
	Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.	5	x
	Miloš, D. (2001). Pod jedrima krstaša. Opatija: Preluk.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Medved, R., Oreb. G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24(3) 234-237. 2. Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebaškog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez. 3. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. Konferencija o sportu Alpe-Jadran, Rovinj, 374-375. 4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16(2).185-192.		
2.11. Required literature (available in the library and via other media) ***JUDO***	Title	Number of copies in the library	Available via other media
	Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.	300	
	Judo u Zagrebu – pola stoljeća (2001). Zagreb: zagrebački judo savez.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. www.ijf.org 2. www.kodokan.org		
2.11. Required literature (available in the library and via other media) ***KARATE***	Title	Number of copies in the library	Available via other media
	Sertić, H. (2004). Osnove borilačkih sportova. Kineziološki fakultet, Zagreb.	300	
1.12. Optional literature (at the time of submission of study programme proposal)	WKF. *Rule book* WKF.		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***BASKETBALL***	Swalgin K. (2010). Nastanak i razvoj košarkaške igre. Antropološka analiza košarkaške igre (ur. Matković i sur.). Sveučilišni udžbenik. Kinezioloski fakultet Sveučilišta u Zagrebu, Zagreb.		
	Knjaz, D., Matković, B., Rupčić, T. (2010). Povijest hrvatske košarke. Antropološka analiza košarkaške igre (ur. Matković i sur.). Sveučilišni udžbenik. Kinezioloski fakultet Sveučilišta u Zagrebu, Zagreb.		
	Tocigl, I. (1998). Košarkaški udžbenik. Fakultet prirodoslovno-matematičkih znanosti i odgojnih područja Sveučilišta u Splitu, Zavod za fizičku kulturu, Split.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Blašković, M., Matković, B., Knjaz, D., Sobočan, M. (2001). Košarka. Stanje i perspektiva zagrebačkog sporta. Zbornik radova (ur. D. Milanović) Fakultet za fizičku kulturu. Zagreb. Str.303-312. 2. Filković, D., Knjaz, D. (2010). Povijest muških svjetskih košarkaških prvenstava. Time-out. Udruga hrvatskih košarkaških trenera. Zagreb. 23:13-25. 3. Knjaz, D., Pavlović, D. (2006) Organizacija turnira i natjecanja u programima mini košarke. Time out. Udruga Hravtskih košarkaških trenera. Br.: 15, str.: 46-47 4. Rupčić, T., Matković, B., Knjaz, D. (2010). Antropološki profil košarkaških sudaca. Hrvatski športskomedicinski vjesnik. 25, 16-22 5. Swalgin, K; Knjaz, D. (2009.). A study to determind the importance and value of taking a charge in men's division I college basketball in the United States. Book of Abstracts of the 14th Annual Congress of the European College of Sport Science, Oslo/Norway, June 24-27, 2009. Loland, S., Bø ; , K., Fasting, K., Hallén, J., Ommundsen,Y., Roberts, G., Tsolakidis, E.(ur.). Oslo: The Norwegian School of Sport Sciences, 2009. 301.		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***FOOTBALL***	Giford, C. (2005). Nogometna enciklopedija. Profil multimedia, d.o.o.		
	Nogometni leksikon (2004). **Zagreb:** Leksikografski zavod Miroslav Krleža.		
	Pravila nogometne igre (1994). Zagreb: Hrvatski nogometni savez.		
2.12. Optional literature (at the time of submission of study programme proposal)			

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***VOLLEYBALL***	Janković, V., Marelić, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.		
	Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci. Zagreb: Autorska naklada.		
2.12. Optional literature (at the time of submission of study programme proposal)	Službena pravila odbojke. (2011). Zagreb: Hrvatski odbojkaški savez.		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***DANCING***	Ivančan, I. (1996) Narodni plesni običaji u Hrvata. Hrvatska matica iseljenika institut za folkloristiku.	3	
	Maletić, A. (2002). Povijest plesa starih civilizacija. Od Mezopotamija do Rima. Matica hrvatska.	2	
	Maletić, A. (2002). Povijest plesa starih civilizacija. Azijske plesne tradicije.Matica hrvatska	2	
2.12. Optional literature (at the time of submission of study programme proposal)	Wainwright, L. (2007). Zaplešimo. Zagreb: Kugen		

2.11. Required literature (available in the library and via other media) ***SWIMMING***	Title	Number of copies in the library	Available via other media
	Volčanšek, B. (2002). Bit plivanja. Fakultet za fizičku kulturu Sveučilišta u Zagrebu. Zagreb.		
	Leko, G. (2008). Slobodni način plivanja: Sveučilišni priručnik. Zagreb: Promo FIT.		
	Maglischo, E.W. (2003) Swimming Fastest. California: Human Kinetics.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Volčanšek, B. (1996). Sportsko plivanje. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 2. www.swim.ee 3. http://www.fina.org (rules)		
2.11. Required literature (available in the library and via other media) ***RYHTHMIC GYMNASTICS***	Title	Number of copies in the library	Available via other media
	FIG Pravilnik za ocjenjivanje ritmičko-sportske gimnastike. Federation International of Gymnastic		Yes
	Wolf-Cvitak, J. (2004). Ritmička gimnastika. Kugler.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Jurinec, J., G. Furjan-Mandić, M. Vunić, M. Kolarec (2005). Ritmička gimnastika na internetu. U: Zbornika radova 14. ljetne škole kineziologa RH, Rovinj:192-195. 2. Vaganova, A. (1977). Osnovi klasičnog baleta. Beograd: Sportska knjiga.		
2.11. Required literature (available in the library and via other media) ***DIVING***	Title	Number of copies in the library	Available via other media
	Jajčević, Z. (2010). Povijest športa i tjelovježbe. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu	50	
	Gošović, S. (1990). Ronjenje u sigurnosti. Zagreb: Jumena	2	
	Hrvatski ronilački savez (2001). Pravilnici, protokoli i obrasci za organizaciju i provedbu natjecanja Hrvatskog ronilačkog saveza. zagreb: Hrvatski ronilački savez.	2	
2.12. Optional literature (at the time of submission of study programme proposal)	Horvatić, M. (2000). Ronilački sportovi i natjecanja. Zagreb: Hrvatski ronilački savez.		
2.11. Required literature (available in the library and via other media) ***HANDBALL***	Title	Number of copies in the library	Available via other media
	Kramer, F., D. Pinević (2009). Hrvatski rukomet. Topical D.O.O. – Zagreb		
	Pravila rukometne igre Udruga hrvatskih rukometnih sudaca http://www.uhrs.hr Rules of the Game (Indoor Handball) (2010). službene stranice International Handball Federation IHF (http://ihf.info/files/Uploads/NewsAttachments/0_RuleGame_GB.pdf) na hrvatskom dostupno: Međunarodna pravila rukometne igre (2010). http://www.uhrs.hr/pravila.pdf		
	Vodič kroz rukomet. Hrvatski rukometni savez 2011.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Rukometni savez Hrvatske (1986). Razvoj rukometa u Hrvatskoj. Zagreb, Sportska tribina. 2. Vuleta, D., T. Mihić (2001). Stanje i perspektive razvoja Zagrebačkog sporta – Rukomet. U: Zbornik radova Stanje i perspektive Zagrebačkog sporta, Fakultet za fizičku kulturu i Zagrebački športski savez,385-391. 3. Enciklopedija fizičke kulture - -poglavlje rukomet (str. 190-205)		
	Title	Number of copies in the library	Available via other media

2.11. Required literature (available in the library and via other media) **SKIING**	Matković, B., Ferenčak, S., Žvan, M. (2004). Skijajmo zajedno. Zagreb: Europapress holding i FERBOS inženjering.		
	Lešnik, B., Žvan, M. (2007). Naše smučine, teorija in metodika alpskega smučanja. Ljubljana: SZS-ZUTS.		
	Cvetnić, R. (2004). 110 godina skijanja u Zagrebu i Hrvatskoj, od prve skijaške udruge do danas. Zagreb: Pop & pop i Zagrebački skijaški savez.		
2.12. Optional literature (at the time of submission of study programme proposal)	3. Jajčević, Z. (1994). 100 godina skijanja u Zagrebu 1894-1994. Zagreb: Zagrebački skijaški savez. 4. Jurković, N., Jurković, D. (2003). Skijanje, tehnika, metodika i osnove treninga. Zagreb: Graphis.		

2.11. Required literature (available in the library and via other media) **ARTISTIC GYMNASTICS**	Title	Number of copies in the library	Available via other media
	FIG (2009). WAG Code of points. Moutier: Federation International de Gymnasstique.		http://www.sportcentric.com/vsite/vnavsite/page/directory/0,10853,5187-188050-205272-nav-list,00.html
	FIG (2009). MAG Code of points. Moutier: Federation International de Gymnasstique.		http://www.sportcentric.com/vsite/vnavsite/page/directory/0,10853,5187-188050-205272-nav-list,00.html
	FIG (2009).Technical regulations. Moutier: Federation International de Gymnasstique.		http://www.sportcentric.com/vsite/vnavsite/page/directory/0,10853,5187-188050-205272-nav-list,00.html
2.12. Optional literature (at the time of submission of study programme proposal)	1. Sabo, Sonja (2011). Opće promjene bodovnog pravilnika ženske sportske gimnastike u periodu od 1992. do 2010. godine. (diplomski rad). Zagreb : Kineziološki fakultet Sveučilišta u Zagrebu. 2. FIG (2012). **Artistic Gymnastics History** /on line/. S mreže skinuto 01. ožujka 2012. s adrese: http://www.sportcentric.com/vsite/vcontent/page/custom/0,8510,5187-188424-205646-44680-282887-custom-item,00.html 3. Wikipedia (2012). Artistic gymnastics /on line/. S mreže skinuto 1. Ožujka 2012. s adrese: http://en.wikipedia.org/wiki/Artistic_gymnastics 4. Hraski, Željko; Živčić, Kamenka; Gojković, Višnja (2001). Sportska gimnastika. Ur. Milanović, Dragan, *10. Zagrebački sajam sporta i nautike: Stanje i perspektiva zagrebačkog sporta*. Zagreb : Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagrebački športski savez (406-410).		

2.11. Required literature (available in the library and via other media) **ARCHERY**	Title	Number of copies in the library	Available via other media
	Kinney, C. D. (2005.). Archery – an olympic history. WSR&P. L.A. California.		
	Salopek, J. (1984.) Luk i strijela: Sport – Rekreacija. Sportska tribina, Zagreb.		
2.12. Optional literature (at the time of submission of study programme proposal)	Kinney, C.D. i sur. (2004.). Competitie Archery. FITA. Lausanne. Weir, W. (2005.). 50 weapons that changed warfare. Career press, NJ – poglavlje: Death at a distance – Bow and arrow.		

2.11. Required literature (available in the library and via other media) **SHOOTING**	Title	Number of copies in the library	Available via other media
	1. Hartnik. A.E. (1997). Pištolji i revolveri enciklopedija. Zagreb: Veble Commerce	3	
	2. Vodopivec,V. i sur. (1977). Sportsko streljaštvo. Beograd: SSJ	20	
2.12. Optional literature (at the time of submission of study programme proposal)			

1.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Kukkiwon (2006) Taekwondo Textbook, O-Seong Publishers (English / Korean), 782 pages	1	

TAEKWONDO	Šiliki, J. A. I Koločnikova E, J (redaktori) (2007) TEKVONDO teorija i metodika, Feniks, Rostov na Donu (ruski), 797. Str.	1	
	Yung Kook Hyun and Lee Kyu Hyun (2003) WTF Standard Taekwondo poomsae DVD, Darfish, recognized by WTF, DVD 1-6 full-set	1	
1.12. Optional literature (at the time of submission of study programme proposal)	1. Prot Franjo (suradnik) (1978) u Pečko Nikola (autor) (1978). Te kvon do od početnika do crnog pojasa. 2. MAĐAREVIĆ,Dražen (2007) HRVATSKI TAEKWONDO SPORT OD 1992. DO 2007. GODINE (kroz ostvarenje sportskih dosega i djelatničkih uloga)/ Dražen Mađarević ; mentor prof.dr.sc.Franjo Prot. – Zagreb : Kineziološki fakultet, 2009. – 67 str. : ilustr. ; 30 cm. – (Diplomski rad, VI stupanj) 3. USKOK, Mladen (1988) Komparativna enumeracija tehnika napada i obrane tae kwon do-a i karate-a / Mladen Uskok ; mentor mr Franjo Prot. – Zagreb : Fakultet za fizičku kulturu, 1988. – 57 str. ; 30 cm. – (Diplomski rad stud. VII stupnja na FFK) Bibliografija str. 56-57. 4. STRMO, Božidar (1989) Klasifikacija udarnih površina i vitalnih točaka u Tae Kwon Do-u obzirom na međusobne relacije / Božidar Strmo ; mentor mr.sc. Franjo Prot. – Zagreb : Fakultet za fizičku kulturu, 1989. – 117 str. : ilustr. ; 30 cm. – (Diplomski rad stud. VII stupnja na FFK) Bibliografija str. 117. 5. Prot Franjo (2009): Curriculum Development for the Four Year Taekwondo Majors at Colleges and Universities a Giant Qualitative Leap. 3rd International Taekwondo Symposium The Curriculum Development the World of Taekwondo Academy, University of California Berkeley, Berkeley, California, USA, August 14-15 2009.		
2.11. Required literature (available in the library and via other media) ***TENNIS***	Title	Number of copies in the library	Available via other media
	HTS/ITF http://www.hts.hr/sekcije-udruge/pravilnici-papiri/rules-of-tennis	10	
	HTS/ITF http://www.hts.hr/sekcije-udruge/pravilnici-papiri/ duties& procedures	10	
	ATP Tour inehttp://www.atpworldtour.com/corporate/Rule book	10" http://www.atpworldtour.com/corporate/Rule book	10
2.12. Optional literature (at the time of submission of study programme proposal)	WTA Tour http://www.wtatennis.com/Aboutus/WTARules		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Partial comprihension checks. Research activity. Anonymous student survey.		

KINESIOLOGICAL ANALYSIS OF A CHOSEN SPORT

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Vesna Babić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF TRACK AND FIELD**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Prof. Dragan Milanović, Ph.D. Assist. Prof. Ljubomir Antekolović, Ph.D. Assist. Prof. Dražen Harasin, Ph.D. Marijo Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF BOXING**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Marko Žaja, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**
1. GENERAL INFORMATION			
1.1. Course teacher	Čedomir Cvetković, M.Sc.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF WRESTLING**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Mario Baić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 60L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF SAILING**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Nikola Prlenda, M.Sc. Damir Barac, Mag.Cin. Cebalo Ivana, Mag.Cin. Ivan Oreb, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF JUDO**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF KARATE**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Ivan Segedi, Ph.D. Tihomir Vidranski, Ph.D. Goran Romić, Mag.Cin. Danijel Bok, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	1.
1.2. Nazivi predmeta	**KINESIOLOGICAL ANALYSIS OF BASKETBALL**	1.7. Credits (ECTS)	9
1.3. Associate teachers na predmetu	Assoc. Prof. Damir Knjaz, Ph.D. Tomislav Rupčić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Valentin Barišić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF FOOTBALL**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Dario Bašić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Nenad Marelić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF VOLLEYBALL**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Tomislav Đurković, Ph.D. Tomica Rešetar, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF DANCE**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Jadranka Vlašić, Ph.D. Latica Čačković, Mag.Cin. Melita Kolarec, Mag.Cin. Tvrtko Zebec, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Goran Leko, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF SWIMMING**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Dajana Zoretić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF RHYTHMIC GYMNASTICS**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Josipa Radaš, Mag.Cin. Melita Kolarac, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**
1. GENERAL INFORMATION			
1.1. Course teacher	Ivan Drviš, M.Sc.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF DIVING**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Darko Kovačević, M.D. Igor Glavičić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dinko Vuleta, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF TEAM HANDBALL**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF SKIING**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Kamenka Živčić Marković, Ph.D. Assist. Prof. Željko Hraski, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF ARTISTIC GYMNASTICS**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Tomislav Krističević, Ph.D. Part-time associates Prof. Ivan Čuk, Ph.D. Ratko Vuković, M.Sc. Bojan Šinkovec, Mag.Cin. Igor Krijimski, Mag.Cin. Željko Jambrović, Mag.Cin. Tatjana Stibilj-Batinić, Mag.Cin. Aida Badić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**
1. GENERAL INFORMATION			
1.1. Course teacher	Andrea Čižmek, Mag.Cin.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF ARCHERY**	1.7. Credits (ECTS)	9
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF SHOOTING**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Krešimir Vrančić Krešimir Loborec Tomislav Lazić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Franjo Prot, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF TAEKWONDO**	1.7. Credits (ECTS)	9
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Aleš Filipčič, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**KINESIOLOGICAL ANALYSIS OF TENNIS**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Andrej Tonejc, M.Sc. Petar Barbaros Tudor, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(45L+5S+40E) *Actual teaching hours: 40L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The aim of this course is to acquire the knowledge regarding the anthropological and biomechanical characteristics of sport as well as the utilization of information in the training system in the chosen sport.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will gain insight into the main characteristics of the chosen sport as well as the level of their importance in sports preparation in the chosen sport, in other sports as well as in sports recreation.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will learn about: - typical movement structures in the chosen sport; - typical situation structures in the chosen sport; - kinematic characteristics of structures of the chosen sport; - kinetic characteristics of structures of the chosen sport; - functional characteristics in the chosen sport; - anatomical performance characteristics in the chosen sport; - characteristics of the chosen sport according to structural complexity; - characteristics of the chosen sport according to prevailing energetic processes; - characteristics of the chosen sport according to the method of performance registration; - notation analysis.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures, seminars and exercises: 1. Analysis of the sports activity according to the structural complexity (4L+4E) 2. Analysis of the sports activity according to the biomechanical parameters (4L+4E) 3. Analysis of the sports activity according to the domination of metabolic processes (4P+4V) 4. Recording and analysis of biomechanical indicators of effectiveness in the sports activity (5L+5S) 5. Analytical decomposition of phases, sub-phases and structural units of a sport (6L + 6E) 6. Phase-like structure of performance of technical elements (6L + 6E) 7. Analysis of structures, sub-structures and structural tactical elements in the chosen sport (6L + 6E) 8. Phase-like structure of performance of tactical elements (6L + 6E)

	9. Comparative analysis of performance of technical elements in athletes varying in age and rank (2L+2E) 10. Comparative analysis of performance of tactical elements in athletes varying in age and rank (2L+2E)
2.6. Format of instruction:	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor X theoretical-practical lectures
2.7. Commentaries:	
2.8. Student responsibilities	Attending classes on a regular basis, activity during classes, independent research assignments.

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
Class attendance	1	Written exam	1	Project		
Experimental work		Research		Practical exam		
Essay		Report		(other)		
Tests		Seminar essay		(other)		4
		Oral exam	3	(other)		

2.10. Grading and evaluating student work in class and at the final exam	
	Activity during class 11% Written exam 11% Practical work 44% Oral exam 34 %

2.11. Required literature (available in the library and via other media) ***TRACK-AND-FIELD***	Title	Number of copies in the library	Available via other media
	Babić, V. (2010). Atletika hodanja i trčanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	20	
	Čoh, M. (2008). Biomechanical diagnostic methods in athletic training. Ljubljana: Faculty of sport, Institute of Sport, Institute of kinesiology.		
	Milanović, D., Hofman, E., Puhanić, V., Šnajder, V. (1986). Atletika – znanstvene osnove. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.	10	

2.12. Optional literature (at the time of submission of study programme proposal)	
	1. Harasin, D. i Milanović, D. (2005). Differences between the best olympic results and the world's best results achieved in the olympic years in throwing events in athletics. Kinesiologia slovenica: 11, 1; 31-42. 2. Milanović, D., Mejovšek, M., Hraski, Ž. (1996). Kinematic analysis of javelin release characteristics. Kinesiology. 28, 1; 44-47 3. Antekolović, J., Antekolović, Lj., Jularić, J. (2009). Povezanost kinematičkih parametara zaleta, odraza i visine skoka u vis. U: Zbornik radova 18. Ljetne škole kineziologa Republike Hrvatske „Metodički orgamizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije“ (ur. Boris Neljak), Poreč od 23. do 27. lipnja 2009., str. 88-92. 4. Antekolović, Lj., Ostojić, I., Marić, A. (2009). Interakcija kinematike zaleta, odraza i rezultata skoka u dalj. U: Zbornik radova 18. Ljetne škole kineziologa Republike Hrvatske „Metodički orgamizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije“ (ur. Boris Neljak), Poreč od 23. do 27. lipnja 2009., str. 93-99. 5. Antekolović, Lj. i Baković, M. (2010). *Skok u dalj.* Zagreb: Miš

2.13. Required literature (available in the library and via other media) ***BOXING***	Title	Number of copies in the library	Available via other media
	Sertić, H. (2004). Osnove borilačkih sportova. Kineziološki fakultet, Zagreb.	300	
	Didić E., Krznarić D. (2008.) Boks		
	Milanović D. (1997.) Priručnik za sportske trenere		

2.14. Optional literature (at the time of submission of study programme proposal)	
	1. Blažević S., Širić V. (2008.) TRANSFORMACIJSKI MODEL ŠESTOMJESEČNOG KINEZIOLOŠKOG TRETMANA BOKSAČA JUNIORA POČETNIKA 2. Milanović D., Jukić I., Šimek S. Kondicijska priprema športaša 3. Dexin Wang, Yun Zhu, Caicai Liu (2009.) Research on Technical and Tactical Features of Major Overseas Opponents of Shiming Zou in Olympic Preparations

2.11. Required literature (available in the library and via other media) ***WRESTLING***	Title	Number of copies in the library	Available via other media
	Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima.	40	
	Marić, J. (1990). Rvanje slobodnim načinom. Zagreb: Sportska tribina.	15	
	Marić, J. (1985). Rvanje klasičnim načinom. Zagreb: Sportska tribina.	15	
2.12.Optional literature (at the time of submission of study programme proposal)	1. Cvetković, Č., Marić, J., Marelić, N. (2005). Tehnical efficiency of wrestlers in relation to some anthropometric and motor variables. Kinesiology, 37 (1), 74 – 83. 2. Yoon (2002) Physiological Profiles of Elite Senior Wrestlers Sports Medicine, Volume 32, 225-233 3. Kraemer, W.J., Fry, A.C., Rubin, M.R., Mcbride, T.T., Gordon, S.E., Koziris, L.P., Lynch, J.M., Volek, J.S., Meuffels, D.E., Newton, R.U., Fleck, S.J. (2001). Physiological and Performance Responses to Tournament Wrestling. Med. Sci. Sports. Exerc., 33 (8): 1367-1378. 4. Shahmuradov, Jn. A. (1996). Free style wrestling. FILA. Rome. 5. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Medicina i fizkultura, Sofija (prijevod na hrvatski s bugarskog).		
2.11.Required literature (available in the library and via other media) ***SAILING***	Title	Number of copies in the library	Available via other media
	Bond, B. (1980). Sve o jedrenju. Zagreb: Mladost.	5	x
	Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.	5	x
	Miloš, D. (2001). Pod jedrima krstaša. Opatija: Preluk.		
2.12.Optional literature (at the time of submission of study programme proposal)	1. Medved, R., Oreb. G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24(3) 234-237. 2. Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebaškog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez. 3. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. Konferencija o sportu Alpe-Jadran, Rovinj, 374-375. 4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16(2).185-192.		
2.11.Required literature (available in the library and via other media) ***JUDO***	Title	Number of copies in the library	Available via other media
	Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.	300	
	Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci. Zagreb: Ministarstvo obrane Republike Hrvatske.	5	
	Lucić, J., Gržeta, M. (2006). Judo u hrvatskoj vojsci – knjiga druga. Zagreb: Ministarstvo obrane Republike Hrvatske.	5	
2.12.Optional literature (at the time of submission of study programme proposal)	1. Sertić, H., Segedi, I., Sterkowicz, S. (2007). Differences of the groups of throws used by men and woman in different weight categories during the European Junior Judo Championships. 1st European Scientific Congress of Judo. 10.04.2008., Lisabon, Portugal 2. Sertić, H., Segedi, I., Vučak, T. (2009). Technical efficiency of men judokas during the european championships (u 23) in Zagreb 2008. In: Scardone Diego (ed) Annals for the 6th International Science of Judo Symposium. Rotterdam, Netherlands, 25.08.2009. (20). 3. Segedi, I., Sertić, H., Vučak, T. (2009). Technical efficiency of women judokas during the european championships (u 23) in Zagreb 2008. In: Scardone Diego (ed) Annals for the 6th International Science of Judo Symposium. Rotterdam, Netherlands, 25.08.2009. (36). 4. Sertić, H., Segedi, I, Lindi, H. (2010). European, Brazilian and Japanese Judo Fighting Style. EJU Poster Presentation for research. Vienna, Austria, 21.04.2010..		
2.11. Required literature (available in the library and via other media) ***KARATE***	Title	Number of copies in the library	Available via other media
	Sertić, H. (2004). Osnove borilačkih sportova. Kineziološki fakultet, Zagreb.	300	
	Vidranski, T. (2010). Strukturna analiza pokazatelja situacijske efikasnosti u karate borbama. (Doktorska disertacija, Sveučilište u Zagrebu). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	3	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Vidranski, T., Sertić, H., Segedi, I. (2007). Utjecaj programiranog devetomjesečnog treninga karatea na promjene motoričkih obilježja dječaka od 9 do 11 godina. Hrvatski športskomedicinski vjesnik,22 (1);25-31 2. Sertić, H., Vidranski, T., Segedi, I. (2010). Individualizacija rada u karate disciplini kate. U: Findak, V. (ur.) Zborniku radova 19. ljetne škola kineziologa Republike Hrvatske, Poreč, 22.-26.06.2009. (str.379-384). Zagreb, Hrvatski kineziološki savez. 3. Sertić, H., Vidranski, T., Segedi, I. (2011). Evaluation of a method for objective assessment of situational effect in karatekas through technical-tactical indeks for situational efficiency. In D. Milanović, and G. Sporiš, Proceedings Book, «Integrative power of Kinesiology» 6th international scientific conference (p.p. 651-656). Opatija, Croatia: Faculty of Kinesiology, University of Zagreb.		

2.11.Required literature (available in the library and via other media) ***BASKETBALL***	Title	Number of copies in the library	Available via other media
	Tocigl, I. (1998). Košarkaški udžbenik. Fakultet prirodoslovno-matematičkih znanosti i odgojnih područja Sveučilišta u Splitu, Zavod za fizičku kulturu, Split		
	Krause, J.V., Meyer, D., Meyer, J. (2008). Košarkaške vježbe i vještine. Gopal. Zagreb		
2.12.Optional literature (at the time of submission of study programme proposal)	1. Knjaz. D. (2003). Stav s loptom i pivotiranje. Košarka. Zri- Šport d.o.o. Zagreb. siječanj, str 70-71. 2. Knjaz. D. (2003). Vođenje lopte u mjestu i kretanju. Košarka. Zri- Šport d.o.o. Zagreb. Veljača str 72-73. 3. Knjaz. D. (2003). Osnovno ubacivanje nakon vođenja. Košarka. Zri- Šport d.o.o. Zagreb. Ožujak, str 72. ¸ 4. Matković, B. (2006). Napad blokadama i igra protiv blokada u obrani. Time out, VII(12):3-9		
2.11. Required literature (available in the library and via other media) ***FOOTBALL***	Title	Number of copies in the library	Available via other media
	Barišić, V. (2007). Kineziološka analiza taktičkih sredstava u nogometnoj igri. Kineziološki fakultet, Zagreb: Doktorska disertacija.		
	Dujmović, P. (2006). Škola suvremenog nogometa. Zagreb: Zagrebački nogometni savez.		
	Priručnik za nogometne trenere (2008). UEFA A. Nogometna akademija Hrvatskoga nogometnog saveza.		
2.12. Optional literature (at the time of submission of study programme proposal)	Talović, M., Fiorentini, F., Sporiš, G., Ujević, B., Jovanović, M., (2011). Notacijska analiza u nogometu. Fakultet sporta i tjelesnoga odgoja, Sarajevo		
2.11. Required literature (available in the library and via other media) ***VOLLEYBALL***	Title	Number of copies in the library	Available via other media
	Janković, V., Marelić, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.		
	Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci. Zagreb: Autorska naklada.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Marelić N., Janković, V. i T. Rešetar (2000): *Učenje odbojke putem modificiranih igara*. Zbornik Slobodno vrijeme i igra, 9. zagrebački Sajam sporta i nautike, str. 130-133. Zagreb. 2. Marelić, N., Marelić, S., Đurković, T., Rešetar, T. (2008). *Nastavne teme iz odbojke za osnovne škole – priručnik za učitelje tjelesne i zdravstvene kulture*. Kineziološki fakultet Sveučilišta u Zagrebu, Zagreb. 3. Marelić, N. i V. Janković (1996): *Odbojkaške tehnike*. Cezar press, Zadar. 4. Janković, V., N. Marelić (1995). *Novosti u tehničko i taktičkoj pripremi odbojkaša*. U: Zbornik radova I. Hrvatske internacionalne odbojkaške akademije, str. 65-69. Pula.		
2.11. Required literature (available in the library and via other media) ***DANCING***	Title	Number of copies in the library	Available via other media
	Ivančan, I. (1964).Narodni plesovi Hrvatske. Zagreb: savez muzičkih društava Hrvatske.		
	Wainwright, L. (2007). Zaplešimo. Zagreb: Kugen		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Oreb, G. (1989). Analiza povezanosti primarnih motoričkih sposobnosti i sistema za procjenu uspješnosti u plesu. Kineziologija, 20(1), 55-60. 2. Oreb, G. & Kilibarda, S. (1996). The role of rhytmic abilities in dance. Kinesiology, 28(1), 58-63. 3. Vlašić, J. , Oreb, G. & Leščić, S. (2009). Povezanost motoričkih i morfoloških obilježja s uspjehom u društvenim plesovima. Hrvatski športskomedicinski vjesnik, 24,30-37.		
2.11. Required literature (available in the library and via other media) ***SWIMMING***	Title	Number of copies in the library	Available via other media
	Volčanšek, B. (2002). Bit plivanja. Fakultet za fizičku kulturu Sveučilišta u Zagrebu. Zagreb.		
	Leko, G. (2008). Slobodni način plivanja: Sveučilišni priručnik. Zagreb: Promo FIT.		
	Maglischo, E.W. (2003) Swimming Fastest. California: Human Kinetics.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Volčanšek, B. (1996). Sportsko plivanje. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 2. www.swim.ee		

2.11. Required literature (available in the library and via other media) ***RHYTHMIC GYMNASTICS***	Title	Number of copies in the library	Available via other media
	FIG Pravilnik za ocjenjivanje ritmičko-sportske gimnastike. Federation International of Gymnastic		Yes
	Furjan-Mandić, G. (2000). Klasifikacija elemenata tehnike u ritmičkoj gimnastici. (Disertacija), Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.		
	Wolf-Cvitak, J. (2004). Ritmička gimnastika. Kugler.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Jastrjembskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics.Furjan-Mandić, G. (2000). Klasifikacija elemenata tehnike u ritmičkoj gimnastici. (Disertacija). 9-44, 130-140. 2. Furjan-Mandić, G. (2007). Ritmička gimnastika. Priručnik. Kineziološki fakultet Sveučilišta u Zagrebu. 3. Kolarec, M., Furjan-Mandić, G. i Jurinec, J. (2009). Razvoj izdržljivosti u ritmičkoj gimnastici. *Zbornik radova 7. godišnje međunarodne konferencije Kondicijska priprema sportaša*,(str. 446-447). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu 4. Vaganova, A. (1977). Osnovi klasičnog baleta. Beograd: Sportska knjiga.		
2.11. Required literature (available in the library and via other media) ***DIVING***	Title	Number of copies in the library	Available via other media
	Milanović, D. (2007). Teorija treninga. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	
	Milanović, D. (2009). Teorija i metodika treninga. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu.	10	
	Pelizzari, U., Tovadlieri, S. (2004). Manual of Freediving. Reddick, USA: Idelson-Gnocchi.	Ordered	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Opavsky, P. (2004). Uvod u biomehaniku sporta. Beograd: vlastita naknada. 2. Mejovšek, M. (1997). Biomehanika sporta. U D. Milanović (ur. D.Milanović). Priručnik za sportske trenere (str. 435-480). Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 3. Bompa, T. (2006). Periodizacija – Teorija i metodologija treninga. Zagreb. Gopal.		
2.11. Required literature (available in the library and via other media) ***HANDBALL***	Title	Number of copies in the library	Available via other media
	Vuleta, D., Milanović, D. i sur. (2004). Znanstvena istraživanja u rukometu. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.		
	Šimenc Z., K. Pavlin, D. Vuleta (1998). Osnove taktike rukometne igre, Zagreb: Fakultet za fizičku kulturu.		
	Rogulj, N. (2009). Modeli taktike u rukometu. Split : Grifon		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Vuleta, V., Vuleta, D., Ml., Vuleta, D. (2008). Analiza učinkovitosti vratara Hrvatske rukometne reprezentacije na Svjetskom prvenstvu 2003. u Portugalu. U Vladimir Findak (ur.), Zbornik radova 17. ljetne škole kineziologa Republike Hrvatske „Stanje i perspektive razvoja u područjima edukacije, sporta, sportske rekreacije i kineziterapije“, Poreč, 24.-28. lipnja 2008. (str. 585-590). 2. Šoštarić, N., B. Dvoršek (2011). Upotreba dvije i više lopti u cilju ubrzanja tehničko-taktičkog djelovanja u igri. . Zbornik radova XXXV. Seminar rukometnih trenera, Zadar, 21.01.-23.01.2011. (elektronsko izdanje) 3. Rimanić, I., D. Vuleta (2011). Transformacija zonske obrane 3:2:1 nakon prelasna napadača na igru sa dva kružna napadača. . Zbornik radova XXXV. Seminar rukometnih trenera, Zadar, 21.01.-23.01.2011. (elektronsko izdanje) 4. Rimanić, I., D. Vuleta (2010). Uloga kružnog napadača u varijantama tehničko-taktičkog djelovanja na različite načine igre u obrani. Zbornik radova XXXIV. seminar rukometnih trenera, Pula, 07. - 10. 01. 2010. (elektronsko izdanje).		
2.11. Required literature (available in the library and via other media) ***SKIING***	Title	Number of copies in the library	Available via other media
	Matković, B., Ferenčak, S., Žvan, M. (2004). Skijajmo zajedno. Zagreb: Europapress holding i FERBOS inženjering.		
	Lešnik, B., Žvan, M. (2007). Naše smučine, teorija in metodika alpskega smučanja. Ljubljana: SZS-ZUTS.		
	LeMaster, R. (2010). Ultimate skiing. Champaign, IL.: Human Kinetics.		
2.12. Optional literature (at the time of submission of study programme proposal)	1.Jurković, N., Jurković, D. (2003). Skijanje, tehnika, metodika i osnove treninga. Zagreb: Graphis. 2.Guček, A., Videmšek, D. (2002). Smučanje danes. Ljubljana: ZUTS.		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***ARTISTIC GYMNASTICS***	Živčić, K. (2007). Akrobatska abeceda u sportskoj gimnastici. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	Školska knjiga
	Živčić, K., Breslauer, N., Stibilj-Batinić, T. (2008). Dijagnosticiranje i znanstveno verificiranje metodičkog postupka učenja u sportskoj gimnastici. Odgojne znanosti, 1(15), 159-180.	1	http://hrcak.srce.hr/
	Živčić, K. (2000). Biomehaničko vrednovanje vježbi za izvedbu premeta naprijed. (doktorska disertacija). Kineziološki fakultet Sveučilišta u Zagrebu.	1	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Živčić Marković, Kamenka; Čavar, Ines; Sporiš, Goran (2012). Changes in gymnasts motor abilities during the nine month training process of female gymnasts 5-6 years of age.Science of Gymnastics Journal. 4 (2); 45-54. 2. Živčić, K., Furjan-Mandić, G., Horvatin-Fućkar, M. (2007). The Kinematic Model of the Bounce off Phase in some Acrobatic Elements with Forward Body Rotation. Facta Universitatis, Series Physical Education and Sport, University of Niš,1 (5), 9-18. 3. Živčić Marković, K., Omrčen, D. (2009). The analysis of the influence of teaching methods on the acquisition of the landing phase in forward handspring. Science of gymnastics journal. 1(1), 21-30. 4. Marinšek, M., Čuk, I. (2007). Theoretical model for the evaluation of somersault landings in floor exercise. V: Smajlović, Nusret (ur.). Zbornik naučnih i stručnih radova. Sarajevo: Univerzitet, Fakultet sporta i tjelesnog odgoja, 63-68. 5. Čuk, I., Atiković, A., Tabaković, M. (2007). Hipotetičko-funkcionalno anatomska i mehanička analiza novog gimnastičkog elementa –Tkačev salto. u: Smajlović, N. (ur.) Zbornik naučnih i stručnih radova – dodatak. Sarajevo: Univerzitet, Fakultet sporta i tjelesnog odgoja, 13-20.		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***ARCHERY***	Axford, R. (1995.) Archery anatomy, FITA, Lausanne		
	Larven, J. (2007). Shooting technique – Biomechanics. Archery Australia.		
	Larven, J. (2007). Advanced Shooting Technique. Archery Australia		
2.12. Optional literature (at the time of submission of study programme proposal)	Ergen, E., Hibner, K. (2004) Sports Medicine and Science in Archery. FITA. Lausanne		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***SHOOTING***	Hartnik. A.E. (1997). Pištolji i revolveri enciklopedija. Zagreb: Veble Commerce	3	
	Sertić, H. (2003). Kondicijska priprema strijelaca. U: Milanović, D., Jukić, I. (ur.), Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, Zagreb: Kineziološki fakultet i Zagrebački športski savez. 542-549.	10	
	Vodopivec,V. i sur. (1977). Sportsko streljaštvo. Beograd: SSJ	20	
2.12. Optional literature (at the time of submission of study programme proposal)	Stanojević, M. (1977). Streljaštvo. U: Enciklopedija fizičke kulture. Svezak 2. Zagreb: JLZ, 331-356.Popek, S., Sertić H., Mejovšek, M., Dobrila, I., Hraski, Ž. (2002). The standing position in shooting – a case study. In: Milanović, D., Prot, F. Proceedings Book, „Kinesiology – New Perspectives“, 3rd International Scientific Conference, Zagreb: Faculty of Kinesiology, University of Zagreb, 689-692.		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***TAEKWONDO***	Kukkiwon (2006) Taekwondo Textbook, O-Seong Publishers (English / Korean), 782 pages	1	
	Šiliki, J. A. I Količnikova E, J (redaktori) (2007) TEKVONDO teorija i metodika, Feniks, Rostov na Donu (ruski), 797. Str.	1	
	Yung Kook Hyun and Lee Kyu Hyun (2003) WTF Standard Taekwondo poomsae DVD, Darfish, recognized by WTF, DVD 1-6 full-set	1	

<table>
<tr><td>2.12. Optional literature (at the time of submission of study programme proposal)</td><td colspan="3">1. Prot Franjo (suradnik) (1978) u Pečko Nikola (autor) (1978). Te kvon do od početnika do crnog pojasa.
2. MAĐAREVIĆ,Dražen (2007) Hrvatski taekwondo sport od 1992. do 2007. godine (kroz ostvarenje sportskih dosega i djelatničkih uloga)/ Dražen Mađarević ; mentor prof.dr.sc.Franjo Prot. - Zagreb : Kineziološki fakultet, 2009. - 67 str. : ilustr. ; 30 cm. - (Diplomski rad, VI stupanj)
3. USKOK, Mladen (1988) Komparativna enumeracija tehnika napada i obrane tae kwon do-a i karate-a / Mladen Uskok ; mentor mr Franjo Prot. - Zagreb : Fakultet za fizičku kulturu, 1988. - 57 str. ; 30 cm. - (Diplomski rad stud. VII stupnja na FFK) Bibliografija str. 56-57.
4. STRMO, Božidar (1989) Klasifikacija udarnih površina i vitalnih točaka u Tae Kwon Do-u obzirom na međusobne relacije / Božidar Strmo ; mentor mr.sc. Franjo Prot. - Zagreb : Fakultet za fizičku kulturu, 1989. - 117 str. : ilustr. ; 30 cm. - (Diplomski rad stud. VII stupnja na FFK) Bibliografija str. 117.
5. Prot Franjo (2009): Curriculum Development for the Four Year Taekwondo Majors at Colleges and Universities a Giant Qualitative Leap. 3rd International Taekwondo Symposium The Curriculum Development the World of Taekwondo Academy, University of California Berkeley, Berkeley, California, USA, August 14-15 2009.</td></tr>
<tr><td rowspan="4">2.11. Required literature (available in the library and via other media)
TENNIS</td><td>Title</td><td>Number of copies in the library</td><td>Available via other media</td></tr>
<tr><td>Flilipćić, A. (2007). Kinezиološka analiza tenisa. Sriptirani materijal.</td><td>5</td><td></td></tr>
<tr><td>Filipčić, Aleš, Filipčić, Tjaša. Tenis: učenje. Dopolnjena izd. Ljubljana:Fakulteta za šport, Inštitut za šport, 2003. 159 str., ilustr. ISBN961-6405-48-9.</td><td>5</td><td></td></tr>
<tr><td>Cross, R. & Lindsey, C. (2005). Technical Tennis, Vista: Racquet Tech Publishing.</td><td>5</td><td></td></tr>
<tr><td>2.12. Optional literature (at the time of submission of study programme proposal)</td><td colspan="3">1. Bordy, H., Cross, R. & Lindsey, C. (2002). The Physics and Technology of Tennis, Solana Beach: Racquet Tech Publishing.
2. Filipčić, Aleš. Tenis: treniranje. Ljubljana: Fakulteta za šport, Inštitutza šport, 2002. 212 str., ilustr., tabele. ISBN 961-6405-12-8.
3. Predavanja na web stranici: http://www.aftennis.si/AFTENNIS,,predavanja.htm</td></tr>
<tr><td>2.13. Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="3">Partial comprehension checks.
Research activity.
Anonymous student survey.</td></tr>
</table>

ANTHROPOLOGICAL ANALYSIS IN A CHOSEN SPORT

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Dražen Harasin, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN TRACK AND FIELD**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Prof. Dragan Milanović, Ph.D. Assist. Prof. Ljubomir Antekolović, Ph.D. Assoc. Prof. Vesna Babić, Ph.D. Marijo Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, PhD.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN BOXING**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Marko Zaja, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**
1. GENERAL INFORMATION			
1.1. Course teacher	Čedomir Cvetković, M.Sc.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN WRESTLING**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Mario Baić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN SAILING**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Nikola Prlenda, M.Sc. Damir Barac, Mag.Cin. Ivan Oreb, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN JUDO**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN KARATE**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Ivan Segedi, Ph.D. Tihomir Vidranski, Ph.D. Goran Romić, Mag.Cin. Danijel Bok, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	1.
1.2. Nazivi predmeta	**ANTHROPOLOGICAL ANALYSIS IN BASKETBALL**	1.7. Credits (ECTS)	5
1.3. Associate teachers na predmetu	Assoc. Prof. Damir Knjaz, Ph.D. Tomislav Rupčić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Valentin Barišić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN FOOTBALL**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Dario Bašić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Nenad Marelić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN VOLLEYBALL**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Tomislav Đurković, Ph.D. Tomica Rešetar, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN DANCE**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Jadranka Vlašić, Ph.D. Latica Čačković, Mag.Cin. Melita Kolarec, Mag.Cin. Tvrtko Zebec, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Goran Leko, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN SWIMMING**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Dajana Zoretić, Mag.Cin. Klara Šiljeg, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN RHYTHMIC GYMNASTICS**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Josipa Radaš, Mag.Cin. Melita Kolarac, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Nada Grčić-Zubčević, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN DIVING**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Darko Kovačević, M.D. Igor Glavičić, Mag.Cin. Dajana Zoretić, Mag.Cin. Domagoj Jakovac, M.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dinko Vuleta, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN TEAM HANDBALL**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN SKIING**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Željko Hraski, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN ARTISTIC GYMNASTICS**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Assoc. Prof. Kamenka Živčić Marković, Ph.D. Tomislav Krističević, Ph.D. Part-time associates Tigran Gorički, Mag.Cin. Igor Krijimski, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**
1. GENERAL INFORMATION			
1.1. Course teacher	Andrea Čižmek, Mag.Cin.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN ARCHERY**	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN SHOOTING**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Krešimir Vrančić Krešimir Loborec Tomislav Lazić, Mag.Cin. Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Franjo Prot, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN TAEKWONDO**	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**

1. GENERAL INFORMATION			
1.1. Course teacher	Petar Barbaros Tudor, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**ANTHROPOLOGICAL ANALYSIS IN TENNIS**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Assist. Prof. Aleš Filipčič, Ph.D. Dario Novak, Ph.D. Andrej Tonejc, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S) *Actual teaching hours: 18L**

1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	This course is aimed at educating the highly competent future experts with specific knowledge related to the anthropological characteristics, that is, the importance of anthropological characteristics and abilities in the selected sport (including competitive, recreational and educational form of the sport).
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	By completing this course the students will master the specific knowledge important for defining the importance of anthropological characteristics and abilities in all phases of competitive sport (education and top-level sport) as well as taking part in selected sport for recreational purposes.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will acquire knowledge regarding the: - anthropological characteristics of athletes varying in age, sex and rank - impact of various anthropological traits upon the success in the selected sport - psychological characteristics of athletes as well as the impact of psychological and sociological component upon the performance in the selected sport - interrelations between anthropological characteristics and abilities - interrelations between anthropological characteristics and specific motor knowledge - modal values of elite athletes in the selected sport. - the impact of sport upon the development and maintenance of various anthropological characteristics in athletes and recreational athletes varying in age.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures and seminars** 1. Specific abilities and knowledge of an athlete (3L + 2S)

	2. Specific anthropological characteristics of athletes varying in age, sex and rank (3L + 1S) 3. The impact of various anthropological characteristics upon the performance in the selected sport (2L + 1S) 4. Model values of performance in the selected sport (2L + 2S) 5. Relations between anthropometric characteristics and performance in the selected sport (3L + 1S) 6. Relations between functional characteristics and performance in the selected sport (3L + 1S) 7. Relations between motor characteristics and performance in the selected sport (3L + 1S) 8. Relations between cognitive characteristics and performance in the selected sport (3L + 1S) 9. Sociological components in the chosen sport (2L + 1S) 10. Acquaintance with specific tests aimed at performance evaluation (2L + 1S) 11. Cooperation among the expert staff (coach - a kinesiologist, a psychologist, a sociologist, a doctor) in assessment and evaluation of performance capacity (2L + 1S) 12. The impact of the chosen sport upon the development and maintenance of various anthropological characteristics of young age categories (2L + 2S)
2.6. Format of instruction:	X lectures X seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)
2.7. Commentaries:	
2.8. Student responsibilities	Attending classes on a regular basis, activity during classes, independent research assignments.

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance	0,5	Written exam	2	Project	
	Experimental work		Research		Practical exam	
	Essay		Report		(other)	
	Tests		Seminar essay	0,5	(other)	
			Oral exam	2	(other)	

2.10. Grading and evaluating student work in class and at the final exam	
	Activity during class 10% Written exam 40% Seminar essay 10% Oral exam 40%

2.11. Required literature (available in the library and via other media) ***TRACK-AND-FIELD***	Title	Number of copies in the library	Available via other media
	Milanović, D., Hofman, E., Puhanić, V., Šnajder, V. (1986). Atletika – znanstvene osnove. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.		
	Babić, V., Blažević, I., Radetić-Paić, M. (2011). Sprintersko trčanje djece predškolske i mlađe školske dobi. Napredak, 152(1), 49-60.		

2.12. Optional literature (at the time of submission of study programme proposal)	
	1. Babić, Vesna; Harasin, Dražen; Dizdar, Dražan. *Relations of the variables of power and morphological characteristics to the kinematic indicators of maximal running speed.* // Kinesiology ; International Journal of Fundamental and Applied Kinesiology. 39 (2007) , 1; 28-39 2. Čoh, Milan; Milanović, Dragan; Kampmiller, Tomaž. *Morphological and kinematic characteristics of Elite sprinters.* // Collegium antropologicum. 25 (2001) , 2; 605-610

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media

BOXING	Sertić, H. (2004). Osnove borilačkih sportova. Kineziološki fakultet, Zagreb.	300	
	Didić E., Krznarić D. (2008.) Boks		
	Milanović D. (1997.) Priručnik za sportske trenere		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Blažević S., Širić V. (2008.) TRANSFORMACIJSKI MODEL ŠESTOMJESEČNOG KINEZIOLOŠKOG TRETMANA BOKSAČA JUNIORA POČETNIKA 2. Dexin Wang, Yun Zhu, Caicai Liu (2009.) Research on Technical and Tactical Features of Major Overseas Opponents of Shiming Zou in Olympic Preparations		
2.11. Required literature (available in the library and via other media) ***WRESTLING***	Title	Number of copies in the library	Available via other media
	Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima.	40	
	Marić, J. (1985). Rvanje klasičnim načinom. Zagreb: Sportska tribina.	15	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Baić, M., Sertić, H., Cvetković, Č. (2006). Differences in physical fitness levels of greco-roman wrestlers with varying degrees of success. Kinesiologia Slovenica, 12 (2), 5-12. 2. Cvetković, Č., Marić, J., Marelić, N. (2005). Tehnical efficiency of wrestlers in relation to some anthropometric and motor variables. Kinesiology, 37 (1), 74 – 83. 3. Karninčić, H., Baić, M., Belošević, D. (2010). Razlike laktatne krivulje tijekom borbe u kickboksu i hrvanju grčko-rimskim načinom. Hrvatski športskomedicinski vjesnik, 25 (2), 111-116. 4. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Medicina i fizkultura, Sofija (prijevod na hrvatski s bugarskog).		
2.11. Required literature (available in the library and via other media) ***SAILING***	Title	Number of copies in the library	Available via other media
	1. Medved, R. and Oreb. G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24(3).234-237	5	
	2. Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebačkog sajma sporta, FFK, Zagrebački velesajam, Zagrebački sportski savez, Zagreb.		
	3. Mikulić, P. , Oreb, G. (2007). Dijagnostika kondicijskih sposobnosti veslača mlađih dobnih kategorija U: I. Jukić, D. Milanović, S. Šimek (ur.) Zbornik radova 5. godišnje međunarodne konferencije „Kondicijska priprema sportaša“ Zagreb, 2007 (str. 312-314). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu; Udruga kondicijskih trenera Hrvatske.Miloš, D. (2001). Pod jedrima krstaša. Preluk, Opatija		
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	Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.	300	
	Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci. Zagreb: Ministarstvo obrane Republike Hrvatske.	5	
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2.12. Optional literature (at the time of submission of study programme proposal)	1. Krstulović, S., Sekulić, D., Sertić, H. (2005): Anthropological determinants of Success in young Judoists. Collegium Antropologicum 29:(2), 315-322. 2. Sertić, H., Segedi, I., Žvan, M. (2007). Relations of certain anthropometric variables with the performance quality of throwing techniques in judo. Kinesiologia Slovenica, Vol 13 (1), 48-60. 3. Sertić, H., Sterkowicz, S., Vuleta, D. (2009). Influence of latent motor abilities on performance in judo. Kinesiology, Vol. 41 (1): 76-87.		
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KARATE	Sertić, H. (2004). Osnove borilačkih sportova. Kineziološki fakultet, Zagreb.	300	
	Vidranski, T. (2010). Vidranski, T. (2010). Strukturna analiza pokazatelja situacijske efikasnosti u karate borbama. (Doktorska disertacija, Sveučilište u Zagrebu). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	3	
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	Matković, B. i sur. (2010). Antropološka analiza košarkaške igre. Sveučilišni udžbenik. Kineziološki fakultet Sveučilišta u Zagrebu, Zagreb.		
	Matković, B.R., Matković, B., Knjaz, D. (2005.). Fiziologija košarkaške igre. Hrvatski športsko medicinski vjesnik, 20 (2), 113-124		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Janković, S., Nabršnigg, K., Knjaz, D. (2009). Ozljede u košarci. Time-out. Udruga hrvatskih košarkaških trenera. Zagreb 21: 11-14. 2. Matković, Br., Matković, B., Ružić, L., Knjaz, D., Rupčić, T. (2007) Nutrition habits of basketball coaches. Proceedings of the Congress. Saint-Petersburg 3. Matković, B., Br. Matković, D. Knjaz (1997). Anthropological characteristics of femal junior basketball players. 9th European Congress on Sports Medicine. Porto. Portugal 4. Rupčić, T., Nabršnigg, K. (2009). Kako pomoći košarkašu prije i neposredno nakon ozljeđivanja. Time out, Udruga hrvatskih košarkaških trenera, Zagreb. str. 14-16.		
2.11. Required literature (available in the library and via other media) ***FOOTBALL***	Title	Number of copies in the library	Available via other media
	Mišigoj-Duraković, M. i sur. (1995). Morfološka antropometrija u športu. Zagreb: Fakultet za fizičku kulturu.		
	Barišić, V. (1996). Strukturna analiza nogometne igre na temelju nekih antropoloških karakteristika. Magistarski rad. Zagreb, Fakultet za fizičku kulturu.		
	Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening.		
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2.11. Required literature (available in the library and via other media) ***VOLLEYBALL***	Title	Number of copies in the library	Available via other media
	Janković, V., Marelić, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.		
	Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci. Zagreb: Autorska naklada.		
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	Kjendlie, P.L., Stallman, R.K. Cabri. J.(2010). Biomechanics and Medicine in Swimming XI. Norwegian School of Sport Science.		
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2.11. Required literature (available in the library and via other media) ***RHYTHMIC GYMNASTICS***	Title	Number of copies in the library	Available via other media
	Furjan-Mandić, G. (2000). Klasifikacija elemenata tehnike u ritmičkoj gimnastici. (Disertacija), Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.		
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	Ricardson, D. (2003). The encyclopedia of recreational diving. USA: PADI.	Ordered	

DIVING	Gošović, S. (1990). Ronjenje u sigurnosti. Zagreb: Jumena	2	
	Guyton, A.C. (1980).Temelji fiziologije čovjeka. zagreb: JUMENA	1	
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	Vuleta, D., Milanović, D. i sur. (2004). Znanstvena istraživanja u rukometu. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.		
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	Matković, B., Ferenčak, S., Žvan, M. (2004). Skijajmo zajedno. Zagreb: Europapress holding i FERBOS inženjering.		
	Cigrovski, V., Matković, B., Prlenda, N. (2009). Povezanost ravnoteže s procesom usvajanja skijaških znanja. Hrvatski športskomedicinski vjesnik, 24(1), 25-29.		
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2.11. Required literature (available in the library and via other media) ***ARTISTIC GYMNASTICS***	Title	Number of copies in the library	Available via other media
	Hraski Ž., Krističević, T., Basić, R. (2003). Osnove treninga snage u sportskoj gimnastici. u: Milanović D., Jukić I. (ur.) Zbornik radova, Međunarodni znanstveno-tručni skup „ondicijska priprema sportaša“ 12. zagrebački sajam sporta i nautike. Zagreb, 21. – 22. veljače, 529-532.	1	Interner

	Hraski, Ž., Mejovšek, M. (2004). Production of angular momentum for backward somersault. IASTED International Conference on Biomechanics, Honolulu, Hawaii, USA, 10-13.	1	Internet
	Čuk, I., Korenčić, T., Tomazo-Ravnik, T., Peček, M., Bučar, M., Hraski, Ž. (2007). Differencies in Morphologic Characteristics Between Top Level Gymnasts of Year 1933 and 2000. Collegium Antropologicum, 31(2007) 2: 613-619.	1	Internet
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	Ergen, E., Hibner, K (2004) Sports Medicine and Science in Archery. FITA. Lausanne		
	Larven, J. (2007). Shooting technique – Biomechanics. Archery Australia		
	Vodopivec,V. i sur. (1977). Sportsko streljaštvo. Beograd: SSJ	20	
2.12. Optional literature (at the time of submission of study programme proposal)	Mišigoj – Duraković, M. (2008.) Kinantropologija, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu.		

2.11. Required literature (available in the library and via other media) ***SHOOTING***	Title	Number of copies in the library	Available via other media
	Hartnik. A.E. (1997). Pištolji i revolveri enciklopedija. Zagreb: Veble Commerce	3	
	Sertić, H. (2003). Kondicijska priprema strijelaca. U: Milanović, D., Jukić, I. (ur.), Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, Zagreb: Kineziološki fakultet i Zagrebački športski savez. 542-549.	10	
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	Willy Pieter and john Heijmans (2000) Scientific Coaching for Olympic Taekwondo. Meyer and Meyer Sport. 248 pages	1	
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2.11. Required literature (available in the library and via other media) ***TENNIS***	Barbaros Tudor, P. (2007). Antrpološka analiza tenisa. Skriptirani materijal.	3	
	Barbaros Tudor, P. (2008). Fiziološko opterećenje tenisača pri susretima na različitim podlogama (Doktorska disertacija), Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. (Mentor: prof. dr. sc. Branka Matković).	3	
	Novak, D., Barbaros-Tudor, P., Matković, B. (2006). Relacije funkcionalnih sposobnosti i natjecateljske uspješnosti tenisača uzrasta 12 do 14 godina. Hrvatski športsko medicinski vjesnik, 21 (1), 26-31.	4	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Crespo, M. i Miley, D. (2009). Priručnik za teniske trenere. Zagreb: Hrvatski teniski savez. 2. Crespo, M., Granito, G. i Miley, D. (2002). Razvoj mladih tenisača. London: ITF Ltd. 3. Barbaros Tudor, P., Matković, A. (2008). Morphological differences between dominant and non-dominant body sides in croatian tennis players. In D. Milanović & F. Prot (Eds.), Proceedings Book of 5th International Scientific Conference on Kinesiology „Kinesiology research trends and applications“, (pp. 149-151). Zagreb: Kineziološki fakultet.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Continuaus comprehension checks. Evaluation of independent work. Anonymous student survey.		

TEACHING METHODS 1 IN A CHOSEN SPORT

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Ljubomir Antekolović, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (TRACK AND FIELD)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Prof. Dragan Milanović, Ph.D. Assoc. Prof. Vesna Babić, Ph.D. Assist. Prof. Dražen Harasin, Ph.D. Marijo Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (BOXING)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Marko Žaja, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**

1. GENERAL INFORMATION			
1.1. Course teacher	Čedomir Cvetković, M.Sc.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (WRESTLING)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Mario Baić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (SAILING)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Nikola Prlenda, M.Sc. Damir Barac, Mag.Cin. Ivan Oreb, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (JUDO)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (KARATE)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Ivan Segedi, Ph.D. Tihomir Vidranski, Ph.D. Goran Romić, Mag.Cin. Danijel Bok, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	1.
1.2. Nazivi predmeta	**TEACHING METHODS 1 (BASKETBALL)**	1.7. Credits (ECTS)	7
1.3. Associate teachers na predmetu	Assoc. Prof. Damir Knjaz, Ph.D. Tomislav Rupčić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Valentin Barišić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (FOOTBALL)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Dario Bašić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Nenad Marelić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (VOLLEYBALL)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Tomislav Đurković, Ph.D. Tomica Rešetar, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (DANCE)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Jadranka Vlašić, Ph.D. Latica Čačković, Mag.Cin. Melita Kolarec, Mag.Cin. Tvrtko Zebec, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Nada Grčić-Zubčević, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (SWIMMING)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Dajana Zoretić, Mag.Cin. Vlatka Wertheimer, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (RHYTHMIC GYMNASTICS)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Josipa Radaš, Mag.Cin. Melita Kolarac, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**
1. GENERAL INFORMATION			
1.1. Course teacher	Ivan Drviš, M.Sc.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (DIVING)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Dajana Zoretić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dinko Vuleta, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (HANDBALL)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (SKIING)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**
1. GENERAL INFORMATION			
1.1. Course teacher	Tomislav Krističević, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (ARTISTIC GYMNASTICS)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Assoc. Prof. Kamenka Živčić Marković, Ph.D. Assist. Prof. Željko Hraski, Ph.D. Part-time associates Prof. Ivan Čuk, Ph.D. Bojan Šinkovec, Mag.Cin. Igor Krijimski, Mag.Cin. Željko Jambrović, Mag.Cin. Aida Badić, Mag.Cin. Mario Možnik, mag.cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**
1. GENERAL INFORMATION			
1.1. Course teacher	Andrea Čižmek, Mag.Cin.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (ARCHERY)**	1.7. Credits (ECTS)	7
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (SHOOTING)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Krešimir Vrančić Krešimir Loborec Tomislav Lazić, Mag.Cin. Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Franjo Prot, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (TAEKWONDO)**	1.7. Credits (ECTS)	7
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Boris Neljak, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	**TEACHING METHODS 1 (TENNIS)**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Dario Novak, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L + 30E) *Actual teaching hours: 30L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The aim of this course is to enable the students to acquire basic theoretical and practical knowledge regarding the importance and impact of physical conditioning upon the competitive performance in the chosen sport. The secondary aim of this course is to acquaint the students with the principles of training process management with the aim of developing the basic and specific conditioning abilities.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Following the completion of the course, the students will be empowered to devise, implement and control a methodically correct conditioning training process in all age categories in the chosen sport activity.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will acquire knowledge regarding the: - importance of quantitative motor abilities (power, endurance, speed, flexibility) in the chosen sports activity - importance of qualitative motor abilities (coordination, balance, precision) in the chosen sports activity - the impact of basic and specific functional abilities in the chosen sports activity - methods of development of basic motor abilities - methods of development of specific motor abilities - methods of development of basic functional abilities - methods of development of specific functional abilities
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises (each lecture takes 1L+1E except for the lectures number 2 and 28 which take 2L+2E) 1. Basic pedagogical and didactical principles in physical conditioning of athletes 2. Basic methodical principles in physical conditioning of athletes 3. Organizational and methodical forms of physical conditioning of athletes 4. Locations, equipment and aids used for physical conditioning in the chosen sport 5. Organized forms of physical conditioning in the chosen sport 6. Classification of training methods aimed at development of conditioning abilities in the selected sport 7. Methods of power development in general and basic physical conditioning 8. Methods of speed development in general and basic physical conditioning

	9. Methods of endurance development in general and basic physical conditioning 10. Methods of flexibility development in general and basic physical conditioning 11. Methods of coordination development in general and basic physical conditioning 12. Methods of agility development in general and basic physical conditioning 13. Methods of precision development in general and basic physical conditioning 14. Methods of balance development in general and basic physical conditioning 15. Methods of development of aerobic abilities in general and basic physical conditioning 16. Methods of development of anaerobic (both lactate and alactate) abilities in general and basic physical conditioning 17. Methods of power development in specific and situational physical conditioning 18. Methods of speed development in specific and situational physical conditioning 19. Methods of endurance development in specific and situational physical conditioning 20. Methods of flexibility development in specific and situational physical conditioning 21. Methods of coordination development in specific and situational physical conditioning 22. Methods of agility development in specific and situational physical conditioning 23. Methods of precision development in specific and situational physical conditioning 24. Methods of balance development in specific and situational physical conditioning 25. Methods of development of aerobic abilities in specific and situational physical conditioning 26. Methods of development of anaerobic (both lactate and alactate) abilities in specific and situational physical conditioning 27. Methods of development and maintenance of the morphological characteristics in the chosen sport 28. Assessment of conditional abilities of an athlete
2.6. Format of instruction:	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)
2.7. Commentaries:	
2.8. Student responsibilities	Attending classes on a regular basis, activity during classes, independent research assignments.

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance	1	Written exam	2	Project	
	Experimental work		Research		Practical exam	
	Essay		Report		(other)	
	Tests		Seminar essay	1	(other)	
			Oral exam	3	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Activity during class 12,5% Written exam 25% Seminar essay 12,5% Oral exam 50%

2.11. Required literature (available in the library and via other media) ***TRACK-AND-FIELD***	Title	Number of copies in the library	Available via other media
	Milanović, Dragan; Harasin, Dražen. *Kondicijski trening atletičara bacača* // Kondicijska priprema sportaša / Milanović, Dragan ; Jukić, Igor (ur.). Zagreb : Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez, 2003. 321-328		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Milanović, Dragan; Harasin, Dražen. *Vrednovanje komponenata treniranosti atletičara bacača* // Zbornik radova 13. ljetne škole kineziologa Republike Hrvatske "Vrednovanje u području edukacije, sporta i spoertske rekreacije / Vladimir Findak (ur.). Zagreb : Hrvatski kineziološki savez, 2004. 149-154 2. Harasin, Dražen; Milanović, Dragan (2003). *Bacanja kao oblik gibanja u kondicijskoj pripremi sportaša*. U D. Milanović, I. Jukić (ur.), Zbornik radova međunarodne konferencije „Kondicijska priprema sportaša“ (str. 224-228). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez. 3. Harasin, D., Jukić, I., Antekolović, Lj., Milanović, L., Nakić, J. (2001). Sustavi treninga s teretom. U V. Findak (ur.), Zbornik radova 10. ljetne škole pedagoga fizičke kulture RH (str. 239-241). Zagreb: Hrvatski savez pedagoga fizičke kulture RH.		
2.11. Required literature (available in the library and via other media) ***BOXING***	Title	Number of copies in the library	Available via other media
	Sertić, H. (2004). Osnove borilačkih sportova. Kineziološki fakultet, Zagreb.	300	
	Didić E., Krznarić D. (2008.) Boks		
	Milanović D. (1997.) Priručnik za sportske trenere		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Milanović, D., Jukić, I., Šimek, S. Kondicijska priprema sportaša. 2. Blažević S., Širić V. (2008.) Transformacijski model šestomjesečnog kineziološkog tretmana boksača juniora početnika		
2.11. Required literature (available in the library and via other media) ***WRESTLING***	Title	Number of copies in the library	Available via other media
	Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima.	40	
	Marić, J. (1990). Rvanje slobodnim načinom. Zagreb: Sportska tribina.	15	
	Marić, J. (1985). Rvanje klasičnim načinom. Zagreb: Sportska tribina.	15	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Baić, M. (2006). Razlike između vrhunskih poljskih i hrvatskih hrvača različitih stilova, dobi i težinskih skupina u prostoru varijabli za procjenu kondicijske pripremljenosti. (Doktorska disertacija), Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 2. Marić, J., M. Baić., Aračić, M. (2003). Kondicijska priprema hrvača. U Dragan Milanović i Igor Jukić (ur.), Zbornik radova međunarodnog znanstveno – stručnog skupa „Kondicijska priprema sportaša“ <u sklopu>12. zagrebačkog sajma sporta i nautike, Zagreb (str. 339-346). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu; Zagrebački športski savez. 3. Marić, J., Baić, M., i Kuklidis, H. (2003). Funkcionalna usmjerenost specifičnih trenažnih zadataka hrvača. U: D. Milanović i I. Jukić (ur), Zbornik radova međunarodnog znanstveno – stručnog skupa “Kondicijska priprema sportaša” (str. 347-351). Zagreb: Kineziološki faultet Sveučilišta u Zagrebu i Zagrebački sportski savez. 4. Baić, M., Sekulić, V. (2011). SWOT analiza tehnologije kondicijske pripreme hrvatskih hrvačkih reprezentacija. U Jukić Igor, Cvita Gregov, Sanja Šalaj, Luka Milanović, Tatjana Trošt-Bobić i Daniel Bok (ur), Zbornik radova 9. godišnje međunarodne konferencije “Kondicijska priprema sportaša 2011”, Zagreb, 25. i 26. veljače, 2011. (str. 139-143). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske. 5. Baić, M., Karninčić, H., Gluhak, P. (2011). Unificiranje dijagnostičkih postupaka za procjenu opće i specifične kondicijske pripremljenosti hrvača. U Findak Vladimir (ur.), Zbornik radova XX. ljetne škole kineziologa republike Hrvatske "Dijagnostika u područjima edukacije, sporta, sportske rekreacije i kineziterapije", Poreč, 21.-25. lipnja 2011. (str. 276-280). Zagreb: Hrvatski kineziološki savez.		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***SAILING***	Oreb, G., Franušić,A., i Oreb,I. (2003). Specifična kondicijska priprema jedriličara na dasci. U Milanović, D. i Jukić,I. Zbornik radova Međunarodnog znanstveno-stručnog skupa «KONDICIJSKA PRIPREMA SPORTAŠA". Zagreb 21. - 22. veljače 2003, 12. Zagrebački sajam sporta i nautike, (358-362).	5	
	Oreb, G. (1986).: Naučimo jedriti na dasci. Komisija za udžbenike i skripte Fakulteta za fizičku kulturu, Zagreb.		
	Miloš, D. (2001). Pod jedrima krstaša. Preluk, Opatija	10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Medved, R. and Oreb. G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24(3).234-237 2. Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebaškog sajma sporta, FFK, Zagrebački velesajam, Zagrebački sportski savez, Zagreb 3. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. Konferencija o sportu Alpe-Jadran, Rovinj, 374-375 4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16(2).185-192		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***JUDO***	Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.	300	
	Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci. Zagreb: Ministarstvo obrane Republike Hrvatske.	5	
	Lucić, J., Gržeta, M. (2006). Judo u hrvatskoj vojsci – knjiga druga. Zagreb: Ministarstvo obrane Republike Hrvatske.	5	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Sertić, H., Segedi, I., Vučak, T. (2009). Technical efficiency of men judokas during the European championships (u 23) in Zagreb 2008. In: Scardone Diego (ed) Annals for the 6th International Science of Judo Symposium. Rotterdam, Netherlands, 25.08.2009. (20). 2. Segedi, I., Sertić, H., Vučak, T. (2009). Technical efficiency of women judokas during the European championships (u 23) in Zagreb 2008. In: Scardone Diego (ed) Annals for the 6th International Science of Judo Symposium. Rotterdam, Netherlands, 25.08.2009. (36). 3. Sertić, H., Segedi, I., Vidranski, T. (2009). Metodika treninga judaša različitih dobnih kategorija. U: Findak, V. (ur.) Zborniku radova 18. ljetne škola kineziologa Republike Hrvatske, Poreč, 23.-27.06.2009. (str.464-468). Zagreb, Hrvatski kineziološki savez. 4. Sertić, H., Segedi, I., Sterkowicz, S. (2007). Differences of the groups of throws used by men and woman in different weight categories during the European Junior Judo Championships. 5th International Judo Federation World Research Symposium, Rio de Janeiro, Brazil, 12. September.		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***KARATE***	Sertić, H. (2004). Osnove borilačkih sportova. Kineziološki fakultet, Zagreb.	300	
	Vidranski, T. (2010). Vidranski, T. (2010). Strukturna analiza pokazatelja situacijske efikasnosti u karate borbama. (Doktorska disertacija, Sveučilište u Zagrebu). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	3	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Vidranski, T., Sertić, H., Segedi, I. (2007). Utjecaj programiranog devetomjesečnog treninga karatea na promjene motoričkih obilježja dječaka od 9 do 11 godina. Hrvatski športskomedicinski vjesnik,22 (1);25-31 2. Vidranski, T., Sertić, H., Segedi, I. (2009). Izbor i distribucija metoda, sadržaja i volumena rada u prvoj godini trenažnog procesa u karateu. U: Findak, V. (ur.) Zborniku radova 18. ljetne škola kineziologa Republike Hrvatske, Poreč, 23.-27.06.2009. (str.516-521). Zagreb, Hrvatski kineziološki savez. 3. Sertić, H., Vidranski, T., Segedi, I. (2010). Individualizacija rada u karate disciplini kate. U: Findak, V. (ur.) Zborniku radova 19. ljetne škola kineziologa Republike Hrvatske, Poreč, 22.-26.06.2009. (str.379-384). Zagreb, Hrvatski kineziološki savez. 4. Sertić, H., Vidranski, T., Segedi, I. (2011). Evaluation of a method for objective assessment of situational effect in karatekas through technical-tactical indeks for situational efficiency. In D. Milanović, and G. Sporiš, Proceedings Book, «Integrative power of Kinesiology» 6th international scientific conference (p.p. 651-656). Opatija, Croatia: Faculty of Kinesiology, University of Zagreb.		

	Title	Number of copies in the library	Available via other media
1.11. Required literature (available in the library and via other media) ***BASKETBALL***	Matković i sur. (2010). Antropološka analiza košarkaške igre. Sveučilišni udžbenik. Kineziološki fakultet Sveučilišta u Zagrebu, Zagreb		
	Matković, B., Knjaz, D., Ćosić B. (2003). Smjernice fizičke pripreme u košarci. U Milanović, D., Jukić, I.(ur.): Zbornik radova Međunarodnog znanstveno-stručnog skupa «Kondicijska priprema sportaša» 12. zagrebački sajam sporta i nautike, Zagreb, 21. i 22. veljače 2003. (str. 390-394). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu; Zagrebački športski savez.		
1.12. Optional literature (at the time of submission of study programme proposal)	1. Knjaz, D., S. Krtalić, N. Krošnjar (2003). Prilog analizi nekih problema u procesu učenja košarkaške igre. Zbornik radova 12 ljetne škole kineziologa RH. Ur.: V.Findak. Hrvatski kineziološki savez. Rovinj, 17. do 21. lipnja 2003. str.: 231-233. 2. Knjaz, D., Krtalić, S., Matković, BR. (2010). Ocjena interpersonalnog odnosa igrač-trener u košarci. Hrvatski Športskomedicinski Vjesnik, 25:102-110.		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***FOOTBALL***	Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening.		
	Dujmović, P. (1997). Fizička priprema nogometaša. Zagreb: Zagrebački nogometni savez – zbor trenera.		
	Milanović, D. (2010). Teorija i metodika treninga. Primljenjena kineziologija u sportu. 2. dopunjeno i izmljenjeno izdanje. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Bompa, T. O. (2001). Periodizacija: teorija i metodologija treninga. Zagreb: Kineziološki fakultet. 2. Bompa, T. O. (2005). Cjelokupan trening za mlade pobjednike. Gopal, Zagreb. 3. Elsner, B. (1985). Metodika rada sa fudbalerima: specifične motoričke sposobnosti fudbalera. Beograd: Sportska knjiga. 4. Vrgoč, I. (2008). Kondicijski trening u nogometu. www.nogometnitrening.com		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***VOLLEYBALL***	Janković, V., Marelić, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.		
	Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci. Zagreb: Autorska naklada.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Marelić, N., Marelić, S., Đurković, T., Rešetar, T. (2008) Nastavne teme iz odbojke za osnovne škole. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 2. Janković, V. i N. Marelić (1993). Trening energetske komponente vrhunskih odbojkaša. Hrvatski Športskomedicinski Vjesnik, 8 (2-3), 64-66.		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***DANCING***	Oreb, G. (1989). Analiza povezanosti primarnih motoričkih sposobnosti i sistema za procjenu uspješnosti u plesu. Kineziologija, 20(1), 55-60.		
	Oreb, G. & Kilibarda, S. (1996). The role of rhytmic abilities in dance. Kinesiology, 28(1), 58-63.		
	Vlašić, J. , Oreb, G. & Leščić, S. (2009). Povezanost motoričkih i morfoloških obilježja s uspjehom u društvenim plesovima. Hrvatski športskomedicinski vjesnik, 24,30-37.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Oreb, G. , Matković, Br, Vlašić, Ji Kostić, R. (2007). Struktura funkcionalnih sposobnosti plesača. U: Maleš,B. (ur.) Proceedings of the 2nd International Conferece, Contemporary Kinesiology, Mostar, 2007., (196-200).Faculty of kinesiology, University of split,; Faculty of natural science, matematics and education, University of Mostar,; Faculty of sport, University of Ljubljana 2. Oreb, G. & Medved, R. (1991). Blood Lactic Acid Values in Folk Dancers During Performance. U Proceedings of AIESEP World Congress "Collaboration Between Researchers and practitioners in Physical Education: An International Dialogue", Atlanta, GA, January, 4.-7. 1991. (pp. 145). Atlanta, GA: National Association of PE in High Education.		

	3. Oreb, G. & Matković, Br. (1994). Functional abilities of professional dancers. U the 11th International Congress on Sports Sciences for Students (pp 7). Budapest: University of Physical Education. 4. Oreb, G., Blašković, M., & Gošnik-Oreb, J. (1989). Canonical Relation Between Abilities and Dance Efficiency. In J. Rauhala (ed.) Proceedings Movement and sport- A challenge for life-long learning, AIESP (pp 12). Jyvaskyla: University of Jyvaskyla 5. Vlašić, J. , Oreb, G. & Furjan-Mandić, G. (2007). Motor and morphological characteristics of female university students and the efficiency of performing folk dances. Kinesiology, 39(1), 49-61.		
2.11. Required literature (available in the library and via other media) ***SWIMMING***	Title	Number of copies in the library	Available via other media
	Grčić-Zubčević, N. i Marinović,V. (2009). Igre u vodi za djecu predškolske dobi. Zagreb: autorsko izdanje. (Sveučilišni priručnik)	10	
	Volčanšek, B. (2002). Bit plivanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. (Sveučilišni udžbenik)	10	
	Predavanja u PPT prezentaciji		web page
2.12. Optional literature (at the time of submission of study programme proposal)	Leko, G. (2008). Slobodni način plivanja - kraul. Zagreb: Promo FIT. (Sveučilišni priručnik		
2.11. Required literature (available in the library and via other media) ***RHYTHMIC GYMNASTICS***	Title	Number of copies in the library	Available via other media
	Jastrjembskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics.		
	Wolf-Cvitak, J. (2004). Ritmička gimnastika. Kugler.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Vajngerl, B., Žilavec, S. (2000). Drugi korak v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport. 2. Vajngerl, B., Košir, A. (2006). Tretji korak v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport.		
2.11. Required literature (available in the library and via other media) ***DIVING***	Title	Number of copies in the library	Available via other media
	Pelizzari, U., Tovadlieri, S. (2004). Manual of Freediving. Reddick, USA: Idelson-Gnocchi.	Ordered	
	Drviš, I. (2006). Trening ronilaca na dah. Skripta	2	
	Drviš, I. (2010). Predavanja za studente sveučilišnog studija u ppt prezentaciji		web page
2.12. Optional literature (at the time of submission of study programme proposal)	1. Paulin, D. (2002). Tečaj ronjenja na dah. Zagreb: Hrvatski ronilački savez (skripta) 2. Milanović, D. (2009). Teorija i metodika treninga. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu. 3. Milanović, D., Heimer, S. (ur.) (1997). Dijagnostika treniranosti sportaša. Zbornik radova 6. Zagrebačkog sajma športa. Zagreb: Kineziološki fakultet, Zagrebački velesajam, Zagrebački športski savez. 4. Bompa, T. (2006). Periodizacija – Teorija i Metodologija treninga. Zagreb. Gopal. 5. Mcleod, I. (2010). Plivanje- anatomija. Beograd: DANA STATUS.		
2.11. Required literature (available in the library and via other media) ***HANDBALL***	Title	Number of copies in the library	Available via other media
	Vuleta, D., Milanović, D. i sur. (2004). Znanstvena istraživanja u rukometu. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.		
	Milanović, D. (2010). Teorija i metodika treninga. Primjenjena kineziologija u sportu. 2. dopunjeno i izmjenjeno izdanje. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
	Tomljanović, M.(2010). Trening SAQ (brzina,agilnost i reaktibilnost) Zbornik radova XXXIV. Seminar rukometnih trenera, Zadar, 07.01.-10.01.2010. (elektronsko izdanje)		

2.12. Optional literature (at the time of submission of study programme proposal)	1. Rogulj, N., Foretić, N., Čavala, M. (2010). Skupni situacijski operatori za razvoj agilnosti u rukometu. u: Zbornik radova Kondicijska priprema sportaša. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 348-350. 2. Vuleta,D., Gruić, I. (2009). Funkcionalne sposobnosti vrhunskih rukometaša i rukometašica u pripremnom periodu. U : Zborniku 7.godišnje međunarodne konferencije Kondicijska priprema sportaša (198-201). 3. Gruić, I., Vuleta, D. (2008). Comparison of physical conditioning status of the firs and the second league male handball players. u: Milanović, D., Prot, F. (ur.) Proceedings book of the 5th International Scientific Conference on Kinesiology „Kinesiology research trends and applications“, Zagreb, September 10 – 14, Zagreb: Faculty of Kinesiology, University of Zagreb, 913-917. 4. Milanović, D., Vuleta, D., Jukić, I., Šimek, S. (2007). Opća fizička priprema rukometaša različitih dobnih skupina. u: Zbornik radova XXXI. seminara rukometnih trenera Zagreb: Hrvatski rukometni savez. 5. Vuleta, D., Milanović, D., Gruić, I., Jukić, I. (2006). Mjerenje, vrednovanje i prezentacija kondicijske pripremljenosti u rukometu. u: Zbornik radova XXX. seminara rukometnih trenera. Udruga trenera Hrvatskog rukometnog saveza		

2.11. Required literature (available in the library and via other media) ***SKIING***	Title	Number of copies in the library	Available via other media
	Matković, B., Ferenčak, S., Žvan, M. (2004). Skijajmo zajedno. Zagreb: Europapress holding i FERBOS inženjering		
	Cigrovski, V., Matković, B., Kasović, M. (2010). How to make the alpine ski learning process more efficient. In: Book of Abstracts 5th international congress on Science and skiing. (Eds. E. Műller, S. Lindinger, T. Stoggl, J. Pfusterschmied), St. Christoph am Arlberg 14-19.12.2010. pp. 148. Salzburg: University of Salzburg.		
	Cigrovski, V., Matković, B., Matković, R.B., Ivanec, D. (2007). The role of psychological factors in the alpine skiing learning process of the ski beginners. In: Book of Abstracts 4th international congress on Science and skiing. (Eds. E. Műller, S. Lindinger, T. Stoggl, V. Fastenbauer), St. Christoph am Arlberg 14-20.12.2007. pp. 142. Salzburg University of Salzburg.		
2.12. Optional literature (at the time of submission of study programme proposal)	Cigrovski, V., Matković, B. (2008). Značaj primjene plužne skijaške tehnike u procesu učenja skijaških početnika. U: Zbornik radova 17. ljetna škola kineziologa Hrvatske, Poreč, 24-28.06.2008. str. 487-491. Zagreb: Hrvatski Kineziološki savez.		

2.11. Required literature (available in the library and via other media) ***ARTISTIC GYMNASTICS***	Title	Number of copies in the library	Available via other media
	Živčić, K. (2007). Akrobatska abeceda u sportskoj gimnastici. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	Školska knjiga Dorsum d.o.o.
	Živčić, K., Krističević, T. (2008). Specifične pripremne vježbi u akrobatici. Kondicijski trening. 6, 1: 22-29.	10	
	Živčić Marković, Kamenka Maja Vukelja; Danijela Šeparović. (2012). Specifična kondicijska priprema gimnastičkog stoja na rukama. Ur. Jukić, Igor. Zagreb : Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera Hrvatske, 458-463.	10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Novak, D., Kovač, M., Čuk, I. (2008). Gimnastična abeceda. Ljubljana: Fakulteta za šport Univerze v Ljubljani. 2. Živčić, Kamenka; Matković, Bramka, Trajkovski Biljana (1999). Ozljede u sportskoj gimnastici.*Hrvatski sportsko medicinski vjesnik*. 14 (1999) , 2-3; 73-77. 3. Živčić, Kamenka; Bohaček, Ines; Havelka – Rađenović, Erna (2004). Vrednovanje elemenata tehnike u sportskoj gimnastici na osnovi relevantnih parametara za procjenu njihove efikasnosti. Ur. Findak, V., Zbornik radova 13. ljetne škole kineziologa Republike Hrvatske, (483-486).		

2.11. Required literature (available in the library and via other media) ***ARCHERY***	Title	Number of copies in the library	Available via other media
	Čižmek, A. (2007). Metodički postupci poučavanja osnova streličarstva. Diplomski rad. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
	Rabska, D. i sur. (2004). Coaches manual – Entry level. FITA. Lausanne.		
	Findak, V. (1991), Metodički organizacijski oblici rada u edukaciji, športu i športskoj rekreaciji, Hrvatski savez za športsku rekreaciju, Mentorex d.o.o., Zagreb	20	
2.12. Optional literature (at the time of submission of study programme proposal)	Čižmek, A; Pavelić Karamatić, L. (2010). Individualizacija rada u treningu streličarstva mlađi dobnih kategorija. U: Findak, V. (ur.) 19. Ljetna škola kineziologa, Poreč, str. 312 – 316, Kineziološki fakutet Sveučilište u Zagrebu		
2.11. Required literature (available in the library and via other media) ***SHOOTING***	Title	Number of copies in the library	Available via other media
	Hartnik. A.E. (1997). Pištolji i revolveri enciklopedija. Zagreb: Veble Commerce	3	
	Sertić, H. (2003). Kondicijska priprema strijelaca. U: Milanović, D., Jukić, I. (ur.), Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, Zagreb: Kineziološki fakultet i Zagrebački športski savez. 542-549.	10	
	Vodopivec,V. i sur. (1977). Sportsko streljaštvo. Beograd: SSJ	20	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Sertić, H. (2003). Kondicijska priprema strijelaca. U: Milanović, D., Jukić, I. (ur.), Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, Zagreb: Kineziološki fakultet i Zagrebački športski savez. 542-549. 2. Popek, S., Sertić H., Mejovšek, M., Dobrila, I., Hraski, Ž. (2002). The standing position in shooting – a case study. In: Milanović, D., Prot, F. Proceedings Book, „Kinesiology – New Perspectives“, 3rd International Scientific Conference, Zagreb: Faculty of Kinesiology, University of Zagreb, 689-692. 3. Sertić, H., Šepec, T., Sertić, S. (2001). Shooting as a recreational sport in the Republic of Croatia. U: Heimer, S., Šepec, T. (ur.) Zbornik radova znanstveno-stručne konferencije 28. europskog prvenstva u streljaštvu (EPUS 2001) Zagreb: EPUS 2001 Organizing Committee.		
2.11. Required literature (available in the library and via other media) ***TAEKWONDO***	Title	Number of copies in the library	Available via other media
	Kukkiwon (2006) Taekwondo Textbook, O-Seong Publishers (English / Korean), 782 pages	1	
	Willy Pieter and john Heijmans (2000) Scientific Coaching for Olympic Taekwondo. Meyer and Meyer Sport. 248 pages	1	
	DRAGANOV, P., Georgij, (2010) TAEKWONDO – Fizička priprema, jesi li spreman za ovaj sport. Hrvatski taekowndo savez. Zagreb.	15	
2.12. Optional literature (at the time of submission of study programme proposal)	1. KLAIĆ, Ivica (2009) Složena reakcija u taekwondo treningu / Ivica Klaić ; mentor prof.dr.sc.Franjo Prot. - Zagreb : Kineziološki fakultet, 2009. - 51 str. : ilustr. ; 30 cm. - (Diplomski rad, VI stupanj) 2. Marković, Goran (2003) Teorijske i metodičke osnove kondicijske pripreme u taekwodo-u.Zbornik radova 1 međunarodnne konferencije o sportu. Zagreb.		
2.11. Required literature (available in the library and via other media) ***TENNIS***	Title	Number of copies in the library	Available via other media
	Dugandžić, M. (2009) Osnove metodike poduke i treninga teniske igre. Skriptirani materijal.	3	
	Humić, I. (2008) Metodika teniskog treninga. Skriptirani materijal.	5	
	Novak, D. (2012). Metodika kondicijske pripreme u tenisu. Interni skriptirani materjal. Kineziološki fakultet Sveučilišta u Zagrebu.	2	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Antekolović, Lj. (2005). Osnove kondicijskog treninga u tenisu. Interni skriptirani materjal. Društveno veleučilište u Zagrebu. 2. Neljak, B., Dugandžić, M., Barbaros Tudor, P. (2010). Motoričko kondicijski razvoj mladih tenisača na teniskom terenu. Zbornik radova 8. godišnje godišnje međunarodne konferencije „Kondicijska priprema sportaša“. Zagreb, Hrvatska, str. 165-168. 3. Filipčić, Aleš, Filipčić, Tjaša. Tenis: učenje. Dopolnjena izd. Ljubljana:Fakulteta za šport, Inštitut za šport, 2003. 159 str., ilustr. ISBN961-6405-48-9. 4. Crespo, M. i Miley, D. (2009). Priručnik za teniske trenere. Zagreb: Hrvatski teniski savez.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Continuaous comprehension checks. Evaluation of independent work. Anonymous student survey.		

SPECIALITY COURSES of the elective module PHYSICAL CONDITIONING OF ATHLETES

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Igor Jukić, Ph.D.**	1.6. Year of the study programme	**1st**
1.2. Name of the course	**PHYSICAL CONDITION (FITNESS) ASSESSMENT PROCEDURES**	1.7. Credits (ECTS)	**9 (students take the exam and collect this points in the last semester)**
1.3. Associate teachers	Vlatko Vučetić, Ph.D. Luka Milanović, Ph.D. Daniel Bok, Mag. Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	**75 (38L+37E)** ***Actual teaching hours: 32L**** In this semester: **20(10L+10E)**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	50
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The goal of the study is to enable students to acquire knowledge about the basic diagnostic procedures for the evaluation of motor and functional abilities and morphological characteristics in the function of physical conditioning modelling.
2.2. Course enrolment requirements and entry competences required for the course	No special enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to: • Select and conduct measuring procedures for the evaluation of the athlete's physical conditioning components • Interpret and apply the results obtained by measuring procedures in the methodological and periodizational modelling of physical conditioning
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: • Select and conduct measuring procedures for the evaluation of motor abilities • Select and conduct measuring procedures for the evaluation of functional abilities • Select and conduct measuring procedures for the evaluation of morphological characteristics • Compare the obtained results with the model values • Use the obtained results in the modelling of the training plan and programme
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises 1. Basics of kinesiological diagnostics (2L+2E) 2. The criteria for selection of the testing procedures in the kinesiological diagnostics (2L+2E) 3. Diagnostic procedures for the health status evaluation (2L+2E) 4. Diagnostic procedures for the kinanthropometric measures evaluation (2L+2E) 5. Analysis and comparison of the kinanthropometric measures results of different entity group (2L+2E)

2.6. Format of instruction:	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety partial e-learning ☐ field work		Independent assignments ☐ multimedia amnd internet ☐ laboratory ☐ work with mentor ☐ (other)		2.7. Commentaries:	
2.8. Student responsibilities	Regular class attendance; active class participation; taking tests and exams.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Written exam		Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay	3	(other)	
			Oral exam	5	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 11% Seminar essay 33% Oral exam 56%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Jukić, I., Marković, G. (2003). Kondicijske vježbe s utezima. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	NO
	Dijagnostika treniranosti sportaša (1997). Zbornik radova Međunarodnog znanstveno-stručnog skupa. Kineziološki fakultet Sveučilišta u Zagrebu.	10	YES
	Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Sveučilište u Splitu, Fakultet prirodoslovno-matematičkih znanosti i kineziologije (sveučilišni udžbenik).	10	YES

2.12. Optional literature (at the time of submission of study programme proposal)	1. Jukić, I. i sur. (ur.) Zbornici radova Međunarodnog znanstveno-stručnog skupa: Kondicijska priprema sportaša. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske. 2. Reilly, T. (2003). Science and Soccer. London: Spon Press 3. Jukić, I. (ur.)(2003-2011). Kondicijski trening. Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Igor Jukić, Ph.D.	1.6. Year of the study programme	1
1.2. Name of the course	**METHODS OF PHYSICAL CONDITIONING OF ATHLETES 1**	1.7. Credits (ECTS)	10 (students take the exam and collect this points in the last semester)
1.3. Associate teachers	Luka Milanović, Ph.D., Asim Bradić, Ph.D., Sanja Šalaj, Ph.D., Daniel Bok, Mag. Cin., Cvita Gregov, Mag. Cin., Josipa Bradić, Ph.D., Saša Vuk, Ph.D., Tatjana Trošt, Ph.D., Vlatko Vučetić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	120(60L+60E) *Actual teaching hours: 60L** In this semester: 60(30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	50
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The goal of the course is to enable students to acquire knowledge about the modelling of the methodological procedures used for development of the motor and functional abilities and morphological characteristics of an athlete as well as for the enhancement of the athletes' health status.
2.2. Course enrolment requirements and entry competences required for the course	No special enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to: - Modify the methodological procedures for the development and maintenance of the athletes' physical conditioning characteristics
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - Select and apply adequate exercises, methods and loads for the development and maintenance of the athletes' motor abilities - Select and apply adequate exercises, methods and loads for the development and maintenance of the athletes' functional abilities - Select and apply adequate exercises, methods and loads for the development and maintenance of the athletes' morphological characteristics - Select and apply adequate exercises, methods and loads for the development and maintenance of the athletes' health status
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises 1. Methodological procedures for the development and maintenance of maximal speed (2L+2E) 2. Methodological procedures for the development and maintenance of single movement speed (2L+2E) 3. Methodological procedures for the development and maintenance of motor reaction (2L+2E) 4. Methodological procedures for the development and maintenance of frontal agility (2L+2E) 5. Methodological procedures for the development and maintenance of lateral agility (2L+2E) 6. Methodological procedures for the development and maintenance of complex agility (2L+2E) 7. Methodological procedures for the development and maintenance of speed coordination (2L+2E) 8. Methodological procedures for the development and maintenance of rhythmic coordination (2L+2E) 9. Methodological procedures for the development and maintenance of static flexibility (2L+2E) 10. Methodological procedures for the development and maintenance of dynamic flexibility (2L+2E) 11. Methodological procedures for the development and maintenance of balance (2L+2E) 12. Methodological procedures for the development and maintenance of propriocepcion (2L+2E)

	13. Methodological procedures for the development and maintenance of aerobic endurance (2L+2E) 14. Methodological procedures for the development and maintenance of anaerobic lactate endurance (2L+2E) 15. Methodological procedures for the development and maintenance of anaerobic alactate endurance (2L+2E)

2.6. Format of instruction:			2.7. Commentaries:
	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety partial e-learning ☐ field work	independent assignments ☐ multimedia and internet ☐ laboratory ☐ work with mentor ☐ (other)	

2.8. Student responsibilities	Regular class attendance; active class participation; writing seminars and taking exams.

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance	1	Written exam		Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests	6	Seminar essay		(other)	
			Oral exam	3	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 12% Tests 63% Oral exam 25%

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb 21-22.02.2003. Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez.	20	YES
	2. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening. Stručni časopis za teoriju i metodiku kondicijske pripreme. Kineziološki fakultet, Zagreb.	30	YES
	3. Jukić, I., Marković, G. (2005). Kondicijske vježbe s utezima. Zagreb: Kineziološki fakultet	20	YES

2.12. Optional literature (at the time of submission of study programme proposal)	1. Beachle, T.R. i R.W. Earle (2000). Essentials of Strength and Conditioning. (2nd ed.). Champaign, Ill:Human Kinetics. 2. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša, Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske. 3. Bompa, T. (2005). Cjelokupan trening za mlade pobjednike, Gopal, Zagreb. 4. Boyle, M. (2010). Advances in Functional Training: Training Techniques for Coaches, Personal Trainers and Athletes. On Target Publications, USA. 5. Cook, G. (2010). Movement: Functional Movement Systems: Screening, Assessment, Corrective Strategies. E. Grayson Cook, USA.

2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Igor Jukić, Ph.D.	1.6. Year of the study programme	1
1.2. Name of the course	**PHYSICAL CONDITIONING OF CHILDREN AND THE YOUNG**	1.7. Credits (ECTS)	**10**
1.3. Associate teachers	Luka Milanović, Ph.D., Asim Bradić, Ph.D., Sanja Šalaj, Ph.D., Danie Bok, Mag. Cin., Cvita Gregov, Mag. Cin., Vlatko Vučetić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	**90(45L+45E)** ***Actual teaching hours: 40L****
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	50
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION			
2.1. Course objectives	The goal of the course is to enable students to acquire knowledge about the methodological and program particularities of physical conditioning of children and young athletes.		
2.2. Course enrolment requirements and entry competences required for the course	No special enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Student will be able to: - Methodically model the physical conditioning training adjusted to the bio-psycho-social developmental characteristics of the children and young athletes - Design the physical conditioning training program of different duration and suitable for different age groups		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - Understand the particularities of the bio-psycho-social development of children and young athletes - Methodically model a physical conditioning training for the development of motor and functional abilities and morphological characteristics of children and young athletes - Design the physical conditioning training programme based on the particularities of the growth and development of the children and the young athletes - Model plan and programmes of long term physical conditioning of the children and young athletes		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises 1. Elementary games in the function of motor, functional and morphological development of young athletes (9L+9E) 2. Preventive physical conditioning programmes of different age groups (9L+9E) 3. Specificities of physical condition programming for younger age groups (9L+9E) 4. Long-term physical conditioning (9L+9E) 5. Recovery in the physical conditioning of children and young athletes (9L+9E)		
2.6. Format of instruction:	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety partial e-learning ☐ field work	Independent assignments ☐ multimedia and internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7. Commentaries:
2.8. Student responsibilities	Regular class attendance; active class participation; writing seminars and taking exams.		

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Written exam		Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay	3	(other)	
			Oral exam	6	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10% Seminar essay 30% Oral exam 60%

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media)	1. Bompa, T. (2005). Cjelokupan trening za mlade pobjednike, Zagreb: Gopal.	10	YES
	2. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb 21. – 22. 02. 2003. Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez.	20	YES
	3. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening. Stručni časopis za teoriju i metodiku kondicijske pripreme. Zagreb: Kineziološki fakultet.	30	YES

2.12. Optional literature (at the time of submission of study programme proposal)	1. Beachle, T. R., Earle, R.W. (2000). Essentials of Strength and Conditioning. (2nd ed.). Champaign, Ill: Human Kinetics. 2. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša, Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske. 3. Bompa, T. (2005). Cjelokupan trening za mlade pobjednike, Zagreb: Gopal. 4. Boyle, M. (2010). Advances in Functional Training: Training Techniques for Coaches, Personal Trainers and Athletes. USA: On Target Publications. 5. Cook, G. (2010). Movement: Functional Movement Systems: Screening, Assessment, Corrective Strategies. USA: E. Grayson Cook.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey

SPECIALTY COURSES of the eelctive module FITNESS TRAINING

1. GENERAL INFORMATION			
1.1. Course teacher	Asim Bradić, Ph.D. Assoc. Prof. Goran Marković, Ph.D.	1.1. Year of the study programme	1.
1.2. Name of the course	**METHODS IN FITNESS TRAINING 1**	1.2. Credits (ECTS)	**13**
1.3. Associate teachers	Josipa Bradić, Ph.D. Saša Vuk, Ph.D.	1.3. Type of instruction (number of hours L + S + E + e-learning)	**120(60L + 60E)** ***Actual teaching hours: 60L**** **In this semester:** **80(40L+40E)**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.4. Expected enrolment in the course	20
1.5. Status of the course	Specialty	1.5. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2

2. COURSE DESCRIPTION	
1.1. Course objectives	To introduce the basic classification of means (exercises) and teaching methods in resistance and flexibility training; acquiring and perfecting basic and advanced resistance and flexibility training techniques; acquiring and perfecting teaching methods in resistance and flexibility training; acquiring basic safety principles in resistance training; acquiring and perfecting basic and organizational training principles in resistance and flexibility training.
1.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
1.3. Learning outcomes at the level of the programme to which the course contributes	- Ability to independently contemplate and solve practical kinesiological problems; - Ability to lead and teach people varying in age, sex, physical activity level and level of basic motor skills; - Ability to plan, program and implement transformational procedure sin the areas of applied kinesiology; - Ability to promote physical activity as a mean of health-enhancement in people varying in age, sex and physical activity level.
1.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, students will be able to: - effectively and safely teach healthy individuals basic and advanced resistance and flexibility techniques; - chose optimal means and training methods in fitness training of healthy individuals aimed at 1) enhancing the muscular-motor component (especially strength, power and flexibility), and 2) triggering the desirable morphological changes; - understand and implement basic safety principles in resistance training; - understand the specifics of training in resistance and flexibility training with regard to posture and body built of healthy individuals.
1.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures (L) and exercises (E) 1. Resistance training – medicine balls (2L + 2E) 2. Resistance training – weight machines (4L + 4E) 3. Resistance training – own body weight (4L + 4E) 4. Resistance training – elastic resistance (4L + 4E) 5. Resistance training – pneumatic and hydraulic resistance (4L + 4E) 6. Resistance training – hybrid resistance (2L + 2E) 7. Training methods and modalities in resistance training (4L + 4E)

	8. Principles and types of flexibility training (4L + 4E) 9. Methods and flexibility exercises – dynamic and ballistic (4L + 4E) 10. Methods and flexibility exercises – static (4L + 4E) 11. Methods and flexibility exercises – PNF (4L + 4E)					
1.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ other		1.7. Commentaries:	
1.8. Student responsibilities	Attending classes on a regular basis, activity during classes, taking tests and exams.					
1.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Written exam	4	Project	
	Experimental work		Research		Practical exam	4
	Essay		Report		(other)	
	Tests	4	Seminar essay		(other)	
			Oral exam		(other)	
1.10. Grading and evaluating student work in class and at the final exam	Class attendance and activity: 10% Tests: 30% Written exam: 30% Practical work: 30%					

1.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Jukić, I., Marković, G. (2005) Kondicijske vježbe s utezima. Kineziološki fakultet, Zagreb.	15	No
	2. Zatsiorsky, V.M., Kraemer, W.J. (2010). Znanost i praksa u treningu snage. Datastatus, Beograd.	10	No
1.12. Optional literature (at the time of submission of study programme proposal)	1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening. TVZ, Zagreb. 2. Howley, E., Franks, B.D. (2007). Fitness Professional's Handbook, Champaign, IL., USA.		
1.13. Quality assurance methods that ensure the acquisition of exit competences	Continuous comprehension checks. At the end of a semester, students evaluate the quality of the course and the lecturers. The results will be used to continuously improve the quality of the course.		

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Goran Marković, Ph.D.	1.6. Year of the study programme	1
1.2. Name of the course	**FITNESS MEASUREMENT AND ASSESSMENT PROCEDURES**	1.7. Credits (ECTS)	**5**
1.3. Associate teachers	Pavle Mikulić, Ph.D Assoc. Prof. Lana Ružić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	**40(20L + 20E)** ***Actual teaching hours: 20L****
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	20
1.5. Status of the course	Mandatory course within the Fitness module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2

2. COURSE DESCRIPTION	
2.1. Course objectives	Introduce the basic measurement and evaluation principles in kinesiology, especially accentuating fitness measurement and evaluation. Introduce the theoretical and practical knowledge regarding the organization and implementation of both the laboratory- and field-based testing of various fitness components. Introduce the testing- and exercise-related risk evaluation methods.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	- Ability to independently contemplate and solve practical kinesiological problems; - Ability to plan, program and implement transformational procedure sin the areas of applied kinesiology; - Ability to promote physical activity as a mean of health-enhancement in people varying in age, sex and physical activity level.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Following the completion of the course, the students will be able to: - understand basic kinesiometrics principles regarding the fitness measurement and evaluation in healthy individuals; - organize and implement fitness testing of healthy individuals and interpret the acquired results; - apply the acquired results while setting the realistic fitness goals; - understand the basic concepts of risk evaluation in exercise and fitness evaluation.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises: 1. Measurement and fitness evaluation principles (2L) 2. Determining the risk factors during measurement and evaluation of fitness as well as during exercising (2L + 2E) 3. Measurement and evaluation of the morphological fitness component (2L + 2E) 4. Measurement and evaluation of muscle strength (2L + 2E) 5. Measurement and evaluation of muscle power (2L + 2E) 6. Measurement and evaluation of posture and balance (2L + 2E) 7. Measurement and evaluation of flexibility (2L + 2E) 8. Measurement and evaluation of the cardiovascular fitness (2L + 4E) 9. Measurement and evaluation of the metabolic fitness component (2L + 2E) 10. Interpretation of the measurement and evaluation results (2L + 2E)

2.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ other		2.7. Commentaries:	
2.8. Student responsibilities	Attending classes on a regular basis, activity during classes, taking tasts and exams.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Written exam	2.5	Project	
	Experimental work		Research		Practical exam	
	Essay		Report		(other)	
	Tests	2	Seminar essay		(other)	
			Oral exam		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance and active participation 10% Test 40% Written exam 50%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Fakultet prirodoslovno-matematičkih znanosti, Split.	15	No
	2. Mišigoj-Duraković, M. (2008). Kinantropologija – biološki aspekti vježbanja. Kineziološki fakultet, Zagreb.	10	No
2.12. Optional literature (at the time of submission of study programme proposal)	1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening. TVZ, Zagreb. 2. Howley, E., Franks, B.D. (2007). Fitness Professional's Handbook, Champaign, IL., USA. 3. ACSM. (2009). ACSM's Guidelines for Exercise Testing and Prescription. Lippincott Wiliams & Wilkins, Baltimore.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Continuous comprehension checks. At the end of a semester, students evaluate the quality of the course and the lecturers. The results will be used to continuously improve the quality of the course.		

1. GENERAL INFORMATION			
1.1. Course teacher	**Assoc.Prof. Gordana Furjan-Mandić, Ph.D.**	1.6. Year of the study programme	**1st**
1.2. Name of the course	**GROUP FITNESS PROGRAMMES 1**	1.7. Credits (ECTS)	**4**
1.3. Associate teachers	Jadranka Vlašić, Ph.D., Research Assistant Martina Jeričević, Ph.D. Vanesa Kosalec, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	**60 (36L + 24E)** ***Actual teaching hours: 30L**** In this semester: **20(12L+8E)**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	20
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The course objective is acquisition of basic and more complex movement structures of classic and other types of aerobics, and their practical application in recreation, kinesitherapy, and sport.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Ability of independent planning, programming, and conducting classes of different types of aerobics for populations of different ages and level of physical fitness.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course and passing the exam, students will be able to: - demonstrate correct technique of classic and step aerobics; - effectively and confidently teach different types of aerobics to healthy individuals of different ages, gender, and physical activity level; - understand and successfully implement components of aerobics with regard to the goals of transformational process in fitness; - design fitness programme with aerobics components - teach aerobics to fitness centre clients.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Theoretical lectures:** 1. History and kinesiological structure of aerobics. (1L) 2. Music and coreography in aerobics. (1L) 3. Planning and programming of classes in aerobics, education, recreation, and sport. (1L) **Theoretical-practical lectures and exercises:** 1. Technique of steps (routines) of classic aerobics. (1L+1E) 2. Technique of steps (routines) of step aerobics. (1L+1E) 3. Arm movement technique in aerobics. (1L+1E) 4. Understanding and usage of music in aerobics. (1L+1E) 5. Learning verbal and nonverbal signs for teaching a group aerobics class. (1L+2E) 6. Methods used in teaching coreography in aerobics. (1L+2E) 7. Aerobic programmes with the use of external weight. (1L) 8. Aerobics programmes with the use of equipment and machines. (1L) 9. Exercises for relaxation and development of flexibility *(stretching).* (1L)		

2.6. Format of instruction:	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		X independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor X other		2.7. Commentaries:	
2.8. Student responsibilities	Regular class attendance; active participation in the teaching process; passing the tests and exam.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Written exam		Project	
	Experimental work		Research		Practical training	2
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	2	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Practical training – 50% Oral exam – 50%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Zbornik radova, 6. Zagrebački sajam sporta - "Suvremena aerobika" (1997)., ur. Metikoš, D., F. Prot, G. Furjan-Mandić, K. Kristić, Zagreb: Fakultet za fizičku kulturu.	15	No
	Alter, M. J. (1990). Science of stretching. Champaign, Ilinois: Human Kinetics Books.	2	No
	Cvetković, M. (2009). Aerobik. Univerzitet u Novom Sadu, Fakultet fizičkog vaspitanja.	2	No
2.12. Optional literature (at the time of submission of study programme proposal)	1. Bergoč, Š., M. Zagorc (2000). «Metode poučevanja v aerobiki». Ljubljana: Fakulteta za šport. 2. Howley, E.D., Franks, D. (2008). Fitness Instructors Handbook. Human Kinetics, Champaign, IL., USA.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

SPECIALTY COURSES of the elective module PHYSICAL (SPORTS) RECREATION

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist.Prof. Drena Trkulja Petković, Ph.D.**	1.6. Year of the study programme	**1.**
1.2. Name of the course	**METHODS OF PHYSICAL RECREATION IN TOURISM 1**	1.7. Credits (ECTS)	**6**
1.3. Associate teachers	Vesna Širić, M.Sc. (part-time associate) Damir Mandić, Mag.Ed. (part-time associate) Ead Bećirević, Mag.Ed. (part-time associate) Damir Vučić, Mag.Ed. (part-time associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	**120 (80L + 20S+ 20E)** ***Actual teaching hours:* 80 (40L + 10S + 10E)**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	25
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0

2. COURSE DESCRIPTION	
2.1. Course objectives	The objective of the course is to acquaint te students with the basic theoretical determinants of tourism and physical recreation and their interconnection. Besides, the objective of the course is to acquaint the students with the wide spectrum of different physical recreation activities, contents, and programmes, as well as modalities (methodics) of their implementation as basic and/or very important components of the tourist offer.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to apply the acquired theoretical and methodical knowledge: • In the field of physical recreation, sport, and kinesitherapy • In everyday life • In collaboration with experts of different profiles and competences • In improvement of quality of the tourist offer in the Republic of Croatia
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	• acquire the basic theoretical and practical knowledge for the implementation of physical recreation programmes in tourism; • plan, programme and conduct a large number of different contents and programmes of physical recreation; • set up and design all types of physical recreation programmes in different tourist conditions and adapted to the needs of different tourist subjects • acquire competence in management, organization, and realization of programmes; • create new contents and programmes of physical recreation.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures, seminars, and exercises** 1. Definition of Methodics of physical recreation in tourism, aims and tasks of the course. (2L) 2. Definition and importance of tourism in the world and in Croatia, as a socio-economic phenomenon. (2L) 3. Systematization of physical recreation programmes and different types of activities in the tourist offer. (2L) 4. Transitive forms of activities (definition, systematization, and elementary characteristics). (2L) 5. Methodical, organizational, equipment-related and personnel-related aspects of application of trips and tours. (2L+2E) 6. Methodical, organizational, equipment-related and personnel-related aspects of application of tours and touring. (2L+1E) 7. Stationary forms of activities (definition, systematization, and elementary characteristics). (2L)

	8. The role and significance of physical recreation programmes in tourism, as a factor in mitigation and/or elimination of adverse effects of modern style of life and work. (2L) 9. The role and significance of physical recreation programmes in tourism, as a factor in mitigation and/or elimination of hypokinesis (definition, causes, consequences, prevention). (2L+2S) 10. The role and significance of physical recreation programmes in tourism, as a factor in mitigation and/or elimination of stress (definition, causes, consequences, prevention). (2L) 11. The role and significance of physical recreation programmes in tourism, as a factor in overweight reduction (definition, causes, consequences, prevention, and recommendations for overweight reduction in different populations). (2L+2S) 12. The role and significance of physical recreation in tourism in terms of improvement of quality of life of tourists. (2L+2S) 13. Contemporary concept of tourist offer and selective types of tourism (2L+2S). 14. The role and significance of profiling the tourist offer from the humanistics and economic aspects. (2L) 15. Physical recreation contents in tourism. Types of physical recreation programmes in the tourist offer. (2L +2S) 16. Foot orienteering with different set tasks (definition, modalities of application, preparation of maps, defining the tasks and length of the course, specificities of the procedure depending on the structure and number of participants). (2L+2S+2E) 17. Attractive „adrenaline" programmes of physical recreation („adrenaline parks" in the world and in Croatia, specificities of the offer in relation to climate and geographical area, the role and importance of wishes, interests and needs of potential users, and structure and number of participants). (2L+2S+8E) 18. The place and role of physical recreation in modern concept of leisure time and travel (the influence of industrialization, urbanization, and globalization on the life of the modern man – positive and negative factors). (2L) 19. Leisure time industry and the position of sport, physical recreation and tourism in it; "circle" of recovery of the man in industrial society, circle of growth, sustainable development. (2L) 20. Definitions of tourism (statistical, nominalistic, economic, and universal) and tourists. (2L) 21. Overview of the historical development of tourism and sport (as sociological phenomena of the 20th century in the world and in Croatia) and their interconnection. (2L) 22. Advantages and disadvantages of mass tourism from the standpoint of tourists, tourist destination, and local population. (2L)						
2.6. Format of instruction:	x lectures x seminars and workshops x exercises ☐ on line in entirety ☐ partial e-learning X field work		x independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)		2.7. Commentaries: A part of the classes are held as a one- and/or two-day field work.		
2.8. Student responsibilities	Regular class attendance, active participation in class, coverage of the field work expenses.						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Written exam	3	Project		
	Experimental work		Research		Practical training		
	Essay		Report		(other)		
	Tests		Seminar essay	1	(other)		
			Oral exam	1	(other)		
2.10. Grading and evaluating student work in class and at the final exam	Regular class attendance 15% Seminar essay 15% Written exam 40% Oral exam 30%						

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media)	Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet sveučilišta u Zagrebu	10	
	Andrijašević, M., Jurakić, D. (ur) (2011). Zbornik radova Međunarodne znanstveno-stručne konferencije - Sportska rekreacija u funkciji unapređenja zdravlja. Osijek: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kineziologa Grada Osijeka.	10	
	Andrijašević, M. (ur.) (2009). Zbornik radova Međunarodne znanstveno-stručne konferencije - Upravljanje slobodnim vremenom sadržajima sporta i rekreacije. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	
	Bartoluci, M. (ur.) (2004). Zbornik radova Međunarodnog znanstvenog skupa - Sport u turizmu. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Andrijašević, M. (ur.) (2008). Zbornik radova Međunarodne znanstveno-stručne konferencije – Kineziološka rekreacija i kvaliteta života. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 2. Trkulja Prtković, D. (2009). Aktivnim odmorom brže do oporavka organizma. Belupo glasilo, br. 128, 14-16 3. Širić, V., Trkulja Petković, D., Končarević, M. (2008). Sportsko rekreacijski sadržaji na otvorenom u funkciji unapređenja turističke ponude Osječko-baranjske županije. U: Boris Neljak (ur.) Zbornik radova 17. Ljetne škole kineziologa Republike Hrvatske 4. Trkulja Petković, D., Vučić, D., , Đuras, G., Širić, V., Vladović, Z., Širić, Ž. (2011). Primjer anketnog upitnika za utvrđivanje utjecaja tjelesnog vježbanja na neke segmente kvalitete života žena starije životne dobi. Zbornik radova 20. Ljetne škole kineziologa (u tisku)		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey on successfulness of the conducted classes.		

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Stjepan Heimer, Ph.D., (T)**	1.6. Year of the study programme	**1.**
1.2. Name of the course	**MEDICINE OF PHYSICAL RECREATION**	1.7. Credits (ECTS)	**6**
1.3. Associate teachers	Marija Rakovac, Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	**60L** ***Actual teaching hours: 30L****
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	30
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The course objective is to acquaint students with the guidelines of the World Health Organization and other international organizations regarding physical activity levels, procedures of patient counselling, relationship between prescription and programming of physical exercise and health and functional status of the client. Further objectives are to acquire knowledge of methods for determining health and functional status, determining and stratification of health risks, modalities of exercise prescription, referring patients to physical-recreation programmes, quality control of the programmes, and evaluation of the effects of conducted programmes.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Understanding risks and contraindications to exercise, recognizing and understanding dangerous signs and symptoms during exercise, and implementation of direct measures to reduce or remove the dangers. Collaboration with administrative services and non-governmental organizations in promotion of physical activity and exercise and in implementation of kinesiological measures of health protection and promotion and prevention of chronic non-communicable diseases. Programming of physical-recreation activities according to the person's health status, age, and gender.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- Knowedge of the relationship between the level of physical activity stimulus and health outcome - Knowledge of international guidelines for effective health-enhancing physical activity (HEPA) - Knowledge of organization and functioning of a Health counselling centre for physical recreation - Knowledge of principles of counselling, goal setting and prescription of exercise - Knowledge of the procedure of preparticipation health screening, risk stratification, and determining contraindications to exercise - Knowledge of different clinical entities and connection with goal setting and programmes of physical exercise - Knowledge of criteria and evaluation of quality of programmes of sport-recreation centres
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures** 1. Introduction, definition, fields. (1) 2. Public health aspect of physical activity. (3) 3. Physical activity as an effective means against negative health influence of physical inactivity. (2) 4. Activity, fitness, and health benefit. (2) 5. Physical activity and health diagnostics. (2) 6. Methods of assessment of leisure-time and work-related physical activity. (3) 7. Exercise prescription for health and fitness. (4) 8. Evaluation in physical recreation. (3) 9. The health of the adults and Sport for All in the Republic of Croatia. (2) 10. Health-enhancing physical activity - evidence, potential, and population strategies. (3) 11. The oranizational and methodological aspects of health-enhancing physical activity. (2) 12. The public health aspect of active aging. (2) 13. The physiological aspects of physical activity in older age. (2)

	14. Presentation of Eurofit for Adults – assessment of health status. (2) 15. Criteria and quality control in HEPA programmes. (2) 16. Organization, norms, and quality control in city recreation centres. (2) 17. Guidelines for promotion of programmes of health-enhancing physical activity – HEPA. (3) 18. Physical exercise and atherosclerosis. (2) 19. Physical exercise and diabetes. (2) 20. Physical exercise in prevention and treatment of osteoporosis. (2) 21. Education of physicians for collaboration with „Sport for All“. (2) 22. What is quality of life, how can we measure it and how can physical activity improve it? (2) 23. Physical activity and state policy. (2) 24. Steps to health – from principles to action. (4) 25. Why to be active – recommendations of the Center for Disease Control and Prevention, USA. (2) 26. Limitations and difficulties in physical activity implementation. (2)
2.6. Format of instruction:	X lectures ☐ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)
2.7. Commentaries:	

2.8. Student responsibilities	Class attendance, active participation in class and preparation of the seminar essay.

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance	1	Written exam		Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay	2	(other)	
			Oral exam	3	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Active participation in class 10% Seminar essay 40% Oral exam 50%

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Heimer S. (2010). Sportsko rekreacijska medicina – izabrana poglavlja (skripta)	10	
	2. Jonas S. I E. Phillips (2009).ACSM smjernice za propisivanje vježbanja (prijevod za internu upotrebu)	10	
	3. Mišigoj-Duraković M. I sur. (1999). Tjelesno vježbanje i zdravlje. Grafos – Kineziološki fakultet	15	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Swain P.D. i B.C. Leutholz (2007). Exercise Prescription. Human Kinetics. 2. Promicanje i propisivanje zdravstveno usmjerene tjelesne aktivnosti (2009). Savezni ured za sport + više sveučilišnih instituta za socijalnu i preventivnu medicinu Švicarske (prijevod za internu upotrebu).
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

2nd STUDY YEAR

III semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS
MANDATORY COURSE of all the four elective modules						
Biomechanics of Sport	Assist.Prof. Maro Kasović, Ph.D.	45		30		7
History of Sport	Lecturer Zrinko Čustonja, Ph.D.	30	15			5
Psychology of Sport	Prof. Ksenija Bosnar, Ph.D. Assist.Prof. Renata Barić, Ph.D.	45		30		7
Foreign Language (English)	Senior Lecturer Darija Omrčen, Ph.D.	15		30		5
Theory and Methodoology of Training	Prof. Dragan Milanović, Ph.D.	60	15			7
SPECIALTY COURSE of the elective module PHYSICAL CONDITIONING OF ATHLETES						
Methods of Physical Conditioning of Athletes 1	Prof. Igor Jukić, Ph.D.	15		15		
SPECIALTY COURSES of the elective module FITNESS TRAINING						
Group Fitness Training Programmes 1	Assoc.Prof. Gordana Furjan-Mandić, Ph.D.	24		16		3

MANDATORY COURSES of all the four elective modules

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist. Prof. Mario Kasović, Ph.D.**	1.6. Year of the study programme	**2**
1.2. Name of the course	**BIOMEHANICS OF SPORT**	1.7. Credits (ECTS)	**7**
1.3. Associate teachers	**Prof. Vladimir Medved, Ph.D.**	1.8. Type of instruction (number of hours L + S + E + e-learning)	**75 (45L + 30S)** ***Actual teaching hours: 28P****
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	200
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

2. COURSE DESCRIPTION	
2.1. Course objectives	The basic aim of this course is acquiring knowledge based on which the students will be able to understand the mechanics of musculoskeletal system, and be able to apply the biomechanical methodology when solving various kinesiological problems. Biomechanical knowledge will create the necessary relationship between classical anatomical and physiological findings regarding the locomotor system and kinesiological properties of various movement structures of a human.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Following the adoption of the course material Biomechanics of sport, students will acquire basic knowledge of mechanical principles musculoskeletal system functions. Practical knowledge of the technical areas of statics, kinetics and kinematics. They will gain knowledge about the origin of the muscle contraction and the methods of collection and analysis of signals. They will be introduced to modern biomechanical systems for diagnostics of human movements that are used in sports, physical recreation, physical conditioning of athletes and fitness. The acquired knowledge will enable students to understand the practical application of research results in the training process.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - understand the importance of biomechanical analysis in the analysis and programming of transformational procedures, - understand the mechanical principles of movement, - understand the biomechanical methodology, - processing and interpretation of the results acquired during motion analysis, - use the Internet to find and use demonstration programs of commercial systems.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars: 1. Introduction into biomechanics, the importance of biomechanics in sport (L2) 2. Definition and interdisciplinary nature, equipment and measurement in biomechanics (L2+S2) 3. Definition and classification of mechanics, basic mechanical terms, laws of classical mechanics (L3+S2) 4. Measurement units, scalars and vectors (L2+S2) 5. Forces which act upon the body, force as a vector, body weight, ground reaction force and friction, resistance force, inertial force, internal forces (L3+S2) 6. Acting of forces in a single plane (L2+S2) 7. Static and dynamic balance (L2+S2) 8. Body segment parameters: body's center of gravity, segmental centers of gravity, segmental masses (L2+S2) 9. Determining the inertial moments of a particle, of body segments and of a body as a whole (L3+S2)

	10. Kinematic motion parameters, differentiation of kinematic parameters (L4+S2) 11. Dynamic characteristics of motion (L2+S2) 12. Calculating the dynamic characteristics of motion (L4+S2) 13. Biomechanical properties of the musculoskeletal system: skeleton, muscles, joint reactive forces, mechanical work of a muscle, causes of inefficient motion (L3+S2) 14. Anthropometric measurement in biomechanics (L2+S2) 15. Measurement of kinematic signals, measurement of kinetic signals, measurement of electromyographic signals (L4+S2) 16. Procedures of measurement error reduction (L2+S2) 17. Estimation of the dynamic parameters of movement using the biomechanical models (L3)

2.6. Format of instruction:			2.7. Commentaries:
	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety X partial e-learning ☐ field work	X independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	

2.8. Student responsibilities	Attending classes on a regular basis, activity during classes.

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance	1	Written exam	(3)	Project	1
	Experimental work		Research		Practical exam	
	Essay		Report		(other)	
	Tests	3	Seminar essay	1	(other)	
			Oral exam	1	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 21% Three tests 47% Seminar essay 21% Oral exam 21% Devising and presenting an intervention program 21% Students who fail to meet the set criteria during the semester will have to take an integral final exam (written exam 47% and oral exam 47%).

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Mejovšek, M. (1997). Biomehanika sporta. U: Priručnik za sportske trenere (ur. D. Milanović), Fakultet za fizičku kulturu, Zagreb, 359-394.	15	
	Mejovšek, M. (1995). Dinamička analiza gibanja u športu. U: Športska medicina (ur. M. Pećina i S. Heimer), Naprijed, Zagreb.	10	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Hraski, Ž., Mejovšek, M. (2004). Production of angular momentum for backward somersault. IASTED International Conference on Biomechanics, Honolulu, Hawaii, USA, pp.10-13 (Indexed in: ISI Proceedings) 2. Blažević, I., Antekolović, Lj., Mejovšek, M. (2006). Variability of high jump kinematic parameters in longitudinal follow-up. Kinesiology, 38(1), 63-71. 3. Antekolović, Lj., Dobrila, I., Mejovšek, M., Čoh, M. (2006). Longitudinal follow-up of kinematic parameters in high jump – A case study. New Studies in Athletics, 21(4), 27-37. 4. Mejovšek M., Kasović, M., Sporiš, G. (2009) Knee Biomechanics in Soccer Players After ACL Reconstruction: Two Years Studie, Proceedings of XXII Congress of the International Society of Biomechanics, Cape Town, South Africa from 5th to 9th July 2009. (on CD) 5. Kasović, M., Potočanac, Z., Cifrek, M., Tudor, A., Mejovšek, M. (2009). Razlike u mišićnoj aktivnosti jednu godinu nakon rekonstrukcije prednje ukrižene sveze koljena. Hrvatski športsko-medicinski vjesnik, (Ur. Matković, B.), volumen 24, broj 2, str. 76-81.

2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	**Lecturer Zrinko Čustonja, Ph.D.**	1.6.Year of the study programme	**2nd**
1.2.Name of the course	**HISTORY OF SPORT**	1.7.Credits (ECTS)	**5**
1.3.Associate teachers	Dario Škegro, Mag.Cin.	1.8.Type of instruction (number of hours L + S + E + e-learning)	**45 (30L+15S)** ***Actual teaching hours: 16L****
1.4.Study programme (undergraduate, graduate, integrated)	Professional study	1.9.Expected enrolment in the course	200
1.5.Status of the course	Mandatory	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1.Course objectives	The objective is to train the students to understand origins and development of sports in the world and in Croatia. The second objective is students' recognition and understanding of social, political, economical, cultural and other factors relevant for sports' origins and development, consequently for origin of trainers/coaches and their profession. Emphasis is on the cause-effect concept aquisition and on the understanding of the mechanism of cause-effect relations influence in sports history. The other importan objective is students' adoption of knowledge and comprehension of the development of sports training methods and means and factors that influenced the development of sport training practice.		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3.Learning outcomes at the level of the programme to which the course contributes	- Understanding of origins and development of sports in Croatia and worldwide. - Knowledge of fundamental information about origins and development of particular sports, sports branches and sports movements in Croatia and understanding of the role of sports in the development of contemporary Croatian society. - Knowledge of main social, political, economical and other factors which have influence on sports coach profession development in Croatia and worldwide. - Application of knowledge of history of sports when explaining and trying to understand the role and social impact of a coach in contemporary sports. - Understanding the concept of cause-effect association and its application when explaining past and contemporary phenomena in sports. - Knowledge and understanding of the development of sports training methods and means and factors that influenced the development of sport training practice.		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- Knowledge of basic characteristics, specific characteristics and differences in the development of sports and sport coaching over different historical periods (Old Age, Middle Age, Modern Age, Contemporary Age). - Ability to recognize key persons and events as well as their causes and effects in chronology of sport coaching profession development in Croatia and worldwide. - Knowing and understanding influences of social, political, economical, cultural and other factors on origin and development of sports in Croatia and worldwide. - Ability to connect events from diverse historical periods and ability to associate them with contemporary events in sports and sport training practice. - Knowledge of main causes of origin, development mechanisms and effects of key events in the history of sports and sport coaching profession in Croatia - Knowing and understanding role, significance and specificities of sports and sport coaches in the development of Croatian society. - Development of critical thinking about persons and events from history of sport coaching profession and ability to reason comparatively in relation to contemporary people and events in sports. - Knowledge of basic training methods and their historical development. - Recognition of key events that have marked the development of sport training practice in Croatia and worldwide.		
2.5.Course content broken down in detail by weekly class schedule (syllabus)	Lectures (each teaching topic is delivered in two contact hours) 1. History of sports: area definition; subject of the study; objectives and tasks; 2. History of sports and exercise in the world – Old Age – Mesopotamia, Egypat, Crete, Greece and Rome 3. History of sports and exercise in the world – Old Age – Sport coaches in ancient times 4. History of sports and exercise in the world – Old Age – Ancient Olympic Games 5. History of sports and exercise in the world – Middle Ages and Renaissance		

	6. History of sports and exercise in the world – Modern Age – Enlightenment, Philantropism, and gymnastic systems 7. History of sports and exercise in the world – Modern Age – Modern sport 8. History of sports and exercise in the world – Modern Age – Pierre de Coubertine and development of the Olympic movement 9. History of sports and exercise in the world – Modern Age – Development of sport training systems and methods in 19th and 20th century; 10. History of sports and exercise in Croatia – Croatia until World War I – sport development and first sport coaches 11. History of sports and exercise in Croatia – Croatia between two World Wars – sudden spurt of sports and sport coaching profession; 12. History of sports and exercise in Croatia – Hrvatski sokol (Croatian Falcon) and prednjaci (leaders) – first patterns of systematic sport coach work in Croatia; 13. History of sports and exercise in Croatia – Franjo Bučar and beginnings of sport coach education in Croatia 14. History of sports and exercise in Croatia – Croatia after World War II – sport coaches become a crucial factor of sport system 15. History of sports and exercise in Croatia – Development of sport training methods in Croatia and worldwide. The development of sport training systems and training practice. Seminars (each teaching topic is delivered in two contact hours) 1. Introduction – (about term essays – writing style, topic selection and definition, term paper objective definition, sources utilization, usage of Internet as a source, scientific data bases in historiography and kinesiology, oral presentation of a term essay) 2. Introduction (sport coaching profession in the Croatian and world historiography – an overview and introduction to the most important historiographic works of history of sport and sport coachin profession development) 3. Gymnasts (teachers of ancient gymnastics) – a foundation of the system of education of children and the young in ancient Greece 4. Social and political dimensions of sport coaching profession in ancient times 5. Sport coaches in ancient times – traiining methods 6. Analysis of first sport training hand-books and guidelines 7. The beginnings of the sport coaching development –- Europe in 19th century 8. The comparison of sport systems andsport training methods between the so called „eastern block“ and „western countries“ – Europe in 1950s, 1960s, 1970s and 1980s 9. The strength training methods development 10. The endurance training methods development 11. The speed training methods development 12. The training equipment and aids development 13. Sport coaching profession at the end of the 20th century 14. The development of sport training practice in Croatia before World War II 15. The development of sport training practice in Croatia after World War II

2.6.Format of instruction:	☒ lectures ☒ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☒ field work	☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☒ work with mentor ☐ (other)	2.7.Comments: Subject to the favourable conditions, the students will visit the Croatian Sports Museum in Zagreb.

2.8.Student responsibilities	Regular class attendance; participation in all types of instruction; term paper writing and public presentation

2.9.Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*						
	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam	2.5	(other)	
	Written exam	1	Project		(other)	

<table>
<tr><td>2.10. Grading and evaluating student work in class and at the final exam</td><td colspan="3">Class attendance 10%
Written exam 20%
Seminar essay 20%
Oral exam 50%</td></tr>
<tr><td rowspan="4">2.11. Required literature (available in the library and via other media)</td><td>Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td>1. Jajčević, Z. (2010). Povijest tjelesnog vježbanja i športa. Zagreb: Kineziološki fakultet i Društveno veleučilište u Zagrebu.</td><td>5</td><td></td></tr>
<tr><td>2. Čustonja, Z., Jajčević, Z. (2002) Pregled razvoja kondicijske pripreme. Zbornik radova Međunarodnog znanstveno-stručnog skupa ‘Kondicijska priprema sportaša’, Zagreb, 21.-22. 02., str. 33-40.</td><td>5</td><td></td></tr>
<tr><td>3. Jajčević, Z. (2008). Antičke olimpijske igre i moderni olimpijski pokret do 1917. godine. Zagreb: Libera Editio.</td><td>5</td><td></td></tr>
<tr><td>2.12.Optional literature (at the time of submission of study programme proposal)</td><td colspan="3">1. Čustonja, Z. (2002). Metode rada u sportu antičke Grčke. Zbornik radova 12. ljetne škole kineziologa Republike Hrvatske, Rovinj, 17. do 21. lipnja 2003. str. 125-127.
2. Čustonja, Z., Škegro, D. (2009). Razvoj metoda treninga izdržljivosti. U: Jukić, I. i sur. (ur.) Zbornik radova 7. godišnje međunarodne konferencije Kondicijska priprema sportaša. Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera Hrvatske, 20. i 21. veljače 2009., 15-20.
3. Čustonja, Z., Škegro, D. (2010). Razvoj metoda treninga brzine i pliometrije. U: Jukić, I. i sur. (ur.) Zbornik radova 8. godišnje međunarodne konferencije Kondicijska priprema sportaša. Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera Hrvatske, 26. i 27. veljače 2010., 119-126.
4. Jajčević, Z. (2007). Olimpizam u Hrvatskoj. Zagreb: Libera Editio.
5. Čustonja, Z., Škegro, D., Popovčić, A. (2009). Razvoj metoda treninga jakosti kroz povijest. Kondicijski trening 6(2), 70-77.</td></tr>
<tr><td>2.13.Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="3">Anonymous student survey.</td></tr>
</table>

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist.Prof. Renata Barić, Ph.D.** **Professor Ksenija Bosnar, Ph.D.**	1.6. Year of the study programme	2
1.2. Name of the course	**PSYCHOLOGY OF SPORT**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Zrinka Greblo, Ph.D. Part-time associates: Boris Balent, Mag.Cin. Tamara Glad, Mag.A. Ana Staničić, Mag.A.	1.8. Type of instruction (number of hours L + S + E + e-learning)	75 (45L+30E) *Actual teaching delivery hours : 28L*
1.4. Study programme (undergraduate, graduate, integrated)	Professional	1.9. Expected enrolment in the course	100
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

2. COURSE DESCRIPTION	
1.1. Course objectives	The course gives the students an overview of basic concepts and insights from the area of psychology of sport. The students will be familiarized with the definition and the area of psychology; they will learn to define and explain fundamental psychological processes and their association with behaviour, that is, they get acquainted with a series of factors influencing perceptions, development and behaviour of an individual, as well as with their consequences. The objective is to direct the students into the application of findings and insights of basic psychological disciplines to the interpretation of phenomena and practical problem solving in sports and exercise.
1.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
1.3. Learning outcomes at the level of the programme to which the course contributes	Upon completion of the course, the students will adopt basic knowledge of psychological phenomena and behaviour in sport and exercise-related situations. This knowledge will facilitate their performance of sport training and exercise planning and programming. Also, it will enable them for the communication with sport psychologist. The students will: - understand scientific foundations of psychology and its research object (mental and emotional processes and behaviour); - get familiar with contemporary psychological theories and their constructs as well as findings of ecent scientific researc studies in the areas of general psychology and cognate sciences; - understand how the psychological factors may influence the selection of sports and physical exercise, i.e. the adoption of active lifestyle and its association with psychological and physical health and quality of life; - learn about the influence psychological factors have on sport performance and sport achievements; - recognize and understand diverse aspects of individual development through sport and physical exercise; - gain certain behaviour manners and procedures applicable to sport environment, to the processes of motor knowledge/skills lteaching/learning, to the process of recreational exercising and at competitions.
1.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will: - adopt basic conceptual knowledge on contemporary theories from the areas of psychology and psychology of sport and physical exercise; - learn the definition and differences as well as specifics of various psychologica processes (cognitive, emotional, motivational); - know to define motivation, to classify motives and understand motive conflicts that have influence on behaviour; - comprehend the relationship between psychological factors and performance; - familiarize themselves with the negative effects of and phenomena within sports and physical exercise as well as with harmful and unwanted patterns of social relationships, behaviour, and experiencing sport and personal role in sports environment; - learn what if a scientific-based psychology of sport and how are its findings reflected on the professional work of sport psychologists; - get acquainted with personality concept and personality traits; they will acquaire basic concepts of Eysenck's personality theory; and how are sersonality traits manifested in typical behaviour in sport and exercise. They will learn about intelligence concept and its associations with performance in sport and exercise. They will gain knowledge of emotions, where they originate and how are they satisfied as well as how are they manifested in perception and behaviour in sports and exercise;

	- learn what are motives, how they originate and how they can be satisfied; the students will adopt basic concepts of Maslow theory of motives and of the theory of self-determination by Deci and Ryan; the role of motives in sport and exercise will be presented through examples; - learn what specifics of work with children are as regards characteristics of psychological development; - learn basic ways of psychological preparation of athletes, thus becoming competent for the communication with sport psychologist.
1.5. Course content broken down in detail by weekly class schedule (syllabus)	<u>These topics are taught to the students of the elective modules Fitness Training and Physical Recreation</u> Predavanja i vježbe 1. Introductory class. Definition and area of psychology (2L+2 E) 2. Biological fundations of perception and behaviour. Psychological processes. (2 L) 3. Cognitive processes (attention, memory, intelligence) (4 L +2 E) 4. Emotions and emotional control (2 L +3 E) 5. Motivation. Motivational climate. Goal orientation.. (4 L +3 E) 6. Personality. Personality andi sport. Effects of sport and physical exercise on personality development. (4 L) 7. Psychological detrminants of working with children and the young in sports and physical recreation. (2 L +2 E) 8. A coach in the process of recretional exercising (leadership, a coach as a role model, a coach as a motivator) (5 L +4 E) 9. Group of participants in physical recreation as a team. How can we recognize needs of trainees? (4 L+2 E) 10. Why people do exercise? Motivation for physical exercising. Goal setting. (6 L +4 E) 11. Tjelesno vježbanje i kvaliteta života. (2 L) 12. Positive and negative psychological effects of physical exercise (physical exercise and mental health, basics of nutritional disorders, exercise addiction) (4 L +2V) 13. Communication between a coach and trainees. (2 L +2E) 14. Determinants of positive thinking approach in physical recreation and sport. Flow – psychology of optimal experience (2 L +2 E) <u>These topics are taught to the students of the elective modules Sport and Physical Conditioning of Athletes</u> Lectures and exercise (each teaching topic is allocated 3L+2E) 1.What is psychology of sport – Definition; its position among other disciplines; issues of scientific-based psychology of sport; methodological issues of research in sports; psychology of sport as a profession; basic tasks of sport psychologists. 2.Sport and personality – Definitions of personality; Eysenck's personality model; anxiety in sport; aggressiveness and sport; limitations of performance predictions in sport based on personality traits. 3. Intelligence and sport – Definition of intelligence; development of intelligence; Cattell's intelligence model; research on the association between intelligence factors and performance in sport. 4. Attention and sport – Definition of attention; spontaneous, intentional, habitual attention; attention focus; attention distribution; intrinsic and extrinsic determinants of attention; Nideffer's attention model in sport. 5. Emotions in sport – Definition of emotions; three aspects of emotions; role of emotions in sport, iceberg profile, flow. 6.Motivation – Theories of motivation; instincts, urges, homeostatsys, optimal arousal; needs and drives; biotic and social motives; Socializations of motives; content-related theories of motivation (Maslow), process-related theories of motivation. 7.Motivation in sport and exercise – Achievement motives in sport; goal orientations; causal attribution in sport; the concept of self-efficacy. 8. Motivation in sport and exercise – Self-determination theory of Deci and Ryan; need for autonomy, competence, and belonging; intrinsic and extrinsic motivation; application of self-determination theory in sport. 9. Motivation in sport and exercise – Content-related motivation models for exercise (Horga and Baršnik, Campbel); process-related motivation models for exercising (Nolan and Feldman). 10.Psychological preparation of athletes – Definition of mental training; definition of peak performance; techniques for optimal arousal achievement. 11. Psychological preparation of athletes – Visualization skills; theories explaining the effects of visualization; internal and external viszualization. 12. Psychological preparation of athletes – Goal setting; solliloquy (self-speech); thinking interception and modification; abnegation of negative assertations. 13. Psychological preparation of athletes – the concept of distress; distress in sport; psychological factors of sport injuries according to the model by Andersen and Williams; emotion control; IZOF model by Jurij Hanin. 14. Psychological preparation of athletes – Distress reduction procedures in sport; precompetition, competition and postcompetition routines in sport. 15.Specifics of working with children in sports – Positive effects of the organized physical activity participation on the development of children; children's motive satisfaction through exercising; participation in competitive activities in the childhood; cognitive development and understanding of sport performance factors; parents and sport.

1.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☒ partial e-learning ☐ field work		☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ participation in scientific research		1.7. Comments:	Teaching topics from the second group will be delivered alternatively, depending on the study spetialty (sport/fitness training/physical recreation) and the number of the enrolled students on a particular specialty.	
1.8. Student responsibilities	The students are expected to attend classes regularly and to be active during lectures and exercises.						
1.9. Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training		
	Experimental work		Report		Activity and participation during classes		
	Essay		Seminar essay	2.5	(other)		
	Tests		Oral exam		(other)		
	Written exam	3.5	Project		(other)		
2.10. Grading and evaluating student work in class and at the final exam	Class attendance and activity 13% Seminar essay 37% Written exam 50%						

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Bosnar, K.; Balent, B. (2010). Uvod u psihologiju sporta: priručnik za sportske trenere. Zagreb : Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu.	10	
	Horga, S. (1999). Utjecaj tjelesnog vježbanja na psihičku dobrobit. U: Mišigoj-Duraković, M. (Ur.) Tjelesno vježbanje i zdravlje. Grafos - Kineziološki fakultet. Zagreb: 267-277.	10	

2.2. Optional literature (at the time of submission of study programme proposal)	1. Barić, R. (2010). Psihologija tjelesnog vježbanja i sporta – odabrane teme. Interna skripta za studente 2. Barić, R. (2010). *Psihološki aspekti košarkaške igre - motivacija* U: B. Matković (Ur.) Antropološka analiza košarkaške igre, (str. 131-166).Zagreb: Kineziološki fakultet. 3. Barić, R. (2007). The relationship of coach's leadership behaviour and his motivational structure with athletes' motivational tendencies. Dissertation. Ljubljana: Filozofski fakultet, Odsjek za psihologiju. 4. Cox, R.H. (2005). Psihologija sporta. Jastrebarsko: Naklada Slap. *Greblo, Z., Pedišić, Ž., i Jurakić, D. (2008). Relationship between exercise frequency and self-perceived mental health. In D. Milanović, & F. Prot (Eds.) Kinesiology research trends and applications (pp. 814-817), Zagreb: Faculty of Kinesiology. *Jurakić, D., Pedišić, Ž., i Greblo, Z. (2010). Physical activity in different domains and health-related quality of life: a population-based study. Quality of life research. 19(9), 1303-1309. *Lorger. M. (2011). Sport i kvaliteta života mladih. Doktorska disertacija. Zagreb: Kineziološki fakultet. ** Literature denoted by asterisk is recommended as the additional reading for the students of Fitness Training andPhysical Recreation.*
2.3. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	**Senior Lecturer Darija Omrčen, Ph.D.**	1.6. Year of the study programme	2nd
1.2. Name of the course	**ENGLISH LANGUAGE (FOREIGN)**	1.7. Credits (ECTS)	5
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (15L + 30E) *Actual teaching hours: 16L**
1.4. Study programme	Professional undergraduate study	1.9. Expected enrolment in the course	200
1.5. Status of the course	Compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The goal is to teach students the basic body part terms, verbs denoting movement, as well as terms associated with the basic concepts of kinesiology through work on professionally written English texts.
2.2. Course enrolment requirements and entry competences required for the course	Intermediate level of competence in English.
2.3. Learning outcomes at the level of the programme to which the course contributes	Receptive level of mastery of English as a foreign language of coaching profession to achieve a precise understanding of treated terminology in English-specific training process in sports, physical recreation, physical conditioning of athletes and fitness, which would consequently complement competence of persons to engage in planning, programming and control of training of the chosen sport; planning, programming and control of physica recreational exercise and fitness training with different populations of users and the implementation of various traning programs and, as well, management of personnel, financial and physical resources which are important for successful professional actions in certain areas of application).
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will: - develop the capacity of accurate understanding technical vocabulary in English; . - learn English kinesiological terminology according to the topics from the programme, - be able to understand a technical text written in English.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises 1. Introduction into the course goals, the basic programme and into tests and exam. (1L) 2. By working on a text, teaching English technical vocabulary connected with the concept of *anatomy* and parts of the human body. (1 L) 3. English verbs denoting movement. Adverbials (place). Teaching the imperative in the English language through the translation of a text (description of floor and resistance exercises) into Ctroatian. Developing the skill to accurately translate in the sport context. (1 L + 2E) 4. Teaching technical English terms/names of sports and and sports events – athletics, artistic gymnastics, team sports, combat sports, water sports, shooting, archery, winter sports, other sports. Tecgnical English vocabulary denoting sports grounds, courses, lanes, etc. By working on a text, teaching the differences between the concepts *martial arts* and *combat sport* (2 L) 5. Through work on a text, English names for apparatuses, implements, machines and requisites in sport. Practicing how to connect the name for sport equipment with the concept content.Practising collocations. (2 L) 6. Teaching technical English vocabulary connected with the differences between the concepts of *physical activity* and *physical exercise*. Through various exercises practicing the correct usage of vocabulary connected to these two concepts. (1 L + 2 E) 7. Teaching by working on a text technical English vocabulary connected with defining the terms (and concepts) *aerobic* and *anaerobic*. Practising the correct usage of terms connected with these two concepts. Practising antonyms. (1 L + 2 E) 8. Through work on technical texts teaching technical English vocabulary connected with aerobic exercising and aerobics. Practising the vocabulary.(2 E)

	9. Teaching English technical vocabulary connected with anthropological characteristics through working on a text. Practising the usage of the vocabulary through various exercises. (1 L + 2 E) 10. Through work on a text explaining the difference between *ability* and *skill*. What is *synergy*? (2 E) 11. By working on a text, teaching English technical vocabulary connected with human neuro-muscular system. Teaching some words and names through some semantic relationships – synonyms, antonyms, etc. Practising the usage. (1 L + 2 E) 12. Teaching English technical vocabulary connected with cardiovascular system and heart rate by working on a text. Various exercises in word usage. (1L+2E) 13. Teaching English technical vocabulary connected with naming and description of motor abilities as components of physical fitness (condition). (By working on a text. Translatiing a technical text. (1 L + 2 E) 14. By working on a text, teaching the terms *force*, *strength*, *power* and *endurance*. Comparison of translation equivalents in the Croatian language. (2 L) 15. By working on a text, teaching technical English vocabulary connected with physiology of sport. (2 E) 16. By working on a text, teaching technical English vocabulary connected with psychological preparation of athletes. (2 E) 17. By working on a text, teaching technical English vocabulary connected with the open kinetic chain motor skills and closed kinetic chain motor skills. (2 E) 18. By working on a text, teaching technical English vocabulary connected with physical exercise and body image. (2 E) 19. By working on a text, teaching technical English vocabulary connected with interpersonal communication between athletes and the coach. Practising synonyms and antonyms. (2 E) 20. By working on a text, teaching technical English vocabulary connected with oral presentations of various contents. (2 E)
2.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other) **2.7. Comments:**
2.8. Student responsibilities	Regular class attendance and active participation in work.

2.9. Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*						
	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	4	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	During the classes: Class attendance 20% Exam 80%

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Omrčen, D. (2009). English for Sports Coaches. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu, Kineziološki fakultet Sveučilišta u Zagrebu.		
2.12. Optional literature (at the time of submission of study programme proposal)			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students anonymous survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Dragan Milanović, Ph.D.**	1.6. Year of the study programme	2
1.2. Name of the course	**THEORY AND METHODOLOGY OF TRAINING**	1.7. Credits (ECTS)	7
1.3. Associate teachers	Prof. Igor Jukić, Ph.D. Sanja Šalaj, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	75(60L+15S) *Actual teaching hours: 28L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	190 (2x95)
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0

2. COURSE DESCRIPTION	
2.1. Course objectives	Acquiring theoretical knowledge necessary to methodically design and to plan and program and control the training process of an athlete. Acquiring and using the theoretical and methodical knowledge for independent conduction of methodical procedures of physical conditioning and motor learning as well as for devising plans and programs in various cycles of sport preparation process
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Theoretical and methodological principles of selection, sports diagnostics, methodical design, planning and programming of a training process that can be applied, foremost in elite sports, but also in the phyisical conditioning of athletes, and fitness and physical recreation. Apply acquired technical and practical knowledge in the design plan and sports training programs in accordance with the status of athletes' fitness levels, fitness program beneficiaries and participants in physical recreational activities.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to define, analyze and apply on an expert level in the areas of competitive sport, sports recreation and sport for people with disabilities the knowledge related to: 1. Characteristics of a sports activity 2. Hierarchical structure of abilities, traits and knowledge of athletes 3. Talent identification and selection procedures for top-level sport 4. High performance capacity as a state which enables elite competitive performance on major competitions 5. Biological and methodical principles and rules of training that represent the basis for training, competition and recovery planning 6. Methods for development of conditioning abilities of athletes as well as methods for teaching the technical-tactical knowledge 7. Planning, programming and control of sport preparation process of individuals and teams varying in rank 8. Devising and implementation of plans and programs in various cycles of an annual and multi-annual periodisation As a part of this course, the students – future coaches – will acquire the necessary knowledge for successful work in the chosen sport, sports recreation and sport for people with disabilities.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 60 hours (each lecture takes 2 hours) <u>Theoretical bases of training:</u> 1. Training theory and methods. Definitions and tasks. 2. Sport in contemporary society. 3. Sports training: definitions, characteristics and tasks of a sports training, competition as a part of sports preparation 4. Structural, biomechanical and functional analysis of a sports activity. Classification of sports according to their structural complexity. 5. Identification and registration of indicators of situational success of an athlete

	6. Abilities, traits and knowledge of an athlete. Model values of elite athletes. 7. Factor analysis of success in a sport: the general model of success equation. 8. Selection in sport: orientation and selection of potential athletes. Age categories and types of sport schools. 9. Performance capacity: biological and psychological aspects of high performance capacity; characteristics of high performance capacity. 10. Biological principles of sports training: continuity of sports preparation, progression, and wave-like structure of training load and competition curve. 11. Methodical principles of sports training: direction, interrelationship of various programs of sports preparation. <u>Training methods:</u> 12. Means of training. 13. Training and competition loads (components and border values of training loads). 14. Training methods (teaching methods). 15. Methodical forms of sports training. 16. Structure and importance of physical conditioning: general, basic, specific and situational physical conditioning. 17. Methods of functional training: aerobic and anaerobic training. 18. Methods of motor abilities training: power, endurance, flexibility, coordination, agility, balance and precision. 19. Structure and importance of technical-tactical training. Sports technique and tactics: phase-like structure of motor performance, the basics of technical-tactical education (principles and phases of motor learning), 20. Methods and programs of teaching the technical-tactical knowledge and motor errors <u>Training planning and programming:</u> 21. Definition of terms. Performance assessment of an athlete. Annual and multi-annual periodisation. 22. Long-term planning and programming of sports training (multi-year cycle). Stages of long-term planning. 23. Multi-stage education of an athlete: universal sport school, elementary sport school, specialty sport school and final sport specialization. 24. Construction of the plan and program of a multi-year cycle of the sports training. 25. Mid-term planning and programming (Olympic cycle). 26. Short-term planning and programming of the sports training. Procedures for devising a plan and program in an annual training cycle. 27. Short-term planning and programming (periods and phases). Procedures for devising plans and programs in a preparatory period (phases and training structure), competition period (competition calendar and training structure), and transitional period. 28. Operational planning and programming of sports training. Procedures for devising plans and programs for in a micro-cycle. 29. Operational planning and programming of sports training. Procedures for devising plans and programs for a single training session. 30. Additional means in sport preparation process: specifics of training in various geographical and climate conditions Seminars: 15 hours (each seminar takes two hours except for the second seminar which takes one hour of seminar lecturing) 1. Sport in the contemporary society. 2. Sport activity and environmental factors in the function of development of a child athlete. 3. Measurement and evaluation of abilities, traits and knowledge of athletes. Factor analysis of success in sports. 4. Selection of means and applying the workload in training of functional and motor abilities and in improvement of morphological characteristics. 5. Methods of technical-tactical training in sport; teaching in sport. 6. Devising the plan and program in stages of a multi-year cycle. Sport schools. 7. Devising the plan and program in stages of a annual cycle. Period and phases. 8. Devising the plan and program in a micro cycle and in a single training session.	
2.6. Format of instruction:	X lectures X seminars and workshops X exercises ☐ on line in entirety ☐ partial e-learning	X independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7. Commentaries:

	☐ field work					
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Written exam	1.5	Project	
	Experimental work		Research		Practical exam	
	Essay		Report		(other)	
	Tests		Seminar essay	1.5	(other)	
			Oral exam	3.5	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 18% Written exam 21% Seminar essay 21% Oral exam 50%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Milanović, D. (2010). TEORIJA I METODIKA TRENINGA. Društveno veleučilište u Zagrebu, Kineziološki fakultet Sveučilišta u Zagrebu.	10	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Milanović, D., Šalaj, S., Jukić, I., (2009). Organizacijske i metodičke forme rada u sportu, U V. Findak (ur), Zbornik radova 18. ljetne škole kineziologa, Poreč, 44-54. 2. Milanović, D., Jukić, I., Šalaj, S. (2010). Individualizacija trenažnog procesa u sportu. U V. Findak (ur), Zbornik radova 19. ljetne škole kineziologa, Poreč, 36-48. 3. Milanović, D., Šalaj, S., Gregov, C. (2011). Nove tehnologije u dijagnostici pripremljenosti sportaša. U V. Findak (ur), Zbornik radova 20. ljetne škole kineziologa. Poreč, 37-50. 4. Milanović, D., Jukić, I. (Ur.)(2003). Zbornik radova Međunarodnog znanstveno-stručnog skupa: Kondicijska priprema sportaša. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez. 5. Jukić, I., Milanović, D., Šimek, S. (Ur.). (2007). Zbornik radova 5. godišnje međunarodne konferencije Kondicijska priprema sportaša – Kondicijska priprema djece i mladih. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera Hrvatske.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

SPECIALTY COURSES of the elective module PHYSICAL CONDITIONING OF ATHLETES

METHODS OF PHYSICAL CONDITIONING OF A CHOSEN SPORT

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Igor Jukić, Ph.D.	1.6. Year of the study programme	**2**
1.2. Name of the course	**METHODS OF PHYSICAL CONDITIONING OF ATHLETES 1**	1.7. Credits (ECTS)	**10** (students take the exam and collect this points in the last semester)
1.3. Associate teachers	Luka Milanović, Ph.D., Asim Bradić, Ph.D., Sanja Šalaj, Ph.D., Daniel Bok, Mag. Cin., Cvita Gregov, Mag. Cin., Josipa Bradić, Ph.D., Saša Vuk, Ph.D., Tatjana Trošt, Mag. Cin., Vlatko Vučetić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	**120(60L+60E)** ***Actual teaching hours: 60L**** In this semester: **30(15L+15E)**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	50
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The goal of the course is to enable student to acquire knowledge about the modelling of methodological procedures for the development of motor and functional abilities and morphological characteristics and for the enhancement of the athletes' health status.
2.2. Course enrolment requirements and entry competences required for the course	No special enrolment requirements
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to: • Design the methodological procedures for the development and maintenance of the athlete's physical condition
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: • Select and apply adequate exercises, methods and loads for the development and maintenance of the athletes' motor abilities • Select and apply adequate exercises, methods and loads for the development and maintenance of the athletes' functional abilities • Select and apply adequate exercises, methods and loads for the development and maintenance of the athletes' morphological characteristics • Select and apply adequate exercises, methods and loads for the development and maintenance of the athletes' health status
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures and exercises** 1. Methodological procedures for the prevention of sports injuries (2L+2E) 2. Methodological procedures for the development and maintenance of the active muscle mass (2L+2E) 3. Methodological procedures for the optimization of the subcutaneous fatty tissue volume (2L+2E) 4. Biomedical recovery methods in physical conditioning (2L+2E) 5. Psycho-pedagogical recovery methods in physical conditioning (2L+2E) 6. Nutrition in physical conditioning (2L+2E) 7. Nutritional supplementation in physical conditioning (2L+2E) 8. Integrative modelling of training operators (1L+1E)

2.6. Format of instruction:	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety partial e-learning ☐ field work		Independent assignments ☐ multimedia and internet ☐ laboratory ☐ work with mentor ☐ (other)		2.7. Commentaries:	
2.8. Student responsibilities	Regular class attendance; active class participation; writing seminars and taking exams.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	**Class attendance**	**1**	**Written exam**		**Project**	
	Experimental work		**Research**		**Practical training**	
	Essay		**Report**		**(other)**	
	Tests	**6**	**Seminar essay**		**(other)**	
			Oral exam	**3**	**(other)**	
2.10. Grading and evaluating student work in class and at the final exam	**Class attendance 12%** **Tests 63%** **Oral exam 25%**					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb 21-22.02.2003. Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez.	20	YES
	2. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening. Stručni časopis za teoriju i metodiku kondicijske pripreme. Kineziološki fakultet, Zagreb.	30	YES
	3. Jukić, I., Marković, G. (2005). Kondicijske vježbe s utezima. Zagreb: Kineziološki fakultet	20	YES
2.12. Optional literature (at the time of submission of study programme proposal)	1. Beachle, T.R. i R.W. Earle (2000). Essentials of Strength and Conditioning. (2nd ed.). Champaign, Ill:Human Kinetics. 2. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša, Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske. 3. Bompa, T. (2005). Cjelokupan trening za mlade pobjednike, Gopal, Zagreb. 4. Boyle, M. (2010). Advances in Functional Training: Training Techniques for Coaches, Personal Trainers and Athletes. On Target Publications, USA. 5. Cook, G. (2010). Movement: Functional Movement Systems: Screening, Assessment, Corrective Strategies. E. Grayson Cook, USA.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey		

SPECIALTY COURSES of the elective module FITNESS TRAINING

1. GENERAL INFORMATION			
1.1. Course teacher	**Assoc.Prof. Gordana Furjan-Mandić, Ph.D.**	1.6. Year of the study programme	**2nd**
1.2. Name of the course	**GROUP FITNESS PROGRAMMES 1**	1.7. Credits (ECTS)	**3**
1.3. Associate teachers	Jadranka Vlašić, Ph.D., Research Assistant Martina Jeričević, Ph.D. Vanesa Kosalec, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	**40 (24L + 16E)** ***Actual teaching hours: 20L****
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	20
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The course objective is acquisition of basic and more complex movement structures of classic and other types of aerobics, and their practical application in recreation, kinesitherapy, and sport.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Ability of independent planning, programming, and conducting classes of different types of aerobics for populations of different ages and level of physical fitness.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course and passing the exam, students will be able to: - demonstrate correct technique of classic and step aerobics; - effectively and confidently teach different types of aerobics to healthy individuals of different ages, gender, and physical activity level; - understand and successfully implement components of aerobics with regard to the goals of transformational process in fitness; - design fitness programme with aerobics components - teach aerobics to fitness centre clients.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Theoretical lectures:** 1. History and kinesiological structure of aerobics. (2L) 2. Music and coreography in aerobics. (2L) 3. Planning and programming of classes in aerobics, education, recreation, and sport. (2L) **Theoretical-practical lectures and exercises:** 1. Technique of steps (routines) of classic aerobics. (2L+2E) 2. Technique of steps (routines) of step aerobics. (2L+2E) 3. Arm movement technique in aerobics. (2L+2E) 4. Understanding and usage of music in aerobics. (2L+2E) 5. Learning verbal and nonverbal signs for teaching a group aerobics class. (2L+2E) 6. Methods used in teaching coreography in aerobics. (2L+2E)		

	7. Aerobic programmes with the use of external weight. (2L+2E) 8. Aerobics programmes with the use of equipment and machines. (2L+2E) 9. Exercises for relaxation and development of flexibility *(stretching)*. (2L)					
2.6. Format of instruction:	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		X independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor X other		2.7. Commentaries:	
2.8. Student responsibilities	Regular class attendance; active participation in the teaching process; passing the tests and exam.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Written exam		Project	
	Experimental work		Research		Practical training	1,5
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	1	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 10% Practical training – 50% Oral exam – 40%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Zbornik radova, 6. Zagrebački sajam sporta - "Suvremena aerobika" (1997)., ur. Metikoš, D., F. Prot, G. Furjan-Mandić, K. Kristić, Zagreb: Fakultet za fizičku kulturu.	15	No
	Alter, M. J. (1990). Science of stretching. Champaign, Ilinois: Human Kinetics Books.	2	No
	Cvetković, M. (2009). Aerobik. Univerzitet u Novom Sadu, Fakultet fizičkog vaspitanja.	1	No
2.12. Optional literature (at the time of submission of study programme proposal)	1. Bergoč, Š., M. Zagorc (2000). «Metode poučevanja v aerobiki». Ljubljana: Fakulteta za šport. 2. Howley, E.D., Franks, D. (2008). Fitness Instructors Handbook. Human Kinetics, Champaign, IL., USA.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

IV semester

COURSES	COURSE TEACHER	L	S	E	e-learning	ECTS
SPECIALTY COURSES of the elective module SPORT						
Teaching Methods in a Chosen Sport 2		90		90		17
SPECIALTY COURSES of the elective module PHYSICAL CONDITIONING OF ATHLETES						
Physical Condition Assessment Procedures	Prof. Igor Jukić, Ph.D.	28		27		9
Methods of Physical Conditioning of Athletes 1	Prof. Igor Jukić, Ph.D.	15		15		10
SPECIALTY COURSES of the elective module FITNESS TRAINING						
Health-related Aspects of Training and Nutrition in Fitness Training	Prof. Marjeta Mišigoj-Duraković, Ph.D.	30	15			5
Fitness Training Programming 2	Assoc.Prof. Goran Marković, Ph.D.	30	15			4
Group Fitness Training Programmes 2[12]	Assoc.Prof. Gordana Furjan-Mandić, Ph.D.	30		25		7
SPECIALTY COURSES of the elective module PHYSICAL RECREATION						
Methods of Physical Recreation in Leisure Time 1	Prof. Mirna Andrijašević, Ph.D.	30	15			4
Methods of Physical Recreation in Tourism 2	Asist.Prof.Drena Trkulja Petković, Ph.D.	40	10	10		6
Economics of Physical Recreation	Prof. Mato Bartoluci, Ph.D. Lecturer Sanela Škorić, Ph.D.	30		15		5
Kinesitherapy	Assist.Prof. Dubravka Ciliga, Ph.D.	40		20		6

[12] *The course Group Fitness Training Programmes 2 is to be enroled on both in IV and V semester.*

SPECIALTY COURSES of the elective module SPORT

TEACHING METHODS 2 OF A CHOSEN SPORT

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Ljubomir Antekolović, Ph.D.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (TRACK AND FIELD)**	1.7. Credits (ECTS)	17
1.3. Associate teachers	Assoc. Prof. Vesna Babić, Ph.D. Prof. Dragan Milanović, Ph.D. Assist. Prof. Dražen Harasin, Ph.D. Marijo Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+90E) *Actual teaching hours: 90L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (BOXING)**	1.7. Credits (ECTS)	17
1.3. Associate teachers	Marko Žaja, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+90E) *Actual teaching hours: 90L**
1. GENERAL INFORMATION			
1.1. Course teacher	Mario Baić, Ph.D.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (WRESTLING)**	1.7. Credits (ECTS)	17
1.3. Associate teachers	Čedomir Cvetković, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+90E) *Actual teaching hours: 90L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (SAILING)**	1.7. Credits (ECTS)	17
1.3. Associate teachers	Part-time associate Nikola Prlenda, M.Sc. Damir Barac, Mag.Cin. Ivan Oreb, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+90E) *Actual teaching hours:90L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (JUDO)**	1.7. Credits (ECTS)	17
1.3. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+90E) *Actual teaching hours: 90L**
1. GENERAL INFORMATION			

1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (KARATE)**	1.7. Credits (ECTS)	17
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+90E) *Actual teaching hours: 90L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	2.
1.2. Nazivi predmeta	**TEACHING METHODS 2 (BASKETBALL)**	1.7. Credits (ECTS)	17
1.3. Associate teachers na predmetu	Assoc. Prof. Damir Knjaz, Ph.D. Tomislav Rupčić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+90E) *Actual teaching hours: 90L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Valentin Barišić, Ph.D.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (FOOTBALL)**	1.7. Credits (ECTS)	17
1.3. Associate teachers	Dario Bašić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+ 90E) *Actual teaching hours: 90L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Nenad Marelić, Ph.D.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (VOLLEYBALL)**	1.7. Credits (ECTS)	17
1.3. Associate teachers	Tomislav Đurković, Ph.D. Tomica Rešetar, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+ 90E) *Actual teaching hours: 90L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (DANCING)**	1.7. Credits (ECTS)	17
1.3. Associate teachers	Jadranka Vlašić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+90E) *Actual teaching hours: 90L**
1. GENERAL INFORMATION			
1.1. Course teacher	Goran Leko, Ph.D.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (SWIMMING)**	1.7. Credits (ECTS)	17
1.3. Associate teachers	Dajana Zoretić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+90E) *Actual teaching hours: 90L**
1. GENERAL INFORMATION			

1.1. Course teacher	Assoc. Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (RHYTHMIC GYMNASTICS)**	1.7. Credits (ECTS)	17
1.3. Associate teachers	Josipa Radaš, Mag.Cin. Part-time associate Melita Kolarec, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+90E) *Actual teaching hours: 90L**
1. GENERAL INFORMATION			
1.1. Course teacher	Igor Glavičić, Mag.Cin.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (DIVING)**	1.7. Credits (ECTS)	17
1.3. Associate teachers	Ivan Drviš, M.Sc. Bogdan Celinić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+90E) *Actual teaching hours:90L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dinko Vuleta, Ph.D.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (TEAM HANDBALL)**	1.7. Credits (ECTS)	17
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+90E) *Actual teaching hours: 90L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (SKIING)**	1.7. Credits (ECTS)	17
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+90E) *Actual teaching hours: 90L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Kamenka Živčić Marković, Ph.D. Assist. Prof. Željko Hraski, Ph.D.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (ARTISTIC GYMNASTICS)**	1.7. Credits (ECTS)	17
1.3. Associate teachers	Tomislav Krističević, Ph.D. Part-time associates: Prof. Ivan Čuk, Ph.D. Bojan Šinkovec, Mag.Cin. Igor Krijimski, Mag.Cin. Željko Jambrović, Mag.Cin. Tatjana Stbilj-Batinić, Mag.Cin. Aida Badić, Mag.Cin. Mario Možnik, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+90E) *Actual teaching hours: 90L**

	Ratko Vuković, M.Sc.		
1. GENERAL INFORMATION			
1.1. Course teacher	Andrea Čižmek, Mag.Cin.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (ARCHERY)**	1.7. Credits (ECTS)	17
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+90E) *Actual teaching hours: 90L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (SHOOTING)**	1.7. Credits (ECTS)	17
1.3. Associate teachers	Krešimir Vrančić Krešimir Loborec Tomislav Lazić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180(90L+90E) *Actual teaching hours: 90L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Franjo Prot, Ph.D.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (TAEKWONDO)**	1.7. Credits (ECTS)	17
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	180 (90L+90E) *Actual teaching hours: 90L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
1. GENERAL INFORMATION			
1.1. Course teacher	Dugandžić Marijan, Mag.Cin.	1.6. Year of the study programme	2.
1.2. Name of the course	**TEACHING METHODS 2 (TENNIS)**	1.7. Credits (ECTS)	17
1.3. Associate teachers	Ico Humić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	180 (90L+90E) *Actual teaching hours: 90L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of this course is to acquaint the students with the teaching methods and methods used in practicing various technical-tactical elements in accordance with age categories, performance level and competition rank.		
2.2. Course enrolment requirements and entry competences required for the course	No enrollment requirements.		

2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire the necessary theoretical and practical knowledge necessary to independently design the transfer of knowledge in the chosen sport. Based on the knowledge regarding the structural and biomechanical characteristics of technical and technical-tactical elements a student will be able to select the means, training loads and methods suitable for acquisition of motor knowledge for performing the technical and technical-tactical elements. The core learning outcome is the ability of a student to successfully transfer the knowledge when teaching new motor tasks.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Following the completion of the course, a student will be able to: - apply the theoretical and practical knowledge regarding the methods used in learning and perfecting the performance of technical-tactical elements. - differentially apply various information transmission methods with regard to the abilities of participants in physical exercise and sport - differentially apply various methods of completing motor tasks using the various teaching methods - analyze and evaluate the level of motor performance - determine the existence of motor errors - select the methods for error correction - determine the final level of success in performing a technical or technical-tactical element
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises (each lecture takes 2L+2E except lecture 24 which is specified amont the various sports and takes 44L+44E) 1. Technique and technical readiness in the chosen sport 2. Tactics and tactical readiness in the chosen sport 3. Theoretical basis of teaching in the chosen sport 4. Basic pedagogical and didactical principles in technical-tactical training of athletes 5. Basic methodical principles in technical-tactical training of athletes 6. Organisational and methodical forms of technical-tactical training of athletes 7. Locations, equipment and aids used for technical-tactical training in the chosen sport 8. Organizational forms in technical-tactical preparation of athletes in the chosen sport 9. Classification of teaching methods for acquiring motor knowledge in the chosen sport 10. Specific methodical procedures for technique acquisition in the selected sport 11. Phases of teaching of technique elements in the chosen sport 12. Initial teaching of technique elements in the chosen sport 13. Advanced teaching of technique in the chosen sport 14. Situational teaching of technique elements in the chosen sport 15. Competitive teaching of technique elements in the chosen sport 16. Principles of teaching in the chosen sport - individualization 17. Principles of teaching in the chosen sport – intensification 18. Principles of teaching in the chosen sport: description and explanation of structural, biomechanical and anatomical characteristics of a motor task 19. Principles of teaching in the chosen sport: demonstration of a motor task 20. Principles of teaching in the chosen sport: evaluation of motor performance – detecting the motor errors (causes and consequences) 21. Principles of teaching in the chosen sport: motor errors in motor task performance – structural and biomechanical approach 22. Principles of teaching in the chosen sport: correcting the motor errors 23. Principles of teaching in the chosen sport: the final control of motor task performance 24. a) Specifics of teaching methods in monostructural sports: In this group of sports (track and field, swimming, rowing, sailing, kayaking, skiing, cross-country skiing, archery, shooting etc.) the process of application of teaching methods of technical elements dominates. Monostructural sports are generally scarce in tactical elements so that the overall teaching hours will be predominately focused upon the acquisition and perfection of technical elements. Specifically, about 75% of classes will be devoted to technical elements acquisition, and about 25% will be devoted to tactical elements acquisition (44L+44E) b) Specifics of teaching methods in conventional-aesthetic sports: In this group of sports (sports gymnastics, aesthetic gymnastics, figure skating, diving etc.) the process of application of teaching methods of technical elements dominates. Conventional-aesthetic sports are generally scarce in tactical

	elements so that the overall teaching hours will be predominately focused upon the acquisition and perfection of technical elements. Specifically, about 75% of classes will be devoted to technical elements acquisition, and about 25% will be devoted to tactical elements acquisition (44L+44E) c) Specifics of teaching methods in polystructural sports: In this group of sports (judo, karate, boxing, taekwondo, kick boxing, freestyle and greco-roman style wrestling, fencing etc.) technical and tactical elements are about equal in their dominance. Therefore, about 40% of total teaching hours will be devoted to the acquisition of technical elements and about 60% to the acquisition of tactical elements (44L+44E) d) Specifics of teaching methods in complex sports: In this group of sports (basketball, football, water polo, volleyball, tennis, table tennis, field hockey, ice hockey etc.) the teaching methods as regard tactical elements are predominant. Complex sports are very rich in tactical elements so that the overall hours will predominately be focused upon the acquisition and perfecting the technique elements. Specifically, about 25% of classes will be devoted to technical elements acquisition, and about 75% will be devoted to tactical (individual, group and team) elements acquisition (44L+44E)

2.6. Format of instruction:	X lectures X seminars and workshops X exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	X independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7. Commentaries:	
2.8. Student responsibilities	Attending classes on a regular basis, activity during classes, independent research assignments.			

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance	1	Written exam	3	Project	
	Experimental work		Research		Practical exam	4
	Essay		Report		(other)	
	Tests		Seminar essay	3	(other)	
			Oral exam	5	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Activity during class 5% Written exam 14% Seminar essay 19% Practical exam 28% Oral exam 33%

2.11. Required literature (available in the library and via other media) ***TRACK-AND-FIELD***	Title	Number of copies in the library	Available via other media
	Antekolović, Lj., Baković, M. (2008). Skok u dalj. Zagreb: Miš.		
	Babić, V. (2010). Atletika hodanja i trčanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		

2.12. Optional literature (at the time of submission of study programme proposal)	1. Harasin, D. (2003.) Metodički postupci poticanja hipertrofije u kondicijskom treningu sportaša. u: Milanović, D.; Jukić, I. (ur.) Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, 21. – 22. 02. 2003. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez, 204-209. 2. Milanović, D. i Harasin, D. (2003.) Kondicijski trening atletičara bacača. u: Milanović, D.; Jukić, I. (ur.) Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, 21. – 22. 02. 2003. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez, 321-328. 3. Antekolović, Lj., Žufar, G., Hofman, E. (2003). Metodika razvoja eksplozivne snage tipa skočnosti. u: Zbornik radova Međunarodnog znanstvenog skupa „Kondicijska priprema sportaša“, 12. zagrebački sajam sporta i nautike, Zagrebački velesajam, Zagreb 21. i 22. veljače 2003., 219-223. 4. Antekolović, Lj., Baković, M., Ostojić, I., Mudronja, L. (2008). Vježbe snage s teretom za skakače u dalj. u: Zbornik radova 6. godišnje međunarodne konferencije „Kondicijska priprema sportaša 2008“, Zagrebački velesajam i Kineziološki fakultet Sveučilišta u Zagrebu 22. i 23. veljače 2008., 202-207.

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima.	40	

WRESTLING	Marić, J. (1990). Rvanje slobodnim načinom. Zagreb: Sportska tribina.	15	
	Marić, J. (1985). Rvanje klasičnim načinom. Zagreb: Sportska tribina.	15	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Baić, M., Cvetković, Č., Kostanjević, K. (2009). Primjena paralelno-izmjeničnog oblika rada u treningu hrvača. U: Neljak, B. (ur.), Zbornik radova 18. ljetne škole kineziologa Republike Hrvatske, Poreč: „Metodički i organizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije, Zagreb: Hrvatski kineziološki savez, 256-261. 2. Cvetković, Č., Baić, M., Slačanac, K. (2009). Primjena izmjenično-odjelnog oblika rada u treningu hrvača. U: Neljak, B. (ur.), Zbornik radova 18. ljetne škole kineziologa Republike Hrvatske, Poreč: „Metodički i organizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije, Zagreb: Hrvatski kineziološki savez, 274-279. 3. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Medicina i fizkultura, Sofija (prijevod na hrvatski s bugarskog).		
2.11. Required literature (available in the library and via other media) ***SAILING***	Title	Number of copies in the library	Available via other media
	Bond, B. (1980). Sve o jedrenju. Zagreb: Mladost.	5	x
	Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.	5	x
	Miloš, D. (2001). Pod jedrima krstaša. Opatija: Preluk.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Medved, R., Oreb. G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24(3) 234-237. 2. Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebaškog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez. 3. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. Konferencija o sportu Alpe-Jadran, Rovinj, 374-375. 4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16(2).185-192.		
2.11. Required literature (available in the library and via other media) ***JUDO***	Title	Number of copies in the library	Available via other media
	Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.	300	
	Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci. Zagreb: Ministarstvo obrane Republike Hrvatske.	5	
	Lucić, J., Gržeta, M. (2006). Judo u hrvatskoj vojsci – knjiga druga. Zagreb: Ministarstvo obrane Republike Hrvatske.	5	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Sertić, H., Segedi, I., Vučak, T. (2009). Technical efficiency of men judokas during the European championships (u 23) in Zagreb 2008. In: Scardone Diego (ed) Annals for the 6th International Science of Judo Symposium. Rotterdam, Netherlands, 25.08.2009. (20). 2. Segedi, I., Sertić, H., Vučak, T. (2009). Technical efficiency of women judokas during the European championships (u 23) in Zagreb 2008. In: Scardone Diego (ed) Annals for the 6th International Science of Judo Symposium. Rotterdam, Netherlands, 25.08.2009. (36). 3. Sertić, H., Segedi, I., Vidranski, T. (2009). Metodika treninga judaša različitih dobnih kategorija. U: Findak, V. (ur.) Zborniku radova 18. ljetne škola kineziologa Republike Hrvatske, Poreč, 23.-27.06.2009. (str.464-468). Zagreb, Hrvatski kineziološki savez. 4. Sertić, H., Segedi, I., Sterkowicz, S. (2007). Differences of the groups of throws used by men and woman in different weight categories during the European Junior Judo Championships. 5th International Judo Federation World Research Symposium, Rio de Janeiro, Brazil, 12. September.		
2.11. Required literature (available in the library and via other media) ***KARATE***	Title	Number of copies in the library	Available via other media
	Sertić, H. (2004). Osnove borilačkih sportova. Kineziološki fakultet, Zagreb.	300	
	Vidranski, T. (2010). Vidranski, T. (2010). Strukturna analiza pokazatelja situacijske efikasnosti u karate borbama. (Doktorska disertacija, Sveučilište u Zagrebu). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	3	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Vidranski, T., Sertić, H., Segedi, I. (2007). Utjecaj programiranog devetomjesečnog treninga karatea na promjene motoričkih obilježja dječaka od 9 do 11 godina. Hrvatski športskomedicinski vjesnik,22 (1);25-31 2. Vidranski, T., Sertić, H., Segedi, I. (2009). Izbor i distribucija metoda, sadržaja i volumena rada u prvoj godini trenažnog procesa u karateu. U: Findak, V. (ur.) Zborniku radova 18. ljetne škola kineziologa Republike Hrvatske, Poreč, 23.-27.06.2009. (str.516-521). Zagreb, Hrvatski kineziološki savez. 3. Sertić, H., Segedi, I., Vidranski, T. (2009). Je li aerobna izdržljivost ključna za bolji rezultat u judu, karateu i tae kwon dou?. U Jukić, I., Milanović, D., Gregov, C., Šalaj, S. (ur). Zbornik radova 7. godišnja međunarodna konferencija Kondicijska priprema sportaša 2008, 20-21. veljače, Zagreb, (411-414).		

	4. Sertić, H., Vidranski, T., Segedi, I. (2010). Individualizacija rada u karate disciplini kate. U: Findak, V. (ur.) Zborniku radova 19. ljetne škola kineziologa Republike Hrvatske, Poreč, 22.-26.06.2009. (str.379-384). Zagreb, Hrvatski kineziološki savez. 5. Sertić, H., Vidranski, T., Segedi, I. (2011). Evaluation of a method for objective assessment of situational effect in karatekas through technical-tactical indeks for situational efficiency. In D. Milanović, and G. Sporiš, Proceedings Book, «Integrative power of Kinesiology» 6th international scientific conference (p.p. 651-656). Opatija, Croatia: Faculty of Kinesiology, University of Zagreb.		
2.11. Required literature (available in the library and via other media) ***BASKETBALL***	Title	Number of copies in the library	Available via other media
	Matković i sur. (2010). Antropološka analiza košarkaške igre. Sveučilišni udžbenik. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
	Tocigl, I. (1998). Košarkaški udžbenik. Split: Fakultet prirodoslovno-matematičkih znanosti i odgojnih područja Sveučilišta u Splitu, Zavod za fizičku kulturu.		
	Matković, B. i sur. (2005) Košarka-antropološka analiza. Zagreb: KF, HKS.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Wissel, H. (1994). Basketball: Steps to Success. Human Kinetics, Champaign 2. Matković, B., Knjaz, D., Ćosić B. (2003). Smjernice fizičke pripreme u košarci. U: Milanović, D., Jukić, I. (ur.): Zbornik radova Međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“ 12. zagrebački sajam sporta i nautike, Zagreb, 21. i 22. veljače 2003. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu; Zagrebački športski savez, 390-394. 3. Knjaz D., Matković B., Matković, B.R. (2002). Individualni rad u mini košarci. U: Milanović D., Heimer S, Jukić I, Kulier I, Matković B. (ur.), Zbornik radova Znanstveno-stručnog skupa „Dopunski sadržaji sportske pripreme“, u sklopu 11. zagrebačkog sajma sporta i nautike, Zagreb, 22. i 23. veljače 2002. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu; Zagrebački športski savez. 54-56. 4. Rupčić, T., Knjaz, D., Matković, B. (2010). Utjecaj specifičnog košarkaškog programa na razvoj bazične brzine pokreta ekstremiteta. U: Jukić, I., Gregov, C., Šalaj, S., Milanović, L., Trošt-Bobić, T. (ur). Zbornik radova 8. godišnje međunarodne konferencije „Kondicijska priprema sportaša 2010 – Trening brzine, agilnosti i eksplozivnosti“ Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 416-419. 5. Matković, B., Matković, B.R., Knjaz, D., Krističević, T., Blašković, M. (1999). Morfološke karakteristike košarkaša juniora. Kineziologija za 21. stoljeće. Zbornik radova. Dubrovnik. 412-415.		
2.11. Required literature (available in the library and via other media) ***FOOTBALL***	Title	Number of copies in the library	Available via other media
	Dujmović, P. (2006). Škola suvremenog nogometa. Zagreb: Zagrebački nogometni savez.		
	Caliguieri, P Herbst, D. (2005). Nogomet- tehmike i taktike za vrhunsku igru. Profil.		
	Toplak, I. (1985). Savremeni fudbal i njegove tajne – taktika i metodika. Beograd: FSJ.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Schmidt, C. E. (2009). Nogomet –napredne vježbe. Gopal. 2. HNS (2008). Priručnik za Uefa – A trenere. HNS, Zagreb.		
2.11. Required literature (available in the library and via other media) ***VOLLEYBALL***	Title	Number of copies in the library	Available via other media
	Janković, V., Marelić, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.	5	
	Marelić, N., Marelić, S., Đurković, T., Rešetar, T. (2008) Nastavne teme iz odbojke za osnovne škole. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	5	
	Marelić, N., Rešetar, T., Zadražnik, M. & Đurković, T. (2005). Modelling of situation parameters in top level volleyball. In: Proceedings Book of 4th International Scientific Conference of Kinesiology (ed D. Milanović, F. Prot) Opatija, Croatia, September 7-11, 2005, (pp.459-462).		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Janković, V., Marelić, N. (1995). Odbojka. Zagreb: Fakultet za fizičku kulturu. 2. Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci. Zagreb: Autorska naklada.		

2.11. Required literature (available in the library and via other media) ***SWIMMING***	Title	Number of copies in the library	Available via other media
	Milanović, D. i sur. (1997). Priručnik za sportske trenere. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
	Maglischo, E.W. (2003). Swimming Fastest. California: Human Kinetics.		
	Volčanšek, B. (2002). Bit plivanja. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Mišigoj-Duraković M. Kinantropologija. (2008). Biološki aspekti tjelesnog vježbanja. Kineziološki fakultet, Sveučilišta u Zagrebu. 2. Olbrecht, J. (2000). The Science of Winning. Belgium.		

2.11. Required literature (available in the library and via other media) ***RHYTHMIC GYMNASTICS***	Title	Number of copies in the library	Available via other media
	Jastrjembskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics.		
	Wolf-Cvitak, J. (2004). Ritmička gimnastika. Kugler.		
2.12. Optional literature (at the time of submission of study programme proposal)	3. Vajngerl, B., Žilavec, S. (2000). Drugi korak v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport. 4. Vajngerl, B., Košir, A. (2006). Tretji korak v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport.		

2.11. Required literature (available in the library and via other media) ***DIVING***	Title	Number of copies in the library	Available via other media
	Ricardson, D. (2010). Instructor manual. USA: PADI.	ordered	
	Gošović, S. (1990). Ronjenje u sigurnosti. Zagreb: Jumena	2	
	Glavičić, I., Jurman, B. (2006). Dubinsko ronjenje. Zagreb: Hrvatski ronilački savez.	5	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Ricardson, D. (2003). The encyclopedia of recreational diving. USA: PADI. 2. Glavičić, I., Jurman, B. (2006). Noćno ronjenje. Zagreb: Hrvatski ronilački savez. 3. Gošović, S. i Gošović, G. (2008). Priručnik za komercijalna i mornarička dubinska ronjenja. Zagreb: Laurana. 4. Gošović, S. (1997). Priručnik za profesionalna i vojna ronjenja. Split: izdanje autora. 5. Ergović, G. , Z. Ergović (2009). Ronilac s dvije zvijezde. Zagreb: Hrvatski ronilački savez.		

2.11. Required literature (available in the library and via other media) ***HANDBALL***	Title	Number of copies in the library	Available via other media
	Foretić, N. Rogulj, N. (2009). Škola rukometa		
	Milanović, D. (2010). Teorija i metodika treninga. Primijenjena kineziologija u sportu. 2. dopunjeno i izmijenjeno izdanje. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
	Malić, Z., Dvoršek, B. (2011). Rukomet-pogled s klupe (2. izdanje). Kustoš: Zagreb		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Šimenc Z., K. Pavlin, D. Vuleta (1998). Osnove taktike rukometne igre, Zagreb: Fakultet za fizičku kulturu. 2. Rogulj, N. (2009). *Modeli taktike u rukometu.* Split: Grifon 3. Rogulj, N., Foretić, N., Čavala, M. (2010). Skupni situacijski operatori za razvoj agilnosti u rukometu. u: Zbornik radova Kondicijska priprema sportaša. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 348-350. 4. Srhoj, V. (2010). Metodika poučavanja i usvajanja igre u 6:0 obrani. Zbornik radova XXXIV. seminar rukometnih trenera, Pula, 07. - 10. 01. 2010. (elektronsko izdanje). 5. Šoštarić, N. (2010). Organizacijski oblici taktičkog djelovanja na agresivne obrane 4:2 i 3:3. Zbornik radova XXXIV. seminar rukometnih trenera, Pula, 07. - 10. 01. 2010. (elektronsko izdanje). 6. Rimanić, I., Vuleta, D. (2011). Metodika poučavanja različitih varijanti u napadu na obranu 5:1 kroz vježbe grupne i kolektivne taktike te metodika poučavanja tehničko-taktičkog djelovanja igre u obrani 5:1 kroz vježbe grupne i kolektivne taktike. Zbornik radova XXXV. Seminar rukometnih trenera, Zadar, 21.01.-23.01.2011. (elektronsko izdanje) 7. Canjuga, V: (2011). Metodika poučavanja i usavršavanja „viška igrača“ (6:5 , 6:4, 5:4) u napadu te igra sa „smanjenim brojem napadača u odnosu na obranu. Zbornik radova XXXV. Seminar rukometnih trenera, Zadar, 21.01.-23.01.2011. (elektronsko izdanje)		

	8. Šoštarić, N., B. Dvoršek (2011). Metodika poučavanja i usavršavanja „brzog centra“ te „kontranapada“ kroz elemente grupnog te-ta djelovanja (2-3-4 igrača) a kao sredstvo „brze igre“ u suvremenom rukometu. Zbornik radova XXXV. Seminar rukometnih trenera, Zadar, 21.01.-23.01.2011. (elektronsko izdanje) 9. Zvonarek, N. (2011). Stupnjevito poučavanje (početna i napredna), individualnog TE-TA djelovanja za pojedina igračka mjesta u fazi napada. Zbornik radova XXXV. Seminar rukometnih trenera, Zadar, 21.01.-23.01.2011. (elektronsko izdanje) 10. Bašić, M. (2011). Uloga vratara u suradnji sa braničima u obrani vrata te taktičko djelovanje (postavljanje) u odnosu na šutiranja sa pojedinih igračkih mjesta u napadu. Zbornik radova XXXV. Seminar rukometnih trenera, Zadar, 21.01.-23.01.2011. (elektronsko izdanje)		
2.11. Required literature (available in the library and via other media) ***SKIING***	Title	Number of copies in the library	Available via other media
	Matković, B., Ferenčak, S., Žvan, M. (2004). Skijajmo zajedno. Zagreb: Europapress holding i FERBOS inženjering.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Cigrovski, V., Matković, B., Matković, R.B. (2010). Can we make the alpine ski learning more efficient by omitting the snow-plough technique? SportLogia, 6(2),51-57. 2. Lešnik, B., Žvan, M. (2007). Naše smučine, teorija in metodika alpskega smučanja. Ljubljana: SZS-ZUTS. 3. Jurković, N., Jurković, D. (2003). Skijanje, tehnika, metodika i osnove treninga. Zagreb: Graphis.		

2.11. Required literature (available in the library and via other media) ***ARTISTIC GYMNASTICS***	Title	Number of copies in the library	Available via other media
	Živčić, K., Breslauer, N., Stibilj-Batinić, T. (2008). Dijagnosticiranje i znanstveno verificiranje metodičkog postupka učenja u sportskoj gimnastici. Odgojne znanosti, 1(15): 159-180.	10	http://hrcak.srce.hr/
	Živčić, Kamenka; Hraski, Željko; Šadura, Tatjana (1997). Detekcija karakterističnih grešaka rane faze učenja premeta naprijed. Hrvatski športskomedicinski vjesnik. 12, 1; 25-32.		
	Živčić, K., Krističević, T. (2008). Specifične pripremne vježbi u akrobatici. Kondicijski trening. 6, 1: 22-29.	10	http://stariweb.ukth.hr/
2.12. Optional literature (at the time of submission of study programme proposal)	1. Science of gymnastics journal. Ljubljana: Fakulteta za šport Univerze v Ljubljani. 1(1), 1,2,3 (2). 2. Živčić, Kamenka; Matković, Bramka, Trajkovski Biljana (1999). Ozljede u sportskoj gimnastici. // *Hrvatski sportsko medicinski vjesnik*. 14 (1999) , 2-3; 73-77 . 3. Kamenka Živčić Marković; Maja Vukelja; Danijela Šeparović. (2012). Specifična kondicijska priprema gimnastičkog stoja na rukama. Ur. Jukić, Igor. Zagreb : Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera Hrvatske, 458-463.		

2.11. Required literature (available in the library and via other media) ***ARCHERY***	Title	Number of copies in the library	Available via other media
	Čižmek, A. (2007). Metodički postupci poučavanja osnova streličarstva. Diplomski rad. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
	Rabska, D. i sur. (2004). Coaches manual – Entry level. FITA. Lausanne.		
	Findak, V. (1991), Metodički organizacijski oblici rada u edukaciji, športu i športskoj rekreaciji, Hrvatski savez za športsku rekreaciju, Mentorex d.o.o., Zagreb	20	
2.12. Optional literature (at the time of submission of study programme proposal)	Čižmek, A; Pavelić Karamatić, L. (2010). Individualizacija rada u treningu streličarstva mlađi dobnih kategorija. U: Findak, V. (ur.) 19. Ljetna škola kineziologa, Poreč, str. 312 – 316, Kineziološki fakutet Sveučilište u Zagrebu		

2.11. Required literature (available in the library and via other media) ***SHOOTING***	Title	Number of copies in the library	Available via other media
	Hartnik. A.E. (1997). Pištolji i revolveri enciklopedija. Zagreb: Veble Commerce	3	
	Sertić, H. (2003). Kondicijska priprema strijelaca. U: Milanović, D., Jukić, I. (ur.), Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, Zagreb: Kineziološki fakultet i Zagrebački športski savez. 542-549.	10	

	Vodopivec,V. i sur. (1977). Sportsko streljaštvo. Beograd: SSJ	20	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Sertić, H. (2003). Kondicijska priprema strijelaca. U: Milanović, D., Jukić, I. (ur.), Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, Zagreb: Kineziološki fakultet i Zagrebački športski savez. 542-549. 2. Popek, S., Sertić H., Mejovšek, M., Dobrila, I., Hraski, Ž. (2002). The standing position in shooting – a case study. In: Milanović, D., Prot, F. Proceedings Book, „Kinesiology – New Perspectives“, 3rd International Scientific Conference, Zagreb: Faculty of Kinesiology, University of Zagreb, 689-692. 3. Sertić, H., Šepec, T., Sertić, S. (2001). Shooting as a recreational sport in the Republic of Croatia. U: Heimer, S., Šepec, T. (ur.) Zbornik radova znanstveno-stručne konferencije 28. europskog prvenstva u streljaštvu (EPUS 2001) Zagreb: EPUS 2001 Organizing Committee.		
2.11. Required literature (available in the library and via other media) ***TENNIS***	Title	Number of copies in the library	Available via other media
	Dugandžić, M. (2009). Osnove strategije i taktike. Skriptirani materijal.	10	
	Humić, I. (2008). Metodika teniskog treninga 2. Skriptirani materijal.	10	
	Cayer, L. (2004). Singl tennis tactics, ITF , USA	10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Filipčić, Aleš. Tenis: treniranje. Ljubljana: Fakulteta za šport, Inštitutza šport, 2002. 212 str., ilustr., tabele. ISBN 961-6405-12-8. 2. Kovacs, M., Chandler, W.B., Chamdler, T.J. (2007). Tennis Training: Enhancing On-court Performance. United States Tennis Association.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Continuous comprehension checks. Evaluation of the independent work. Anonymous student survey.		

SPECIALTY COURSES of the elective module PHYSICAL CONDITIONING OF ATHLETES

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Igor Jukić, Ph.D.**	1.6. Year of the study programme	2.
1.2. Name of the course	**PHYSICAL CONDITION ASSESSMENT PROCEDURES**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Vlatko Vučetić Ph.D., Luka Milanović, Ph.D., Daniel Bok, Mag. Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	75(38L+37E) *Actual teaching hours: 32L** In this semester: 55(28L+27E)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	50
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The goal of the course is to enable students to acquire knowledge about the basic diagnostic procedures for the evaluation of motor and functional abilities and morphological characteristics in the function of physical conditioning modelling.
2.2. Course enrolment requirements and entry competences required for the course	No special enrolment requirements
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to: • Select and conduct measuring procedures for the evaluation of the athlete's physical conditioning components • Interpret and apply the results obtained by measuring procedures in the methodological and periodizational modelling of physical conditioning
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: • Select and conduct measuring procedures for the evaluation of motor abilities • Select and conduct measuring procedures for the evaluation of functional abilities • Select and conduct measuring procedures for the evaluation of morphological characteristics • Compare the obtained results with the model values • Use the obtained results in the modelling of the training plan and programme
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises 1. Diagnostic procedures for the analysis of the motor abilities level – coordination and agility (2L+2E) 2. Diagnostic procedures for the analysis of the motor abilities level – power (2L+2E) 3. Diagnostic procedures for the analysis of the motor abilities level – flexibility, balance, precision, power and strength (2L+2E) 4. Entering, processing and interpretation of the results obtained by motor ability testing (2L+2E) 5. Diagnostic procedures for the analysis of the athlete's mobility and stability level (FMS and SFMA) (2L+2E) 6. Comparison of diagnostic procedures for the assemssment of the aerobic and anaerobic capacity – laboratory and field testing (2L+2E) 7. Diagnostic procedures for the assessment of the aerobic capacity level – laboratory spiroergometric test KF1 (2L+2E) 8. Diagnostic procedures for the assessment of the aerobic capacity level – laboratory spiroergometric cycling test BT20W and rowing ergometer VT25W (2L+2E) 9. Entering, processing and interpretation of the results obtained by conducting the spiroergometric tests – V-slope method for the anaerobic threshold determination (2L+2E) 10. Diagnostic procedures for the assessment of the aerobic capacity level – progressive field test with sound signal (Beep test) (2L+2E) 11. Diagnostic procedures for the assessment of the aerobic capacity level – progressive field test on the stadium (2L+2E)

	12. Entering, processing and interpretation of the results obtained by conducting the field tests – point of heart rate deflexion, method for anaerobic threshold determination (2L+2E) 13. Diagnostic procedures for the assessment of the aerobic capacity level – progressive field test – lactate test 7x800m (2L+2E) 14. Entering, processing and interpretation of the results obtained by conducting the field tests – D-max and 4 mmol/l - method for anaerobic threshold determination (2L+2E) 15. Diagnostic procedures for the assessment of the anaerobic capacity level – T300m (T300Y) and T8x40m (T6x35m) (2L+2E) 16. Diagnostic procedures for the assessment of the anaerobic capacity level - Ttlim, 120step, Wingate (2L+2E) 17. Entering, processing and interpretation of the results obtained by conducting the field tests – T300, 8x40m, Ttlim, 120step, Wingate (2L+2E) 18. Diagnostic procedures for the assessment of the specific physical condition – specific test used in particular sport (2L+2E) 19. Entering, processing and interpretation of the results obtained by testing (2L+2E) 20. Comparison of the results obtained by testing with the model values (2L+2E) 21. Short term control of physical conditioning (2L+2E) 22. Long term control of physical conditioning (2L+2E)

2.6. Format of instruction:	X lectures ☐ seminars and work shops X exercises ☐ on line in entirety partial e-learning ☐ field work	Independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ other	2.7. Commentaries:
2.8. Student responsibilities	Regular class attendance; active class participation; writing seminars and taking exams.		

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance	1	Written exam		Project	
	Experimental work		Research		Practical training	
	Essey		Report		(other)	
	Tests		Seminar essay	3	(other)	
			Oral exam	5	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 11% Seminar essay 33% Oral exam 56%

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Jukić, I., Marković, G. (2003). Kondicijske vježbe s utezima. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	NO
	2. Dijagnostika treniranosti sportaša (1997). Zbornik radova Međunarodnog znanstveno-stručnog skupa. Kineziološki fakultet Sveučilišta u Zagrebu.	10	YES
	3. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Sveučilište u Splitu, Fakultet prirodoslovno-matematičkih znanosti i kineziologije (sveučilišni udžbenik).	10	YES

2.12. Optional literature (at the time of submission of study programme proposal)	1. Jukić, I. i sur. (ur.) Zbornici radova Međunarodnog znanstveno-stručnog skupa: Kondicijska priprema sportaša. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske. 2. Reilly, T. (2003). Science and Soccer. London: Spon Press 3. Jukić, I. (ur.)(2003-2011). Kondicijski trening. Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Igor Jukić, Ph.D.**	1.6. Year of the study programme	2nd
1.2. Name of the course	**METHODS OF PHYSICAL CONDITIONING OF ATHLETES 1**	1.7. Credits (ECTS)	10
1.3. Associate teachers	Luka Milanović, Ph.D., Asim Bradić, Ph.D., Sanja Šalaj, Ph.D., Daniel Bok, Mag. Cin., Cvita Gregov, Mag. Cin., Josipa Bradić, Ph.D., Saša Vuk, Ph.D., Tatjana Trošt, Mag. Cin., Vlatko Vučetić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	120(60L+60E) *Actual teaching hours: 60L** In this semestar: 30(15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	50
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The goal of the course is to enable students to acquire knowledge about the modelling of the methodological procedures used for development of the motor and functional abilities and morphological characteristics of an athlete as well as for the enhancement of the athletes' health status.
2.2. Course enrolment requirements and entry competences required for the course	No special enrolment requirements
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to: • Modify the methodological procedures for the development and maintenance of the athletes' physical conditioning characteristics
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: • Select and apply adequate exercises, methods and loads for the development and maintenance of the athletes' motor abilities • Select and apply adequate exercises, methods and loads for the development and maintenance of the athletes' functional abilities • Select and apply adequate exercises, methods and loads for the development and maintenance of the athletes' morphological characteristics • Select and apply adequate exercises, methods and loads for the development and maintenance of the athletes' health status
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises 1. Methodological procedures for the development and maintenance of maximal speed (2L+2E) 2. Methodological procedures for the development and maintenance of single movement speed (2L+2E) 3. Methodological procedures for the development and maintenance of motor reaction (2L+2E) 4. Methodological procedures for the development and maintenance of frontal agility (2L+2E) 5. Methodological procedures for the development and maintenance of lateral agility (2L+2E) 6. Methodological procedures for the development and maintenance of complex agility (2L+2E) 7. Methodological procedures for the development and maintenance of speed coordination (2L+2E) 8. Methodological procedures for the development and maintenance of rhythmic coordination (2L+2E) 9. Methodological procedures for the development and maintenance of static flexibility (2L+2E) 10. Methodological procedures for the development and maintenance of dynamic flexibility (2L+2E) 11. Methodological procedures for the development and maintenance of balance (2L+2E) 12. Methodological procedures for the development and maintenance of propriocepcion (2L+2E) 13. Methodological procedures for the development and maintenance of aerobic endurance (2L+2E) 14. Methodological procedures for the development and maintenance of anaerobic lactate endurance (2L+2E) 15. Methodological procedures for the development and maintenance of anaerobic alactate endurance (2L+2E)

2.6. Format of instruction:	X lectures ☐ seminars and workshops X exercises ☐ on line in enterity partial e-učenje ☐ field work		independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)		2.7. Commentaries:	
2.8. Student responsibilities	Regular class attendance; active class participation; writing seminars and taking exams.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Oral exam		Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests	7	Seminar essay		(other)	
			Oral exam	2	(ostalo upisati)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 12% Tests 63% Oral exam 25%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb 21-22.02.2003. Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez.	20	YES
	2. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening. Stručni časopis za teoriju i metodiku kondicijske pripreme. Kineziološki fakultet, Zagreb.	30	YES
	3. Jukić, I., Marković, G. (2005). Kondicijske vježbe s utezima. Zagreb: Kineziološki fakultet	20	YES
2.12. Optional literature (at the time of submission of study programme proposal)	1. Beachle, T.R. i R.W. Earle (2000). Essentials of Strength and Conditioning. (2nd ed.). Champaign, Ill:Human Kinetics. 2. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša, Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske. 3. Bompa, T. (2005). Cjelokupan trening za mlade pobjednike, Gopal, Zagreb. 4. Boyle, M. (2010). Advances in Functional Training: Training Techniques for Coaches, Personal Trainers and Athletes. On Target Publications, USA. 5. Cook, G. (2010). Movement: Functional Movement Systems: Screening, Assessment, Corrective Strategies. E. Grayson Cook, USA.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey		

SPECIALTY COURSE of the elective module FITNESS TRAINING

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Marjeta Mišigoj-Duraković, Ph.D. (T)**	1.6. Year of the study programme	**2nd**
1.2. Name of the course	**HEALTH-RELATED ASPECTS OF TRAINING AND NUTRITION IN FITNESS TRAINING**	1.7. Credits (ECTS)	**5**
1.3. Associate teachers	Maroje Sorić, Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	**45 (30L+15S)** ***Actual teaching hours: 20L****
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	20
1.5. Status of the course	Compulsory specialty course of the elective module Fitness	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0

2. COURSE DESCRIPTION	
2.1. Course objectives	The basic objectives of the course are acquiring knowledge of biological mechanisms of effects of different types of training on health, in primary and secondary prevention of the most common chronic cardiovascular diseases, health indicators, health recommendations for training, possible health risks associated with fitness training, indications for limitations and modifications in training, characteristics of nutrition that should accompany different training programmes in fitness, and nutritional supplements.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Preparation of an effective plan and programme of health-related exercise for healthy persons. Preparation of an effective and safe (risk-free) plan and programme of exercise for persons with a disease. Evaluation of effects of exercise on health.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student will be able to: - understand biological mechanisms of effects of different types of training on health, in primary and secondary prevention of the most common chronic cardiovascular diseases, - understand health recommendations and risks associated with different types of fitness training, - assure requirements for safe and risk-free training programme, - understand principles of nutrition and guidelines for modification of nutrition according to the type, duration, intensity, and frequency of fitness trainings, - develop a critical standpoint on usage of ergogenic aids, supplements, - apply methods of assessment of energy expenditure during training, assessment of optimal body weight by methods of body composition assessment, - evaluate effects of conducted fitness training programmes, - collaborate with experts from the field of nutritionism and biomedicine.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures and seminars** 1. Relationship of cardiorespiratory and muscular fitness and health status indicators. (2L) 2. Mechanisms of effects of aerobic training on body weight regulation, arterial hypertension, glucose tolerance. (2L) 3. Health effects of strength and muscular endurance training on recently highlighted risk factors in development of atherosclerosis. (2L) 4. Older age – physiological age and health effects of aerobic training, strength and muscular endurance training in older aged persons. (2L+2S) 5. Effects of aerobic training and strength and muscular endurance training on increase of plasma levels of HDL-cholesterol. (2L) 6. Effects of aerobic training and strength and muscular endurance training on lowering of increased plasma triglyceride levels. (2L)

	7. Indications for limiting load in fitness training. (2L+1S) 8. Possible cardiovascular complications associated with exercise load. (2L+1S) 9. Assessment of energy expenditure during training, assessment of optimal body weight by methods of body composition assessment. (1L+2S) 10. Evaluation and methods of assessment of effects of health-related fitness programmes. (2L+2S) 11. Energy needs in fitness training - carbohydrates, proteins, and fats need. (2L+1S) 12. Vitamins and minerals, fluid replacement. (2L+1S) 13. Size, type, and time of a meal. (2L+1S) 14. Ergogenic aids: hormone, pharmacological. (2L+2S) 15. Ergogenic aids: physiological and nutritional – supplements. (2L+2S)

2.6. Format of instruction:			2.7. Commentaries:
	☒ lectures ☒ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	

2.8. Student responsibilities	Regular class attendance, active participation in class.

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance		Written exam	5	Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Written exam 100%

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Mišigoj-Duraković, M. (1999) Tjelesno vježbanje i zdravlje. Zagreb: Grafos - Kineziološki fakultet.	10	
	Mišigoj-Duraković, M. (2012) Tjelesno vježbanje i zdravlje (2. izdanje - u pripremi). Zagreb: Kineziološki fakultet.	15	
	Mišigoj-Duraković, M. (2003). Osnove prehrane u športu. u: Športska medicina. ur. Pećina, M. i sur., Zagreb: Medicinska naklada, 35-37.	1	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Mišigoj-Duraković, M. (2003). Značaj tjelesne aktivnosti i sporta za zdravlje. u: Interna medicina, ur. Vrhovac, B. i sur., 3. obnovljeno izdanje. Zagreb: Naprijed, 12-14. 2. Krznarić, Ž., Mišigoj-Duraković, M., Milutinović, S. (2008). Način života i zdravlje. u: Interna medicina. ur. Vrhovac, D. i sur. Zagreb: Medicinska biblioteka, Naklada Ljevak, 9-16. 3. Bouchard, C., Blair, S. i Haskell, W. L. (2007). Physical activity and health. Champaign, IL: Human Kinetics. 4. Ehrman, J. K. i sur. (2010). ACSMs resource manual for guidelines for exercise and testing prescription (6. izdanje). Baltimore, MD: Lippincott Williams & Wilkins. 5. Jeukendrup, A., Gleeson, M. (2010). Sports Nutrition - an introduction to energy production and performance. Champaign, IL: Human Kinetics.

2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	**Assoc. Prof. Goran Marković, Ph.D.**	1.5. Year of the study programme	2nd
1.2. Name of the course	**FITNESS TRAINING PROGRAMMING 1**	1.6. Credits (ECTS)	4
1.3. Associate teachers	Asim Bradić, Ph.D. Josipa Bradić, Ph.D.	1.7. Type of instruction (number of hours L + S + E + e-learning)	45(30L+15S) *Actual teaching hours: 30L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.8. Expected enrolment in the course	20
1.5. Status of the course	Mandatory course of the Fitness module	1.9. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	To introduce the core principles and concepts of designing the training sessions and training cycles, specifically aimed at enhancement/maintenance of the components of health-related fitness - muscular-motor component, cardio-respiratory component, morphological component and metabolic component; To introduce the methods of determination of load parameters in fitness training; To introduce the acute and chronic effects of application of various forms of fitness training modalities upon the work capacity of a human; To introduce the basic information regarding the design of training programs for special populations.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	▪ Ability to independently contemplate and solve practical kinesiological problems; ▪ Ability to lead and teach people varying in age, sex, physical activity level and level of basic motor skills; ▪ Ability to promote physical activity as a mean of health-enhancement in people varying in age, sex and physical activity level.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Following the completion of the course, the students will be able to: ▪ define the acute physiological changes in the body following the various fitness training modalities; ▪ define the basic body adaptations to resistance training cardio-respiratory training, flexibility training as well as balance and functional stability training; ▪ define and be familiar with the application of basic progression principles in fitness training of healthy individuals; ▪ be able to design the optimal exercise programs for enhancement/maintenance of health-related fitness of healthy individuals; ▪ define and be familiar with the specifics of designing the exercise programs for special populations such as children and elderly; ▪ be able to integrate the fitness training principles with the concepts of healthy nutrition		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Theoretical lectures and seminars:** 1. Acute physiological responses on strength and power training (4L) 2. Chronic adaptation of the body on strength and power training (4L + 2S) 3. Determining the load parameters in strength and power training (4L + 4S) 4. Acute physiological responses on cardio-respiratory training (4L) 5. Chronic adaptation of the body on cardio-respiratory training (4L + 2S) 6. Determining the load parameters in cardio-respiratory training (2L + 2S) 7. Acute physiological responses on balance and stability training (4L) 8. Chronic adaptation of the body on balance and stability training (4L + 2S) 9. Determining the load parameters in balance and stability training (2L + 2S)		

2.6. Format of instruction:	☒ lectures ☒ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ other		2.7. Commentaries:	
2.8. Student responsibilities	Attending classes on a regular basis, activity during classes, taking tests and exams.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Written exam	2	Project	
	Experimental work		Research		Practical exam	
	Essay		Report		(other)	
	Tests	1	Seminar essay		(other)	
			Oral exam		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance and activity 25% Test 25% Written exam 50%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Fakultet prirodoslovno-matematičkih znanosti, Split.	15	No
	2. Zatsiorsky, V.M., Kraemer, W.J. (2010). Znanost i praksa u treningu snage. Datastatus, Beograd.	10	No
2.12. Optional literature (at the time of submission of study programme proposal)	1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening. TVZ, Zagreb. 2. Howley, E., Franks, B.D. (2007). Fitness Professional's Handbook, Champaign, IL., USA. 3. ACSM. (2009). ACSM's Guidelines for Exercise Testing and Prescription. Lippincott Wiliams & Wilkins, Baltimore.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Continuous comprehension checks. At the end of a semester, students evaluate the quality of the course and the lecturers. The results will be used to continuously improve the quality of the course.		

1. GENERAL INFORMATION			
1.1. Course teacher	**Assoc.Prof. Gordana Furjan-Mandić, Ph.D.**	1.6. Year of the study programme	**2nd**
1.2. Name of the course	**GROUP FITNESS TRAINING PROGRAMMES 2**	1.7. Credits (ECTS)	**7**
1.3. Associate teachers	Jadranka Vlašić, Ph.D., Research Assistant Martina Jeričević, Ph.D. Vesna Alikalfić, M.Sc. Ana-Marija Jagodić-Rukavina, M.Sc. Gordana Majerić, Mag.Cin. Josipa Radaš, Mag.Cin., Junior Assistant Vanesa Kosalec, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	**55(30L+25E)** ***Actual teaching hours: 30L****
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	20
1.5. Status of the course	Compulsory specialty course of the elective module Fitness	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

2. COURSE DESCRIPTION	
2.1. Course objectives	The course objective is acquisition of basic and more complex movement structures of exercises for development of repetitive strength, flexibility, pilates, yoga, and other modern fitness programmes and their practical application in recreation, kinesitherapy, and sport.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Ability of independent planning, programming, and conducting classes of different types of group fitness programmes for populations of different ages and level of physical fitness.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course and passing the exam, students will be able to: - demonstrate correct technique of different types of group fitness programmes (GFP); - effectively and confidently teach different types of GFP to healthy individuals of different ages, gender, and physical activity level; - effectively and confidently teach different types of GFP to individuals of different ages, gender, and physical activity level; - understand and successfully implement components of GFP with regard to the goals of transformational process in fitness; - include GFP components in programming of the fitness class.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Theoretical lectures:** 1. Kinesiological structure of modern group fitness programmes. (4L) 2. The role and methods of work of the instructor in group fitness programmes. (2L) 3. Inadvisable movement structures in aerobics. (2L) **Theoretical-practical lectures and exercises** 1. Methodical procedures of the change of the lead leg. (4L+6E) 2. Instructor's positioning in relation to the group. (4L+4E) 3. Exercises for development of flexibility and relaxation. (4L+4E) 4. Exercises for development of repetitive strength. (4L+4E) 5. Classic pilates technique. (4L+4E) 6. Pilates with the use of different equipment. (2L+3E)

2.6. Format of instruction:	☒ lectures	☒ independent assignments	2.7. Commentaries:

	☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		☒ multimedia and the internet ☐ laboratory ☐ work with mentor ☒ other			
2.8. Student responsibilities	Regular class attendance; active participation in the teaching process; passing the tests and exam.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Written exam		Project	
	Experimental work		Research		Practical training	3
	Essay		Report		(other)	
	Tests	1	Seminar essay		(other)	
			Oral exam	2	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 10% Tests – 20 % Practical training – 40% Oral exam – 30%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Zbornik radova, 6. Zagrebački sajam sporta - "Suvremena aerobika" (1997)., ur. Metikoš, D., F. Prot, G. Furjan-Mandić, K. Kristić, Zagreb: Fakultet za fizičku kulturu.	15	No
	Alter, M. J. (1990). Science of stretching. Champaign, Ilinois: Human Kinetics Books.	2	No
	Siler, B.: Pilates tijelo – vodič kroz vježbe za jačanje, izdužívnje i oblikovanje tijela kod kuće – bez sprava, Zagreb, Biovega, 2003	6	No
	Jagodić-Rukavina, A-M (2006). Body tehnika. Planetopija, Zagreb.	3	No

2.12. Optional literature (at the time of submission of study programme proposal)	1. Jagodić Rukavina, A-M.: Metodika individualnog i grupnog rada pilates vježbanja (Magistarski rad), Zagreb, 2005. 2. Furjan-Mandić, G. i Kondrič, M. (2005). Nordijsko hodanje - nova aktivnost u fizičkoj pripremi sportaša. U: Sekulić, Damir (ur.). *Međunarodno znanstveno-stručno savjetovanje Sport-rekreacija-fitnes, Split, 15. april 2005. Zbornik radova*. (str. 165-168). Split: Fakultet prirodoslovno matematičkih znanosti i odgojnih područja, Zavod za kineziologiju.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular assessment of the students' participation in lectures, seminars, and exercises, and continuous tests throughout the semester. At the end of the semester the evaluation of the course and the course teachers will be made. Teacher evaluation will help in improvement of their work. University student survey.

SPECIALTY COURSES of the elective module PHYSICAL (SPORTS) RECREATION

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Mirna Andrijašević, Ph.D.**	1.6. Year of the study programme	2nd
1.2. Name of the course	**METHODS OF PHYSICAL RECREATION IN LEISURE TIME 1**	1.7. Credits (ECTS)	4
1.3. Associate teachers	Assist.Prof. Drena Trkulja Petković, Ph.D. Assoc.Prof. Ivančica Delaš, Ph.D. Danijel Jurakić, Ph.D., Research Assistant Sanja Ćurković, Ph.D., Senior Lecturer Mirna Radojčić, Mag.Cin. Vlatka Wertheimer, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60(30L+15S+15E) *Actual teaching hours: 30P**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	30
1.5. Status of the course	Compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	/
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of this course is to enable students to set up and create all types of physical recreation plans and programmes in different conditions and for different population needs. Attaining competence in organization and realization of programmes. Respecting the basic criteria of the kinesiological profession, they will be able to create projects and independently organize physical recreation activities in different conditions, and realize plans and programmes of transformational character, including diagnostics, monitoring, and control of treatment effects, supervised and conducted by kinesiologists. Students will be qualified to establish collaboration with experts of different profiles and competences and perform marketing activities.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Organization of professional work in physical recreation in different conditions and for different needs, with the purpose and aim of education and protection and promotion of health of participants in recreation programmes. Design of individual and group exercise programmes in the field of recreation. Team work with experts from other areas.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student will be able to: - apply management methods in systems with the basic concept of kinesiological recreation; - create financial plan of profitability of investments of different physical recreation programmes in different conditions; - set up a concept of physical recreation programmes for different needs; - collaborate in different professional areas (health promotion, development of economic activities – tourism and work); - design and conduct physical recreation programmes, respecting all criteria and methods for programme conduction; - apply knowledge from complementary areas that provide support to physical recreation (natural resources, nutrition, different traditional techniques); - apply modern technology in individual complex programmes.		

2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures, seminars, and exercises** 1. General knowledge and the role of methodics of physical recreation in leisure time. Tasks and aims of methodics of physical recreation in leisure time. (4L+2E) 2. The concept of leisure time as the time resource in regeneration of the organism. (4L+2S) 3. The structure of professional activities and tasks in contemporary professional work. The analysis of work and work process. (4L+2E+2S) 4. The basics of methodics of physical recreation aimed at promotion of health status of employees. (4L+2E+2S) 5. Planning and programming of physical recreation for persons who perform their professional work in the sitting position. (2L+1S+2E) 6. Planning and programming of physical recreation for persons who perform their professional work in the standing position. (2L+2E) 7. Planning and programming of physical recreation for specific workplaces. (2L+2E+2S) 8. The principles of planning and programming of physical recreation programmes intended for employees. The possibilities of application of different programmes with the aim of alleviation and prevention of acute fatigue. (2L+2S) 9. Types, aims, and possibilities of planning and programming of physical recreation intended for employees. (4L+1E+2S) 10. The posibilities of evaluation of effects of physical recreation programmes intended for employees of different occupation profiles. (2L+2S)
2.6. Format of instruction:	☒ lectures ☒ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other) 2.7. Commentaries:
2.8. Student responsibilities	Regular class attendance, active participation in class.

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance	1	Written exam	2	Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay	0,5	(other)	
			Oral exam	0,5	(other)	

2.10. Grading and evaluating student work in class and at the final exam	During the course: Class attendance – 20% Seminar essay – 15% Written exam - 50% Oral exam – 15%

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	
	Andrijašević, M. (2004). Programi i sadržaji razvoja sportsko-rekreacijskog turizma u Hrvatskoj. u: Bartoluci, M. i sur. (ur.) Menadžment u sportu i turizmu. Zagreb: KF, EF.	10	
	Andrijašević, M. i D. Jurakić (ur), (2011). Sportska rekreacija u funkciji unapređenja zdravlja. ZR međunarodne znanstveno-stručne konferencije. Kineziološki fakultet, Zagreb.	10	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Ivanišević, G. i sur.(2004). Zdravstveni turizam, prehrana, kretanje i zaštita okoliša u Hrvatskoj, znanstveni skup Veli Lošinj. Zagreb: Akademija medicinskih znanosti Hrvatske. 2. Mišigoj-Duraković, M. i sur.(1999). Tjelesno vježbanje i zdravlje. Zagreb: Fakultet za fizičku kulturu, Grafos. 3. Corbin, B. C., Lindsey, R., Welk, I. G., Corbin, R.W. (2002). Concepts of fitness and wellness. New York, USA: Mc Graw Hill Companies. 4. Štuka, K. (1985). Rekreacijska medicina. Zagreb: Sportska tribina.
2.13. Quality assurance methods that ensure the acquisition of exit competences	During the whole semester, the students will receive information on their progress and eventual difficulties in learning the course topics. The evaluation will be carred out by anonymous student survey at the end of the course.

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist.Prof. Drena Trkulja Petković, Ph.D.**	1.6. Year of the study programme	2nd
1.2. Name of the course	**METHODS OF PHYSICAL RECREATION IN TOURISM 2**	1.7. Credits (ECTS)	6
1.3. Associate teachers	Vesna Širić, M.Sc., Part-time Associate Damir Mandić, Mag.Cin. Ead Bećirević, Mag.Cin Damir Vučić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (40P+10S+10V) *Actual teaching hours: 30P**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	25
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0

2. COURSE DESCRIPTION	
2.1. Course objectives	The objective is to familiarize the students with basic theoretical determinants of tourism and physical recreation and their relationship. Also, the students will get acquaned with a wide range of sports-recreational activities, contents and programmes as well as with the ways (methods) of their implementation as either basic or/and important components of tourist offer.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will be able to implement the adopted knowledge: - In the area of physical recreation, sport and kinesitherapy; - In everyday life; - In cooperation establishment with experts of different profiles and competences; - In the Croatian tourist supply standard improvement.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The expected learning outcomes: - Acquired basic theoretical and practical knowledge needed for the implementation of sports-recreational programmes in tourism; - The stubdents will be empowered to plan, program and implement numerous various physical recreation contents and programmes; - The stubdents will be empowered to establish and design all kind of sports-recreational programmes in different touris environments for satisfying the needs of different tourists; - Gain the ability to manage, organize and realize programmes; - The stubdents will be empowered to design new physical recreation contents and programmes.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures, seminars and exercises:** 1. Tourism factors. Systematization and their relationships. (2L) 2. Driving factors or demand factors. Objective demand factors: population, industrialization, urbanization, amount of leisure time, finacial resources (2L) 3. Subjective demand factors and the need to introduce psychological approach into tourist demand-supply theories. Influence of fashion, immitation, habits, religion, emotions, prestige and snobism on tourist product preferences. (2L) 4. Supply (offer) factors. Natural and social attractiveness factors and possibilities for their economic evaluation (2L) 5. The conceptual determination, role and significance of communicativness factor. (2L) 6. Receptive factor. Direct tourist-receptive capacities; indirect tourist-receptive capacities. Receptive factor in a broader sense. (2P) 7. Agent factor. Tourist agencies and offices. (2L) 8. Functions of tourism: health-related, recreational-amusement, education, culture, politics, society-related (social function). Humanistic and economic functions of tourism and thrir mulitufunctionalism. (4L)

	9. The role of physical recreation in tourist supply quality development and improvement at the seaside, in the country and mointains. (2L) 10. Climate-related and geographical potentials of Croatian tourism and physical recreation. (2L+6S) 11. Development trends of physical recreation (sports-recreational tourism) in modern tourism. (2L+4S) 12. Sporting and recreational programmes and activity forms in stationary (systematization and definitions) (2L) 13. Methods, organization, material and perdonnel aspects of recreational activities in the mountains (mountaineering, rope climbing, alpinism, speleology, free climbing, indoors wall climbing) (4L+10V)

2.6. Format of instruction:			2.7. Commentaries:
	☒ lectures ☒ seminars and worksops ☒ exercises ☐ on line in total ☐ mixed e-learning ☒ field work	☒ independent assignements ☐ multimedia and network ☐ laboratory ☐ work with mentor ☐ (other)	A part of classess is delivered asone- or two-day field teaching.

2.8. Student responsibilities	Regular class attendance, active participation in work. Participation in field classes costs.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Written exam	3	Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay	1	(other)	
			Oral exam	1	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 16% Seminar essay 16% Written exam 50% Oral exam – 18%

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet sveučilišta u Zagrebu	10	
	Andrijašević, M., Jurakić, D. (ur) (2011). Zbornik radova Međunarodne znanstveno-stručne konferencije - Sportska rekreacija u funkciji unapređenja zdravlja. Osijek: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kineziologa Grada Osijeka.	10	
	Andrijašević, M. (ur.) (2009). Zbornik radova Međunarodne znanstveno-stručne konferencije - Upravljanje slobodnim vremenom sadržajima sporta i rekreacije. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	
	Bartoluci, M. (ur.) (2004). Zbornik radova Međunarodnog znanstvenog skupa - Sport u turizmu. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Andrijašević, M. (ur.) (2008). Zbornik radova Međunarodne znanstveno-stručne konferencije – Kineziološka rekreacija i kvaliteta života. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 2. Trkulja Prtković, D. (2009). Aktivnim odmorom brže do oporavka organizma. Belupo glasilo, br. 128, 14-16 3. Širić, V., Trkulja Petković, D., Končarević, M. (2008). Sportsko rekreacijski sadržaji na otvorenom u funkciji unapređenja turističke ponude Osječko-baranjske županije. U: Boris Neljak (ur.) Zbornik radova 17. Ljetne škole kineziologa Republike Hrvatske 4. Trkulja Petković, D., Vučić, D., , Đuras, G., Širić, V., Vladović, Z., Širić, Ž. (2011). Primjer anketnog upitnika za utvrđivanje utjecaja tjelesnog vježbanja na neke segmente kvalitete života žena starije životne dobi. Zbornik radova 20. Ljetne škole kineziologa (u tisku)
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey on successfulness of the lectures and exercises.

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Mato Bartoluci, Ph.D. (T)** **Lecturer Sanela Škorić, Ph.D.**	1.6.Year of the study programme	3rd
1.2.Name of the course	**ECONOMICS OF PHYSICAL RECREATION**	1.7.Credits (ECTS)	5
1.3.Associate teachers		1.8.Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15E) *Actual teaching hours: 20L**
1.4.Study programme (undergraduate, graduate, integrated)	Professional study programme	1.9.Expected enrolment in the course	50
1.5.Status of the course	Specialty	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1.Course objectives	The primary objective is to enable the students understanding comprehensive evaluation of sport effects (physical recreation in particular), by taking into account its economical effects as well and to empower them for unbias measurement of particular sport programme contribution to the economic development.
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3.Learning outcomes at the level of the programme to which the course contributes	The students will be empowered to implement their knowledge and comprehension of the concepts, principles, and theories from the area of economics in physical recreation organizations.
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: - comprehend the system of organization of the segment of sports; - comprehend the role of management in sport and physical recreation; - get an insight into into the economic effects evaluation methodology in physical recreation; - apply the parameter calculation of economic profitability in business.
2.5.Course content broken down in detail by weekly class schedule (syllabus)	**Lectures and exercises**: 1. Introduction to the economics of sport. Introduction to economics of sport: subjects, aim, tasks of economics of sport, contents and methods of research. Relationship between economics of sport and other economic disciplines. (2L) 2. Economics of sport as a scientific educational discipline. The place and role of the economics of sport in economic structure of economic and social activities. Relationship between the economics of sport and other non-economic disciplines, especially kinesiology. (2L) 3. Evaluation of social effects of sport. Fundamentals of sport and physical recreation. Organisation of sport in a system of social activities: place and role of physical recreation in the system of sport. (2L) 4. Physical recreation financing. Economic functions of physical recreation. (2L) 5. Economics of resource utilization in physical recreation. The term, types and roles of resources in physical recreation. The concept of asset. Types and characteristics of assets in sport organisations. (2L) 6. Physical recreation facilities. Economics of constructing, maintenance and utilization of sport facilities. Characteristics of sport facilities and equipment, economic basis of building facilities. (2L+2E) 7. Depreciation of sport facilities and equipment, maintenance and functioning of facilities and equipment, economics of facility and equipment utilization. (2L+2E) 8. The concept of capacity. Calculations of level of capacity utilization. The concept of price. Methods of price calculations. (2L+2E) 9. Cost management in sport and physical recreation. Types of costs in business process. Costs and the level of capacity utilization. (2L) 10. Calculation and distribution in sport organisations. The basics of calculation and distribution. Calculation and distribution in sport organisations. (2L+2E)

	11. Business efficiency indicators. Productivity. Economical quality. Profitability. Liquidity. Other business efficiency indicators. (2L+2E) 12. Labour economics in sport and physical recreation. Labour as an input in business process. Characteristics of labour in sport. Wages in sport. Some characteristics of labour force in the Croatian sport. (2L) 13. Physical recreational centres as the subjects of of activities in physical recreation. (2L+2E) 14. Evaluation of economic effects of physical recreation. Programmes of physical recreation (output) as the basis for economic evaluation. (2L+2E) 15. Evaluation of economic effects of physical recreation in tourism. Evaluation of economic effects of various physical recreation programmes of tennis, golf, sport in touris, fitness training programmes, etc. (2L) 16. Introduction to seminar essay production rules and the distribution of topics. (1E)					
2.6.Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)		2.7.Comments:	
2.8.Student responsibilities	Regular class attendance, active participation in work and seminar essay production.					
2.9.Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests	4	Oral exam		(other)	
	Written exam	3	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10% Three tests 80% Seminar essay 10% If the students fail to satisfy course demands through taking three tests, then they sit for the written or oral (80% of the final grade).					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Bartoluci, M. i Škorić, S. (2009). Menadžment u sportu. Zagreb: Odjel za izobrazbu trenera, Kineziološki fakultet				**10**	
	Bartoluci, M. (2003). Ekonomika i menadžment sporta. Zagreb: Informator				**15**	
2.12. Optional literature (at the time of submission of study programme proposal)						
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist.Prof. Dubravka Ciliga, Ph.D.**	1.11. Year of the study programme	2nd
1.2.Name of the course	**KINESITHERAPY**	1.12. Credits (ECTS)	6
1.3.Associate teachers	Lidija Petrinović Zekan, Ph.D., Research Assistant Tatjana Trošt Bobić, Mag. Cin.	1.13. Type of instruction (number of hours L + S + E + e-learning)	60(40L+20E) *Actual teaching hours: 30L**
1.4.Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.14. Expected enrolment in the course	
1.5.Status of the course	Compulsory	1.15. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0

2. COURSE DESCRIPTION	
2.1. Course objectives	The objectives are to enable students to understand basic postulates of musculoskeletal insufficiencies and disorders, and to acquire theoretical and methodological knowledge necessary for planning and programming of kinesitherapeutic treatments.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Kinesitherapy provides the students with knowledge of musculoskeletal insufficiencies. They will be able to: - identify and analyze characteristics of impaired muscle groups; - explain postulates of programming in kinesitherapy; - apply previously acquired knowledge in planning and programming in the field of kinesitherapy.
2.4. Očekivani ishodi učenja na razini predmeta (4-10 ishoda učenja)	According to the mentioned objectives of this course, after meeting the demands of the subject taught, the students will be able to define and analyze: - the methods of evaluation of impaired musculature – including specific movements and tests; - process of planning and programming of targeted kinesitherapeutic procedures; - diagnostics of particular insufficiencies of different muscles.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures and exercises** 1. Kinesitherapy: basic areas of the field. Definitions. (1L) 2. Research subject of kinesitherapy. Tasks of kinesitherapy. Principles of kinesitherapy. (1L) 3. History of kinesitherapy. Development of kinesitherapy. (1L) 4. Methods of monitoring and record-keeping in kinesitherapy and rehabilitation. (1L) 5. Basic postulates of diagnostics and overview of rehabilitation procedures for pes planus, biomechanics of the foot, methods of foot status assessment (4L+2E) 6. Basic postulates of diagnostics and overview of rehabilitation procedures for foot deformities. (4L+2E) 7. Basic postulates of diagnostics and overview of rehabilitation procedures for deformities in the knee area; *genua valga, genua vara, genua recurvata..* (4L+2E) 8. Mechanisms of injury and basics of rehabilitation procedures for knee injuries. (4L+2E) 9. Basic postulates of diagnostics and overview of rehabilitation procedures for congenital hip dislocation. (4L+2E) 10. Basic postulates of diagnostics and overview of rehabilitation procedures for scoliosis and scoliotic posture. (4L+3E) 11. Basic postulates of diagnostics and overview of rehabilitation procedures for kyphosis, kyphotic posture, lordosis, and lordotic posture. (4L+3E) *12.* Basic postulates of diagnostics and overview of rehabilitation procedures for deformities of the thorax: *pectus carrinatum, pectus planum, pectus excavatum.* (4L+2E) 13. Basic postulates of diagnostics and overview of rehabilitation procedures for *torticollis* deformity. (4L+2E)

2.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)		2.7. Commentaries:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Written exam		Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	6	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Oral exam 100%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Kosinac, Z. (1992). Nepravilna tjelesna držanja djece i omladine: Simptomi, prevencija i vježbe. Split: Fakultet prirodoslovno matematičkih znanosti i odgojnih područja u Splitu; Zavod za fizičku kulturu.	5	
	Kosinac, Z. (2002). Kineziterapija sustava za kretanje. (Udžbenik). Split: Sveučilište u Splitu.	7	

2.12. Optional literature (at the time of submission of study programme proposal)

1. Cvjetičanin, M. (1993). Priručnik o stopalu. I. Izdanje. Samobor:TIP «A.G.Matoš»d.d.
2. Ciliga, D., Petrinović Zekan, L. (2008). Stanje i perspektiva razvoja u području kineziterapije. U: M. Zbornik radova međunarodne znanstveno-stručne konferencije „17. ljetne škole kineziologa Republike Hrvatske", 2008 (str. 66-71). Zagreb: Hrvatski kineziološki savez.
3. Petrinović Zekan, L., Ciliga, D., Trošt Bobić, T. (2010). Individualizacija rada u području kineziterapije. U B. Neljak (ur.), Zbornik radova 19. Ljetne škole kineziologa Republike Hrvatske „Individualizacija rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije", Poreč, 2010. (str.55-60). Zagreb: Hrvatski kineziološki savez.
4. Ciliga, D. , Trošt Bobić, T., Petrinović Zekan, L. (2009). Metodički organizacijski oblici rada u kineziterapiji. U B. Neljak (ur.), Zbornik radova 18. Ljetne škole kineziologa Republike Hrvatske „Metodički organizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije", Poreč, 2009. (str.29-37). Zagreb: Hrvatski kineziološki savez.
5. Trošt T., Petrinović Zekan, L. (2006). Izokinetika u funkciji kvalitete kineziterapijskog programa. U V. Findak i K. Delija (ur.), Zbornik radova 15. ljetne škole kineziologa Republike Hrvatske „Kvaliteta rada u područjima edukacije, sporta i sportske rekreacije", Rovinj, 2006. (str. 356-361). Zagreb: Hrvatski Kineziološki savez.

2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey on successfulness of the lectures and exercises.

3rd STUDY YEAR

V semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS
MANDATORY COURSES of all the four elective modules						
Management in Sport	Prof. Mato Bartoluci, Ph.D. Lecturer Sanela Škorić, Ph.D.pred.	30	15			5
Basics of Statistics and Kinesiometry	Prof. Dražan Dizdar, Ph.D.	30		30		6
Sociology of Sport	Assoc.Prof.Benjamin Perasović, Ph.D.	45				5
Sports Medicine	Assist.Prof. Saša Janković, Ph.D.	60		15		7
SPECIALTY COURSES of the elective module PHYSICAL CONDITIONING OF ATHLETES						
Planning and Programming Physical Conditioning of Athletes[13]	Prof. Igor Jukić, Ph.D.	23		22		
SPECIALTY COURSE of the elective module FITNESS TRAINING						
Fitness Training Methods 2[14]	Assoc.Prof.Goran Marković, Ph.D. Asim Bradić, Ph.D.	20		20		
Group Fitness Training Programmes 2	Assoc.Prof. Gordana Furjan-Mandić, Ph.D.	20		15		3

[13] The course Planning and Programming Physical Conditioning of Athletes is delivered both in V and IV semester.
[14] The course Fitness Training Methods 2 is delivered both in V and VI semester.

MANDATORY COURSES of the all four elective modules

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Mato Bartoluci, Ph.D. (T)** **Sanela Škorić, Ph.D.**	1.6.Year of the study programme	3rd
1.2.Name of the course	**MANAGEMENT IN SPORT**	1.7.Credits (ECTS)	5
1.2. Associate teachers		1.8.Type of instruction (number of hours L + S + E + e-learning)	45(30L + 15S) *Actual teaching hours: 16L**
1.3. Study programme (undergraduate, graduate, integrated)	Professional study programme	1.9.Expected enrolment in the course	150
1.4. Status of the course	Mandatory	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-

2. COURSE DESCRIPTION	
2.1.Course objectives	The primary objective is to familiarize the students with fundamental findings and insights from the area of management of sport as a precondition to the organization of management in sport. The students will acquire the specific knowledge of legislative in sport, organization of sport, management in sport, and of planning and designing entrepreneurial programmes in sport industry.
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3.Learning outcomes at the level of the programme to which the course contributes	Student will be able to apply knowledge and understanding of the concepts, principles and theories in management, entrepreneurship and marketing in sport organizations (profit and nonprofit). They will also be able to identify and analyze the possibilities of business programs in the field of sports and physical recreation.
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be qualified to: - comprehend the system of organization in sport; - comprehend the role of management in sport and sports organizations; - design and analyze entrepreneurial programmes from the area of sports; - understand options for marketing activities implementation in sport and sports organizations.
2.5.Course content broken down in detail by weekly class schedule (syllabus)	Lectures 1. The concept and areas of sport. Balance of investments and effects in sport. System of financing in sport. (2L) 2. Economic effects of sport as a basis for sport development management. Evaluation of economic effects of sport. Economic effects of sport in the developed countries. (2L) 3. Introduction to management. Historical development of management. Classical theory of management. Defining management. (2L) 4. Functions of management and managers. Inventive management. (2L+2S) 5. Management development in sport. Defining management in sport. Legal foundations of sport sector. (2L+2S) 6. System and organization of management in sport and sports organizations. The organization of sport at the level of the world and Europe. The main international sports federations. (2L+2S) 7. Managers in sport.. Characteristics of management in sport. Hierarchy of managers. Manager's competences in sport. (2L+2S) 8. The concept of entrepreneurship. Entrepreneurship in modern society. Entrepreneurship in sport. (2L) 9. Relationship between ,anagement and entrepreneurship.Possibilities for entrepreneurship in Croatian sport. (2L)

	10. Entrepreneurial programmes in sport and complementary sectors. Methodological foundations of entrepreneurial programmes in sport and complementary sectors. Management and ntrepreneurial programmes in sport (in football, basketball, volleyball, handball, tennis, golf, etc.). Management and entrepreneurial programmes in tourism. Management and entrepreneurial programmes in sport products industry. (2L+2S) 11. The concept of marketing. The development of marketing. Modern marketing. Defining marketing. Characteristics of social marketing. The concept of marketing management. (2L) 12. The concept of marketing in sport. Characteristics of sport marketing supply. Characteristics of sport marketing demand. (2L) 13. Elements of marketing mix and their application to sport. Sport marketing planning. (2L+2S) 14. Sponsorship in sport. marketing. (2L+2S) 15. The future of sports business activities. The future prognosis and prediction. Oncoming trends and challenges. (2L) 16. Introduction into the seminar essay rules production and topics distribution. (1S)
2.6.Format of instruction:	☒ lectures ☒ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other) 2.7.Comments:
2.8.Student responsibilities	Regular class attendance and active participation in the class work. The seminar essay production.

2.9.Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*						
	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests	4	Oral exam		(other)	
	Written exam	(4)	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10% Three tests 80% Seminar essay 10% If the students fail to satisfy course demands through taking three tests, then they sit for the written or oral (80% of the final grade).

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Bartoluci, M. i Škorić, S. (2009). Menadžment u sportu. Zagreb: Odjel za izobrazbu trenera, Kineziološki fakultet	10	

2.12. Optional literature (at the time of submission of study programme proposal)	Beech, J., Chadwick, S. (2010). *Sportski menadžment* (prijevod knjige The Business of Sport Management). Zagreb: MATE
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
2.1. Course teacher	**Assoc. Prof. Dražan Dizdar, Ph.D.**	1.6. Year of the study programme	3rd
2.2. Name of the course	**BASICS OF STATISTICS AND KINESIOMETRY**	1.7. Credits (ECTS)	6
2.3. Associate teachers	Darko Katović, M.Sc. Željko Pedišić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E) *Actual teaching hours: 22L**
2.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	20+20
2.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0%

2. COURSE DESCRIPTIONS	
2.1. Course objectives	Adopting the appropriate theoretical and practical knowledge regarding the statistical methods and regarding the design, application and evaluation of measurement instruments in the field of kinesiology.
2.2. Course enrolment requirements and entry competences required for the course	No enrollment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Knowledge necessary for: - application of statistical methods for data processing which are used in all areas of applied kinesiology (sport, physical conditioning of athletes, fitness and physical recreation); - application, design and validation of measurement instruments for the assessment of kinesiological phenomena.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Knowledge necessary for: - selection and application of appropriate statistical procedures for the description of observed phenomena (methods related to descriptive statistics); - selection and application of appropriate statistical procedures for data condensation and transformation; - selection and application of appropriate statistical procedures for analysis of changes; - application, design and validation of measurement instruments for evaluation of kinesiological phenomena.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises (each lecture takes 3L + 3E) 1. The notion and classification of statistical methods and procedures (statistics, classification of methods, basic statistical terms, data, entity, populations and samples, types of a sample, variables, types of variables, population and sample of variables, data matrix). 2. Basic data management and data presentation procedures (grouping and graphic presentation of quantitative data). 3. Descriptive data (measures of central tendency – mean, mode, median; measures of variability – range, interquartile, variance, standard deviation, coefficient of variability; measures of distribution shape – skewness and kurtosis). 4. Data transformation (rank, percentiles, z-scores, linear transformation of data) 5. Correlation. 6. Descriptive analysis of changes. 7. Basic kinesiometrics terms (measurement, measurement object, measurement instrument, measurer, standardized measurement procedure, scales of measure). 8. Designing the measurement instruments (defining the object of measurement, selection of the appropriate type of measurement instrument, selection of stimuli, standardization of the measurement procedure, and determination of the measurement characteristics). 9. Measurement characteristics (traditional model of measurement, reliability, objectivity). 10. Measurement characteristics (homogeneity, sensitivity, factorial validity, pragmatical validity).

2.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)		2.7. Commentaries:	
2.8. Student responsibilities	Attending classes on a regular basis (min 80% attendance).					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Written exam	1.5	Project	
	Experimental work		Research		Practical exam	
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	3	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Written exam 25% Oral exam 50%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Viskić-Štalec, N. (2010). Statistika i kineziometrija u sportu. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta i Kineziološki fakultet.	15	
	2. Pedišić, Ž., Dizdar, D. (2010). Priručnik za kvantitativne metode. Zagreb: Kineziološki fakultet.	10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Petz, B. (2002). Osnovne statističke metode za nematematičare. Jastrebarsko: Naklada Slap. 2. Dizdar, D. (2006). Kvantitativne metode. Zagreb: Kineziološki fakultet.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	**Assoc.Prof. Benjamin Perasović, Ph.D.**	1.6.Year of the study programme	3rd
1.2.Name of the course	**SOCIOLOGY OF SPORT**	1.7.Credits (ECTS)	5
1.3.Associate teachers	Sunčica Bartoluci, Mag.A.	1.8.Type of instruction (number of hours L + S + E + e-learning)	45 L *Actual teaching hours: 16L**
1.4.Study programme (undergraduate, graduate, integrated)	Professional study programme	1.9.Expected enrolment in the course	
1.5.Status of the course	Mandatory	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

2. COURSE DESCRIPTION	
2.1.Course objectives	The acquisition of knowledge about society, sports as a social phenomenon, and of the relationship between sociology and kinesiology. Comprehension of society, social processes and institutions from diverse paradigmatic aspects with the simultaneous development of personal critical reasoning and the ability to differentiate scientific discourse from the other discourses of everyday life.
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3.Learning outcomes at the level of the programme to which the course contributes	Sociology of Sport enables the students to acquire knowledge about sports as one of the basic social institutions. It encourages the development of critical reasoning about sports as well as about society in its entirety. Also, through the analyses of what is "behind" and "outside" results, performance, statistics and the world of one sport branch, the students will get an insight into a deeper meaning of sport as a segment of the society and culture in which we all live. Comprehension of social relations and processes that have influence on physical education, sports and physical recreation, and of their overall influence on an individual, and vice versa, is a key outcome of the course.
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be empowered to define and analyse: sport as a social and scientific phenomenon; social role of sports, physical education and physical recreation in the Croatian and wider environment context; theoretical contributions to investigations on sports as a social phenomenon; the role of sport, physical education and health-promoting activities in the process of socialization and the role of the primary (family) and secondary (school, peer group, sports club, religion, the media) social institutions in the process of socialization in sports and physical exercise; social stratification (economical, gender, physical) as the crucial definition of sports; deviations and issues related to contemporary sport (violence, disorderly conduct of supporters, doping); sport as a means of political elites; sport, lifestyle and subcultural identity; sport in the world of media. The students will acquire knowledge required for their successful work in school and club sport and with persons with disabilities.
2.5.Course content broken down in detail by weekly class schedule (syllabus)	Lectures (3 contact hours are allocated to each topic): 1. Sociology as a universal science about society. 2. Theoretical perspectives in sociology of sport (functionalist theory, conflict theory, interactionist theory). 3. Sociology of sport in Croatia and worldwide. Research methods in sociology of sport. 4. Social development of sport – from play to contemporary sport. 5. Socialization and sport: family as the socialization agent. 6. The educational system as the socialization agent. 7. Religion (world religions, new religious movements, sects). Religion and sport. 8. Social stratification and sport. Economical stratification – sport as a *big-business*. 9. Gender stratification and sport. Feminism. 10. Deviations in sport. Violence in sport. 11. Politics and sport. National identity and sport. 12. Sociological theories on the behaviour of fans/supporters. 13. Sociology and football hooliganism. 14. Sport and the media.

	15. Future of sport. Globalization and sport.					
2.6.Format of instruction:	☒ lectures ☒ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)		2.7.Comments:		
2.8.Student responsibilities	Regular attendance to classes and active participation in work.					
2.9.Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	1.5	(other)	
	Written exam	3	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10% Written exam 60% Oral exam 30%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Žugić, Z. (2000). Sociologija sporta. Zagreb: Fakultet za fizičku kulturu.	30	
	2. Fanuko, N. (2008). Sociologija. Zagreb: Profil.	2	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Coakley, J. J.(2009). Sports in society: issues and controversies.International edition: McGraw-Hill. 2. Coakley, J. & Dunning, E. (Ed.) (2004). Handbook of sports studies.London, Thousand Oaks, New Delhi: SAGE Publications. 3. Giulianotti, R. (2008). Sport. Kritička sociologija. Beograd: Clio. 4. Scambler, G. (2005). Sport i društvo. Istorija, moć i kultura. Beograd: Clio. 5. Vrcan, S. (2003). Nogomet,politika,nasilje. Zagreb: Jesenski i Turk.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist. Prof. Saša Janković, Ph.D.**	1.6. Year of the study programme	**3rd**
1.2. Name of the course	**SPORTS MEDICINE**	1.7. Credits (ECTS)	**7**
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	**75 (60L+15E)** ***Actual teaching hours: 28L****
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0

2. COURSE DESCRIPTION	
2.1. Course objectives	Enabling students to administer first aid according to medical postulates. Acquiring knowledge regarding the prevention of sports injuries and applying this knowledge in practice. Participation in the treatment and in conducting the rehabilitation of injured athletes. Control of the nutrition regimen of athletes and composing of the menu of athletes and persons who participate in physical exercise on a recreational basis.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Sports medicine provides students/future coaches with knowledge of: - importance and purpose of health control of athletes and beneficiaries of physical recreation, - pathology of load in sport and physical activity, - sports and physical exercise hygiene.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- defining the position and historical development of sports medicine on a local, regional, and global level; - importance of sports medicine in the training process and competitions; - ability to manage common uncomplicated injuries in all areas of applied kinesiology (sports, physical conditioning of athletes, physical recreation and fitness); - knowledge of basic postulates of administering first aid; - knowledge of purpose and importance of preventive examinations for athletes and physical exercise beneficiaries; - knowledge of contraindications to sports activity; - knowledge of harmful effects of doping; - knowledge of characteristics of nutrition for athletes.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures** (2 lecture hours for each teaching topic) 1. The definitions and the areas of human medicine. 2. The history of sports medicine. 3. The tasks of a sports physician. 4. The influence of physical exercise on health – the diseases of the civilization. 5. Health control: the aim and the importance of preventive examinations. 6. Medical examination. 7. Contraindications for sporting activity participation. 8. Athlete's heart. 9. Electrocardiogram of a trained person. 10. Ability testing. 11. Specific features of the medical examination of certain sports: underwater diving activities, gliding, boxing. 12. Pathology of load in sport: acute and chronic sport injuries. 13. Classification of sport injuries.

14. Injuries to the skin and subcutaneous tissue.
15. Muscle injuries.
16. Tendon injuries.
17. Joint injuries.
18. Bone injuries and injuries to the periosteum.
19. Head injuries, thorax injuries, injuries of the abdomen, injuries of the urogenital organs.
20. Orhtostatic collapse. Injuries inflicted by heat and other types of radiation.
21. First aid and resuscitation.
22. Overtraining.
23. Doping.
24. Specific sport injuries and impairments.
25. Prevention of injuries. Rehabilitation.
26. Characteristics of nutrition in sport.
27. Energy needs. Characteristics of the nutrition of long distance runners.
28. Hygiene of sportswear and sports footwear.
29. Hygiene of sports facilities. Personal hygiene.
30. Massage: the effects of massage on the organism. Types of massage. The basic manipulations in massage: gliding movements, squeezing, rubbing, tapping, cupping, shaking, rolling, swaying. The structure of manipulations according to the regions of the body.

Exercises (2 exercise hours for each teaching topic, except the topic no. 7, that is taught during 3 hours)

1. Wounds and wound complications.
2. Wound management.
3. Bone fractures.
4. First aid and immobilization for bone fractures.
5. Introduction to massage.
6. The manipulations in massage.
7. Resuscitation.

2.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7. Commentaries:

2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Written exam		Project	
	Experimental work		Research		Practical training	0.5
	Essay		Report		(other)	
	Tests	2.0	Seminar essay		(other)	
			Oral exam	4.0	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 5% Tests 30% Oral exam 60% Practical training 5%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Medved, R. i sur. (1987). Sportska medicina, Zagreb: JUMENA.	2	
	2. Pećina, M., Heimer, S. (1995). Sportska medicina: odabrana poglavlja. Zagreb: Naprijed.	5	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Pećina, M. (1992). Sindromi prenaprezanja. Zagreb: Globus. 2. Kibler, B. W. (1990). The sport preparticipation fitness examination. Champaign, Illinois: Human Kinetics.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

SPECIALTY COURSE of the elective module PHYSICAL CONDITIONING OF ATHLETES

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Igor Jukić, Ph.D.**	1.6. Year of the study programme	3rd
1.2. Name of the course	**PLANNING AND PROGRAMMING PHYSICAL CONDITIONING OF ATHLETES**	1.7. Credits (ECTS)	11 (students take the exam and collect this points in the last semester)
1.3. Associate teachers	Luka Milanović, Ph.D., Asim Bradić, Ph.D., Sanja Šalaj, Ph.D., Daniel Bok, Mag. Cin., Cvita Gregov, Mag. Cin., Josipa Bradić, Ph.D., Saša Vuk, Ph.D., Tatjana Trošt, Mag. Cin., Vlatko Vučetić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	105 (53L+52E) *Actual teaching hours: 50L** In this semester: 45(23L+22E)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	50
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION			
2.1. Course objectives	The goal of the course is to enable students to acquire knowledge about the planning and programming of physical conditioning in different cycle structures of physical preparation.		
2.2. Course enrolment requirements and entry competences required for the course	No special enrolment requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to: • Design physical conditioning plans and define periodization for different sports activities in different cycle structures • Design physical conditioning plans for different sports activities in different cycle structures		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: • Design physical conditioning plan and programmes for different sports activities in the long term period (career and two-Olympic cycle) • Design physical conditioning plan and programmes for different sports activities in the mid-term period (Olympic cycle and biennial cycle) • Design physical conditioning plan and programmes for different sports activities in the short-term period (annual training cycle) • Integrate physical conditioning into the global system of sports preparation in different cycle structures		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises 45 (23L+22E) 1. Basics of physical conditioning planning (2L+2E) 2. Periodization of the physical conditioning for athletes (2L+2E) 3. Basics of physical conditioning programming (3L+2E) 4. Long-term planning and programming of the physical conditioning (2L+2E) 5. Mid-term planning and programming of the physical conditioning (2L+2E) 6. Short-term planning and programming of the physical conditioning (2L+2E) 7. Recovery methods programming in the physical conditioning (2L+2E) 8. Tapering (2L+2E) 9. Supplemental factors of physical conditioning (2L+2E) 10. Continuous physical fitness control (2L+2E) 11. The role of physical conditioning coach in planning and programming of the integral sports preparation (2L+2E)		
2.6. Format of instruction:	X lectures	Independent assignments	2.7. Commentaries:

	☐ seminars and workshops X exercises ☐ on line in entirety partial e-učenje ☐ field work		☐ multimedia and internet ☐ laboratory ☐ work with mentor ☐ (other)			
2.8. Student responsibilities	Regular class attendance; active class participation; writing seminars and taking exams.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Oral exam		Project	
	Experimental work		Research		Practical training	
	Essey		Report		(other)	
	Tests		Seminar essay	3	(other)	
			Oral exam	7	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 9% Seminar essay 27% Oral exam 64%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, 21. - 22. 02. 2003. Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez.	20	YES
	2. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening. Stručni časopis za teoriju i metodiku kondicijske pripreme. Kineziološki fakultet, Zagreb.	30	YES
	3. Bompa, T. O. (2000). Periodization. Theory and Methodology of Training. Champaign, Ill: Human Kinetics.	5	YES
2.12. Optional literature (at the time of submission of study programme proposal)	1. Beachle, T. R., Earle, R. W. (2000). Essentials of Strength and Conditioning. (2nd ed.). Champaign, IL: Human Kinetics. 2. Bompa, T. O. (2005). Cjelokupan trening za mlade pobjednike. Zagreb: Gopal. 3. Bompa, T.O., Carrera, M. (2005). Periodization Training for Sports. Champaign, IL: Human Kinetics. 4. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša, Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske. 5. Mujika, I. (2009). Tapering and Peaking for Optimal Performance. Champaign, IL: Human Kinetics		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey		

SPECIALTY COURSES of the elective module FITNESS TRAINING

1. GENERAL INFORMATION			
1.1. Course teacher	**Asim Bradić, Ph.D.** **Assoc. Prof. Goran Marković, Ph.D.**	1.6. Year of the study programme	3rd
1.2. Name of the course	**FITNESS TRAINING METHODS 2**	1.7. Credits (ECTS)	13 (students can earn these points in the last semester upon passing this course)
1.3. Associate teachers	Josipa Bradić, Ph.D. Saša Vuk, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	120 (60L + 60E) *Actual teaching hours: 60L** In this semester: 40(20L+20E)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	20
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	To introduce the basic classification of means (exercises) and teaching methods in cardio-respiratory training, balance training and functional stability training; acquiring and perfecting basic and advanced cardio-respiratory training, balance training and functional stability training techniques; acquiring and perfecting teaching methods in cardio-respiratory training, balance training and functional stability training; acquiring basic safety principles in cardio-respiratory training, balance training and functional stability training; acquiring and perfecting basic and organizational training principles in cardio-respiratory training, balance training and functional stability training.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	▪ Ability to independently contemplate and solve practical kinesiological problems; ▪ Ability to lead and teach people varying in age, sex, physical activity level and level of basic motor skills; ▪ Ability to plan, program and implement transformational procedure sin the areas of applied kinesiology; ▪ Ability to promote physical activity as a mean of health-enhancement in people varying in age, sex and physical activity level.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, students will be able to: ▪ effectively and safely teach healthy individuals basic and advanced techniques used for cardio-respiratory training, balance training and functional stability training; ▪ chose optimal means and training methods in fitness training of healthy individuals aimed at enhancing/maintaining the cardio-respiratory and metabolic component as well as the body weight and body composition; ▪ understand and implement basic safety principles in cardio-respiratory training, balance training and functional stability training; ▪ understand the specifics of training in cardio-respiratory training, balance training and functional stability training with regard to posture and body built of healthy individuals.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises 1. Historical overview, definitions and the structure of the cardio-respiratory endurance (4L) 2. Principles and methods of the cardio-respiratory training (4L + 4E) 3. Cardio-machines: treadmill (4L + 6E) 4. Cardio-machines: rowing ergometer (4L + 4E)		

	5. Cardio-machines: cycle ergometer (4L + 6E)					
2.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ other		2.7. Commentaries:	
2.8. Student responsibilities	Attending classes on a regular basis, activity during classes, taking tests and exams.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Written exam	4	Project	
	Experimental work		Research		Practical exam	4
	Essay		Report		(other)	
	Tests	4	Seminar essay		(other)	
			Oral exam		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance and activity 10% Test 30% Written exam 30% Practical exam 30%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Šentija, D., Maršić, T., Dizdar, D. (2008). Osnove treninga izdržljivosti i brzine u sportu. TVZ, Zagreb	10	No
	2. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Fakultet prirodoslovno-matematičkih znanosti, Split.	15	No
2.12. Optional literature (at the time of submission of study programme proposal)	1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening. TVZ, Zagreb. 2. Howley, E., Franks, B.D. (2007). Fitness Professional's Handbook, Champaign, IL., USA.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Continuous comprehension checks. At the end of a semester, students evaluate the quality of the course and the lecturers. The results will be used to continuously improve the quality of the course.		

1. GENERAL INFORMATION			
1.1. Course teacher	**Assoc.Prof. Gordana Furjan-Mandić, Ph.D.**	1.6. Year of the study programme	3rd
1.2. Name of the course	**GROUP FITNESS PROGRAMMES 2**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Jadranka Vlašić, Ph.D., Research Assistant Josipa Radaš, Mag.Cin., Junior Assistant Martina Jeričević, Ph.D. Vesna Alikalfić, M.Sc. Ana-Marija Jagodić-Rukavina, M.Sc. Gordana Majerić, Mag.Cin. Vanesa Kosalec, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	35(20L+15E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	20
1.5. Status of the course	Compulsory specialty course of the elective module Fitness	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The course objective is acquisition of basic and more complex movement structures of exercises for development of repetitive strength, flexibility, pilates, yoga, and other modern fitness programmes and their practical application in recreation, kinesitherapy, and sport.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Ability of independent planning, programming, and conducting classes of different types of group fitness programmes for populations of different ages and level of physical fitness.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course and passing the exam, students will be able to: - demonstrate correct technique of different types of group fitness programmes (GFP); - effectively and confidently teach different types of GFP to healthy individuals of different ages, gender, and physical activity level; - effectively and confidently teach different types of GFP to individuals of different ages, gender, and physical activity level; - understand and successfully implement components of GFP with regard to the goals of transformational process in fitness; - include GFP components in programming of the fitness class.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Theoretical lectures:** 1. The influence of Nordic walking on anthropological status. (2L) 2. Specificities and differences between group fitness programmes. (2L) 3. Types of group fitness programmes for "specific" populations. (2L) **Theoretical-practical lectures and exercises:** 1. Yoga in fitness. (2L+2E) 2. Nordic walking – the basic technique. (2L+2E) 3. Nordic walking – the advanced technique. (2L+2E) 4. Exercises for development of repetitive and explosive strength in Nordic walking. (2L+2E) 5. Aqua aerobics. (4L+4E) 6. Aerobics for "specific" populations. (2L+3E)		

2.6. Format of instruction:	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		X independent assignments X multimedia and the internet ☐ laboratory ☐ work with mentor X other		2.7. Commentaries:	
2.8. Student responsibilities	Regular class attendance; active participation in the teaching process; passing the tests and exam.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Written exam		Project	
	Experimental work		Research		Practical training	1,5
	Essay		Report		(other)	
	Tests	0,5	Seminar essay		(other)	
			Oral exam	0,5	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 10% Tests – 20 % Practical training – 40% Oral exam – 30%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Zbornik radova, 6. Zagrebački sajam sporta - "Suvremena aerobika" (1997)., ur. Metikoš, D., F. Prot, G. Furjan-Mandić, K. Kristić, Zagreb: Fakultet za fizičku kulturu.	10	No
	Alter, M. J. (1990). Science of stretching. Champaign, Ilinois: Human Kinetics Books.	2	No
	Siler, B.: Pilates tijelo – vodič kroz vježbe za jačanje, izdužívnje i oblikovanje tijela kod kuće – bez sprava, Zagreb, Biovega, 2003	2	No
	Jagodić-Rukavina, A-M (2006). Body tehnika. Planetopija, Zagreb.	3	No

2.12. Optional literature (at the time of submission of study programme proposal)	1. Jagodić Rukavina, A-M.: Metodika individualnog i grupnog rada pilates vježbanja (Magistarski rad), Zagreb, 2005. 2. Furjan-Mandić, G. i Kondrič, M. (2005). Nordijsko hodanje - nova aktivnost u fizičkoj pripremi sportaša. U: Sekulić, Damir (ur.). *Međunarodno znanstveno-stručno savjetovanje Sport-rekreacija-fitnes, Split, 15. april 2005. Zbornik radova*. (str. 165-168). Split: Fakultet prirodoslovno matematičkih znanosti i odgojnih područja, Zavod za kineziologiju.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular assessment of the students' participation in lectures, seminars, and exercises, and continuous tests throughout the semester. At the end of the semester the evaluation of the course and the course teachers will be made. Teacher evaluation will help in improvement of their work. University student survey.

VI semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS
SPECIALTY COURSES of the elective module SPORT						
Training Programming in a Chosen Sport		60	30			9
Performance Capacity Evaluation in a Chosen Sport		30	15			5
SPECIALTY COURSES of the elective module PHYSICAL CONDITIONING OF ATHLETES						
Methods of Physical Conditioning of Athletes 2	Prof. Igor Jukić, Ph.D.	30		30		6
Planing and Programming Physical Conditioning of Athletes	Prof. Igor Jukić, Ph.D.	30		30		11
SPECIALTY COURSES of the elective module FITNESS TRAINING						
Fitness Training Methods 2	Assoc. Prof. Goran Marković, Ph.D. Asim Bradić, Ph.D.	40		40		13
Fitness Training Programming 2	Assoc. Prof. Goran Marković, Ph.D.	30	15			4
SPECIALTY COURSES of the elective module PHYSICAL RECREATION						
Methods of Physical Recreation in Leisure Time 2	Prof. Mirna Andrijašević, Ph.D.	30	15	15		8
Adapted Physical Activities	Assist. Prof. Dubravka Ciliga, Ph.D.	30	15			5

SPECIALTY COURSES of the elective module SPORT

TRAINING PROGRAMMING IN CHOSEN SPORT

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dragan Milanović, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN TRACK AND FIELD**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Assoc. Prof. Vesna Babić, Ph.D. Assist. Prof. Ljubomir Antekolović, Ph.D. Assist. Prof. Dražen Harasin, Ph.D. Marijo Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN BOXING**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Marko Žaja, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1. GENERAL INFORMATION			
1.1. Course teacher	Mario Baić, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN WRESTLING**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Čedomir Cvetković, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN SAILING**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Nikola Prlenda, M.Sc. Damir Barac, Mag.Cin. Ivan Oreb, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN JUDO**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN KARATE**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Ivan Segedi, Ph.D. Tihomir Vidranski, Ph.D. Goran Romić, Mag.Cin. Danijel Bok, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Damir Knjaz, Ph.D.	1.6. Year of the study programme	3rd
1.2. Nazivi predmeta	**TRAINING PROGRAMMING IN BASKETBALL**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Prof. Bojan Matković, Ph.D. Tomislav Rupčić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Valentin Barišić, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN FOOTBALL**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Dario Bašić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Nenad Marelić, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN VOLLEYBALL**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Tomislav Đurković, Ph.D. Tomica Rešetar, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN DANCE**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Jadranka Vlašić, Ph.D. Latica Čačković, Mag.Cin. Melita Kolarec, Mag.Cin. Tvrtko Zebec, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Goran Leko, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN SWIMMING**	1.7. Credits (ECTS)	9
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	3.
1.2. Name of the course	**TRAINING PROGRAMMING IN RHYTHMIC GYMNASTICS**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Josipa Radaš, Mag.Cin. Melita Kolarec, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1. GENERAL INFORMATION			
1.1. Course teacher	Ivan Drviš, M.Sc.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN DIVING**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Igor Glavičić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dinko Vuleta, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN TEAM HANDBALL**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN SKIING**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Željko Hraski, Ph.D. Tomislav Krističević, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN ARTISTIC GYMNASTICS**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Assoc. Prof. Kamenka Živčić Marković, Ph.D. <u>Part-time associates:</u> Tigran Gorički, Mag.Cin. Igor Krijimski, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1. GENERAL INFORMATION			
1.1. Course teacher	Andrea Čižmek, Mag.Cin.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN ARCHERY**	1.7. Credits (ECTS)	9
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN SHOOTING**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Krešimir Vrančić Krešimir Loborec Tomislav Lazić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Franjo Prot, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN TAEKWONDO**	1.7. Credits (ECTS)	9
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**

1. GENERAL INFORMATION			
1.1. Course teacher	**Assoc. Prof. Boris Neljak, Ph.D.**	1.6. Year of the study programme	3rd
1.2. Name of the course	**TRAINING PROGRAMMING IN TENNIS**	1.7. Credits (ECTS)	9
1.3. Associate teachers	Petar Barbaros Tudor, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (60L + 30S) *Actual teaching hours: 36L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The aim of this course is to provide the students the knowledge regarding the anthropological, methodological and teaching methods related foundations of training planning and programming, competition and recovery in the selected sport. Students will also be provided the necessary information regarding the monitoring and evaluation of transformation procedures effects in long-term, mid-term and short-term period of a sports preparation.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Professional undergraduate study educates coaches with professional qualification to conduct professional work in the area of sport. It will provide the students the highest level of knowledge regarding the assessment procedures for the objective evaluation of conditioning level as well as the advanced technologies used in planning, programming and control of training process in a selected sport.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will acquire: - Knowledge regarding the sports training as a transformational process and regarding the conditioning development curves in a multi-annual and annual cycles. - Knowledge and skills necessary to conduct assessment procedures of athletes in a particular sport. - Understanding and application of assessment findings in implementing the transformational procedures with athletes varying in age, sex and rank. - Using personal computers and corresponding software in planning, programming and control of training process in a selected sport. - Devising, implementing and controlling the training plans and programs in the selected sport with athletes varying in age, sex and rank.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars 1. The application of basic principles and rules in planning and programming in the chosen sport (2L) 2. Sports training in the chosen sport as a transformation process: managing the performance capacity in an annual and multi-annual cycles (2L) 3. Determining the modal values of athletes varying in age (2L) 4. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor abilities in the function of setting the goals of a transformation process (2L) 5. Basic software systems for registration and analysis of competition performance (2L) 6. Measurement and evaluation of the initial, transitive and final state of performance capacity (2L + 2S) 7. Types of competitions: planning and implementing the competitive performance (2L + 2S) 8. Training loads and their distribution as a basis for application of recovery procedures in various cycles of a sport preparation in the chosen sport (2L + 2S) 9. Cyclic nature of a sport preparation process in relation to specifics of a competition calendar in the chosen sport (2L) 10. Application of various methods of training planning and programming (simultaneous, network-based, statistical methods) (2L) 11. Individualisation of training in the chosen sport (2L) 12. Periodisation of a multi-annual sports preparation cycles: the start of a systematic training, mature sports age, the stage of elite performance (2L) 13. Specifics of training planning and programming of young age categories in the chosen sport (2L) 14. Specifics of modeling of training plans and programs in young age categories: 8-10-12-14-16-18 years (2L) 15. Training plan and program in a basic sports school of the chosen sport (2L + 2S)

<table>
<tr><td></td><td colspan="6">16. Training plan and program in a specialized sports school of the chosen sport (2L + 2S)
17. Training plan and program in the stage of final sport specialization in the chosen sport (2L + 2S)
18. Training planning and programming of national team selections (2L + 2S)
19. Olympic training cycle: selection of candidates and testing the training macrocycle with a competition calendar in an Olympic year (2L)
20. Annual training cycle: length of a preparatory period, duration of a competition perod. Single, double or triple periodisation of an annual training cycle in the chosen sport. (2L)
21. Standards and norms of an annual training load. (2L)
22. Devision of training plan and program in preparatory, competition and transitional periods. Specifics of organisation and implementation of training in preparatory period – two, three, or four phases. Competition period – one or two phases (2L + 2S)
23. Structure and indicators of an overall training load in a mesocycle. Specifics of preparatory and competitive mesocycle in the chosen sport. (2L)
24. Structure and indicators of an overall training load in a microcycle. Specifics of preparatory and competitive microcycle in the chosen sport. (2L)
25. Division of training plans and programs in preparatory, competitive and transitional microcycle in the chosen sport (2L + 2S)
26. Single training session, a game, training camps and sports-recreational activity (2L)
27. Internal structure, organisation of division and implementation of plans and programs of a single training session in the chosen sport (2L + 2S)
28. Environmental factors in the function of successful training planning and programming in the chosen sport (2L + 2S)
29. Expert-pedagogical standard and success criteria for a coach’s work in the chosen sport (2L)
30. Residency with young age categories in the chosen sport (2P)
31. Seminars and exercises in training planning and programming: devising the individual-, group- and team-based programs in the chosen sport (4S)
32. Keeping the training diary in the chosen sport (4S)</td></tr>
<tr><td>2.6. Format of instruction:</td><td colspan="3">X lectures
X seminars and workshops
X exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="2">X independent assignments
☐ multimedia and the internet
☐ laboratory
☐ work with mentor
☐ (other)</td><td>2.7. Commentaries:</td></tr>
<tr><td>2.8. Student responsibilities</td><td colspan="6">Attending classes on a regular basis, activity during classes, independent research assignments.</td></tr>
<tr><td rowspan="6">2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>0.5</td><td>Written exam</td><td>2.5</td><td>Project</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Research</td><td></td><td>Practical exam</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Report</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Seminar essay</td><td>2.0</td><td>(other)</td><td></td></tr>
<tr><td></td><td></td><td>Oral exam</td><td>4.0</td><td>(other)</td><td></td></tr>
<tr><td></td><td colspan="5"></td></tr>
<tr><td>2.10. Grading and evaluating student work in class and at the final exam</td><td colspan="6">Class attendance 5%
Seminar essay 22%
Written exam 28%
Oral exam 45%</td></tr>
</table>

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***TRACK AND FIELD***	Milanović, D. (2010). Teorija i metodika treninga. Zagreb: Društveno veleučilište u Zagrebu, Kineziološki fakultet Sveučilišta u Zagrebu.		
	Babić, V., Draganov, G., Saratlija, P. (2003). Programiranje treninga snage atletičarki – sprinterki u višegodišnjem i jednogodišnjem ciklusu. U Milanović, D., Jukić, I. (ur.), Zbornik radova međunarodne konferencije „Kondicijska priprema sportaša“ (str. 314-320). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
	Milanović, D. (1993). Modeliranje procesa sportske pripreme u atletskom desetoboju. Kineziologija 25,1-2., 75-98.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Milanović, D., Gregov, C., Šalaj, S. (2010). Periodizacija brzinsko-eksplozivnih sposobnosti. U Jukić, I., Gregov, C., Šalaj, S., Milanović, L., Trošt-Bobić, T. (ur.) Kondicijska priprema sportaša - Trening brzine, agilnosti i eksplozivnosti. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera Hrvatske. 2. Milanović, D., Jukić, I., Šalaj, S. (2010). Individualizacija trenažnog procesa u sportu. Zbornik radova 19. ljetne škole kineziologa, 36-48. . 3. Milanović, D., Gregov, C., Šalaj, S. (2010). Periodizacija brzinsko-eksplozivnih sposobnosti. U Jukić, I., Gregov, C., Šalaj, S., Milanović, L., Trošt-Bobić, T. (ur.) Kondicijska priprema sportaša - Trening brzine, agilnosti i eksplozivnosti. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera Hrvatske 4. Prskalo, D (2009). Planiranje i programiranje jednogodišnjeg ciklusa bacača diska (diplomski rad). Kineziološki fakultet Sveučilišta u Zagrebu.		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***BOXING***	Sertić, H. (2004). Osnove borilačkih sportova. Kineziološki fakultet, Zagreb.	300	
	Didić E., Krznarić D. (2008.) Boks		
	Milanović D. (1997.) Priručnik za sportske trenere		
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2.11.Required literature (available in the library and via other media) ***WRESTLING***	Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima.	40	
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	Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci. Zagreb: Ministarstvo obrane Republike Hrvatske.	5	
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FOOTBALL</td><td>Title</td><td>Number of copies in the library</td><td>Available via other media</td></tr>
<tr><td>Bompa, T. O. (2001). Periodizacija: teorija i metodologija treninga. Zagreb: Kineziološki fakultet.</td><td></td><td></td></tr>
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VOLLEYBALL</td><td>Title</td><td>Number of copies in the library</td><td>Available via other media</td></tr>
<tr><td>Janković, V., Marelić, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.</td><td></td><td></td></tr>
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2.11. Required literature (available in the library and via other media) ***ARTISTIC GYMNASTICS***	Title	Number of copies in the library	Available via other media
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	Rabska, D. i sur. (2004). Coaches manual – Entry level. FITA. Lausanne.		
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2.11. Required literature (available in the library and via other media) ***SHOOTING***	Title	Number of copies in the library	Available via other media
	Hartnik. A.E. (1997). Pištolji i revolveri enciklopedija. Zagreb: Veble Commerce	3	
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2.12. Optional literature (at the time of submission of study programme proposal)	1. Sertić, H. (2003). Kondicijska priprema strijelaca. U: Milanović, D., Jukić, I. (ur.), Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, Zagreb: Kineziološki fakultet i Zagrebački športski savez. 542-549. 2. Sertić, H., Vučetić, V. (2002). Diagnostics of motor abilities in national- and international- level shooters. In: Milanović, D., Prot, F. (ur.), Proceedings Book, „Kinesiology – New Perspectives», 3rd International Scientific Conference, Zagreb: Faculty of Kinesiology, University of Zagreb, 375-379.		
2.11. Required literature (available in the library and via other media) ***TAEKWONDO***	Title	Number of copies in the library	Available via other media
	Willy Pieter and john Heijmans (2000) Scientific Coaching for Olympic Taekwondo. Meyer and Meyer Sport. 248 pages	1	
	Kukkiwon (2006) Taekwondo Textbook, O-Seong Publishers (English / Korean), 782 pages	1	
2.12. Optional literature (at the time of submission of study programme proposal)	1. COTA, Toni (1995) Utjecaj tromj. sustavnog tae-kwon-do tren. na kvant. promjene nekih morf. i motor. obilježja dječaka (11-14) / Toni Cota ; mentor mr. Franjo Prot. - Zagreb: Fakultet za fizičku kulturu, 1995 -. - 29 str. ; 30 cm.. - (Diplomski rad na FFK) 2. JOZIĆ, Marijan (2001) Utjecaj programiranog taekwondo treninga i nastave tjelesne i zdravstvene kulture na razvoj motoričkih i morfoloških obilježja učenika / Marijan Jozić ; mentor prof.dr.sc Franjo Prot. - Zagreb : Fakultet za fizičku kulturu, 2001. - 126 str. : ilustr. ; 30 cm. - (Magistarski rad) 3. MANESTAR, Ivica (2008) Metodički oblici rada na taekwondo treningu / Ivica Manestar ; mentor: prof.dr.sc. Franjo Prot. - Zagreb : Kineziološki fakultet, 2008. - 51 str. : ilustr. ; 30 cm. - (Diplomski rad, VI stupanj)		
2.11. Required literature (available in the library and via other media) ***TENNIS***	Title	Number of copies in the library	Available via other media
	Neljak, B. (2005). Tenis. Priručnik iz osnova planiranja, programiranja i kontrole treninga. Skriptirani materijal.		
	DTB (1992). TENIS-od početnika do majstora. Zagreb: Mladinska knjiga. (Redigirao: B. Neljak).		
	Groppel, J.L., Loehr, L.E.,Melville, D.S., Quin, A.B. (1983). Science of Coaching Tennis, Leisure Press, Champaign, IL.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Tennis Canada (2009). Under 18 club training program. National Coaching Certification Program: printed by Tennis Canada. 2. Tennis Canada (2009). Under 14 interm club training program. National Coaching Certification Program: printed by Tennis Canada.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Continuous comprehension checks. Evaluation of the independent work. Anonymous student survey.		

PERFORMANCE CAPACITY EVALUATION IN CHOSEN SPORT

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dragan Milanović, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN TRACK AND FIELD**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Assoc. Prof. Vesna Babić, Ph.D. Assist. Prof. Ljubomir Antekolović, Ph.D. Assist. Prof. Dražen Harasin, Ph.D. Marijo Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN BOXING**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Marko Žaja, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Mario Baić, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN WRESTLING**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Čedomir Cvetković, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN SAILING**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Nikola Prlenda, M.Sc. Damir Barac, Mag.Cin. Ivan Oreb, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN JUDO**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN KARATE**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Ivan Segedi, Ph.D. Tihomir Vidranski, Ph.D. Goran Romić, Mag.Cin. Danijel Bok, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Damir Knjaz, Ph.D.	1.6. Year of the study programme	3rd

1.2. Nazivi predmeta	**PERFORMANCE CAPACITY EVALUATION IN BASKETBALL**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Prof. Bojan Matković, Ph.D. Tomislav Rupčić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Valentin Barišić, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN FOOTBALL**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Dario Bašić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Nenad Marelić, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN VOLLEYBALL**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Tomislav Đurković, Ph.D. Tomica Rešetar, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN DANCE**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Jadranka Vlašić, Ph.D. Latica Čačković, Mag.Cin. Melita Kolarec, Mag.Cin. Tvrtko Zebec, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Goran Leko, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN SWIMMING**	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN RHYTHMIC GYMNASTICS**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Josipa Radaš, Mag.Cin. Melita Kolarec, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Ivan Drviš, M.Sc.	1.6. Year of the study programme	3rd

1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN DIVING**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Domagoj Jakovac, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dinko Vuleta, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN TEAM HANDBALL**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN SKIING**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Željko Hraski, Ph.D. Tomislav Krističević, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN ARTISTIC GYMNASTICS**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Assoc. Prof. Kamenka Živčić Marković, Ph.D. <u>Part-time associates:</u> Tigran Gorički, Mag.Cin. Igor Krijimski, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Andrea Čižmek, Mag.Cin. (in procedure of election in lecturer)	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN ARCHERY**	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN SHOOTING**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Krešimir Vrančić Krešimir Loborec Tomislav Lazić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Franjo Prot, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN TAEKWONDO**	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Boris Neljak, Ph.D.	1.6. Year of the study programme	3rd
1.2. Name of the course	**PERFORMANCE CAPACITY EVALUATION IN TENNIS**	1.7. Credits (ECTS)	5
1.3. Associate teachers	Petar Barbaros Tudor, Ph.D:	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 14L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study.	1.9. Expected enrolment in the course	
1.5. Status of the course	Specialty.	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The aim of this course is to enable the knowledge transfer regarding the importance of performance capacity evaluation in the selected sport. Students will be able to monitor and evaluate the training effects within the long-term, mid-term and short-term period within a training process.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	This professional study will enable the students to acquire the level of knowledge regarding the assessment procedures as well as technologies of training effects control in the selected sport.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- Core concepts regarding the hierarchical structure of abilities, traits and motor knowledge responsible for success in the selected sport - Knowledge and skills necessary for selecting and conducting the assessment procedures with the aim of determining the performance capacity o fan athlete in a given sport - Understanding and application of findings in the training process conduction with athletes varying in age, sex and rank - Application of basic statistical methods for controlling the training process in the chosen sport
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures** 1. Definition and content of performance capacity evaluation in the selected sport (2L). 2. Assessment and evaluation of the initial, transitive and final performance capacity in the selected sport (4L). 3. Assessment and evaluation of the anthropometric characteristics of athletes (2L). 4. Assessment and evaluation of the functional characteristics of athletes (2L). 5. Assessment and evaluation of the biochemical variables of athletes (2L). 6. Assessment and evaluation of the basic and specific motor abilities of athletes (4L). 7. Assessment and evaluation of the personality traits and cognitive abilities of athletes (4L). 8. Assessment and evaluation of the measurement instruments for technical-tactical evaluation in the training process modeling in the selected sport (4L) 9. Assessment and evaluation of the standard indicators of situational success in training process modeling (2L) 10. Determining the model values of elite athletes varying in age in the chosen sport (4L). **Seminars** (seminar essay based upon the assessment of a group of athletes)

	1. Assessment procedures in the selected sport: the selection of latent dimensions (2S). 2. Selection of measurement instruments (1S). 3. Conducting the assessment procedures (2S). 4. Recording and processing collected data (2S). 5. Data analysis and interpretation (2S). 6. Presentation of the results (2S). 7. Application of findings in training programming. 8. Application of findings in planning, programming and control of the training effects and competitions (2S).

2.6. Format of instruction:	X lectures X seminars and workshops X exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	X independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7. Commentaries:
2.8. Student responsibilities	Attending classes on a regular basis, activity during classes, independent research assignments.		

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance	0.5	Written exam		Project	
	Experimental work		Research		Practical exam	
	Essay		Report		(other)	
	Tests		Seminar essay	1.5	(other)	
			Oral exam	3.0	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 15% Seminar essay 25% Oral exam 60%

2.11. Required literature (available in the library and via other media) ***TRACK AND FIELD***	Title	Number of copies in the library	Available via other media
	Milanović, D. (2010). Teorija i metodika treninga. Zagreb: Društveno veleučilište u Zagrebu, Kineziološki fakultet Sveučilišta u Zagrebu.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Marković, G., Jukić, I., Milanović, D., Metikoš, D. *Efekti sprinta i pliometričkog treninga na mišićnu funkciju i atletske sposobnosti*. // Journal of strength and conditioning research. 21 (2007) ; 543-549 2. Milanović, D., Šalaj, S., Gregov, C. (2011). Nove tehnologije u dijagnostici pripremljenosti sportaša. Zbornik radova 20. ljetne škole kineziologa (u tisku). 3. Prskalo, D (2009). Planiranje i programiranje jednogodišnjeg ciklusa bacača diska (diplomski rad). Kineziološki fakultet Sveučilišta u Zagrebu.		

2.11. Required literature (available in the library and via other media) ***BOXING***	Title	Number of copies in the library	Available via other media
	Sertić, H. (2004). Osnove borilačkih sportova. Kineziološki fakultet, Zagreb.	300	
	Didić E., Krznarić D. (2008.) Boks		
	Milanović D. (1997.) Priručnik za sportske trenere		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Blažević S. (2007.) Relacije morfoloških i specifičnih motoričkih dimenzija kod boksača 2. *Blažević S., Bonacin D., Rausavljević N. (2007.)* Neke relacije između specifičnih motoričkih sposobnosti i konativnih značajki kod boksača 3. Blažević S., Širić V. (2008.) Transformacijski model šestomjesečnog kineziološkog tretmana boksača juniora početnika 4. Dexin Wang, Yun Zhu, Caicai Liu (2009.) Research on Technical and Tactical Features of Major Overseas Opponents of Shiming Zou in Olympic Preparations		

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media

WRESTLING	Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima.	40	
	Marić, J. (1990). Rvanje slobodnim načinom. Zagreb: Sportska tribina.	15	
	Marić, J. (1985). Rvanje klasičnim načinom. Zagreb: Sportska tribina.	15	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Baić, M. (1999). Jedan od modela planiranja i programiranja treninga hrvača. (Diplomski rad), Zagreb: Fakultet za fizičku kulturu (Kineziološki fakultet) Sveučilišta u Zagrebu. 2. Marić, J., B. Kuleš, S. Jerković, M. Blašković i Č. Cvetković (1996). Dijagnosticiranje i prognoziranje sportskih rezultata u hrvanju grčko-rimskim načinom. Zbornik radova III. Konferencije o sportu Alpe-Jadran, Rovinj. 3. Novikov, A. (1980). Basic principles of prepatation and training in modern wrestling. FILA. Novi Sad. Forum. 4. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Medicina i fizkultura, Sofija (prijevod na hrvatski s bugarskog).		

2.11. Required literature (available in the library and via other media) ***SAILING***	Title	Number of copies in the library	Available via other media
	Medved, R. and Oreb. G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24(3).234-237		
	Oreb, G. (1986).: Naučimo jedriti na dasci. Komisija za udžbenike i skripte Fakulteta za fizičku kulturu, Zagreb		
	Oreb, G., Franušić,A., i Oreb,I. (2003). Specifična kondicijska priprema jedriličara na dasci. U Milanović, D. i Jukić,I. Zbornik radova Međunarodnog znanstveno-stručnog skupa «KONDICIJSKA PRIPREMA SPORTAŠA". Zagreb 21. - 22. veljače 2003, 12. Zagrebački sajam sporta i nautike, (358-362).		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. Konferencija o sportu Alpe-Jadran, Rovinj, 374-375 2. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16(2).185-192 3. Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebačkog sajma sporta, FFK, Zagrebački velesajam, Zagrebački sportski savez, Zagreb		

2.11. Required literature (available in the library and via other media) ***JUDO***	Title	Number of copies in the library	Available via other media
	Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.	300	
	Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci. Zagreb: Ministarstvo obrane Republike Hrvatske.	5	
	Lucić, J., Gržeta, M. (2006). Judo u hrvatskoj vojsci – knjiga druga. Zagreb: Ministarstvo obrane Republike Hrvatske.	5	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Sertić, H., Sterkowicz, S., Vuleta, D. (2009). Influence of latent motor abilities on performance in judo. Kinesiology, Vol. 41 (1); 76-87. 2. Sertić, H., Segedi, I., Žvan, M. (2007). Relations of certain anthropometric variables with the performance quality of throwing techniques in judo. Kinesiologia Slovenica, Vol 13 (1), (48-60).		

2.11. Required literature (available in the library and via other media) ***KARATE***	Title	Number of copies in the library	Available via other media
	Sertić, H. (2004). Osnove borilačkih sportova. Kineziološki fakultet, Zagreb.	300	
	Vidranski, T. (2010). Vidranski, T. (2010). Strukturna analiza pokazatelja situacijske efikasnosti u karate borbama. (Doktorska disertacija, Sveučilište u Zagrebu). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	3	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Sertić, H., Vidranski, T., Segedi, I. (2011). Construction and Validation of a Measurement Instrument for Evaluation of Specific Agility in Karate. IDO-Movement for Culture, Vol. 11(1); 37-41. 2. Sertić, H., Vidranski, T., Segedi, I. (2011). Test za procjenu specifične koordinacije u treningu karataša. U Jukić, I., Gregov, C., Šalaj, S., Milanović, L., Trošt-Bobić, T., Bok, D. (ur). Zbornik radova 9. godišnje međunarodna konferencija Kondicijska priprema sportaša 2011, 25-26. veljače, Zagreb, (284-287). 3. Sertić, H., Vidranski, T., Segedi, I. (2010). Terenski testovi za procjenu specifičnih Motoričkih sposobnosti karatista. U Jukić, I., Gregov, C., Šalaj, S., Milanović, L., trošt-Bobić, T. (ur). Zbornik radova 8. godišnja međunarodna konferencija Kondicijska priprema sportaša 2010, 26-27. veljače, Zagreb, (223-226).		

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media

BASKETBALL	Matković B.R., Matković, B., Ružić, L., Knjaz, D., Mišigoj Duraković, M., Mudri, V. (2010). Dijagnostika – kontrola treniranosti košarkaša. Antropološka analiza košarkaške igre. ur: Matković, B., Sveučilišni udžbenik. Kineziološki fakultet Sveučilišta u Zagrebu		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Knjaz, D., G. Kolovrat (2003). Prilog analizi motoričkih sposobnosti graditelja igre u košarci. Zbornik radova 12 ljetne škole kineziologa RH. Ur.: V. Findak. Hrvatski kineziološki savez. Rovinj, 17. do 21. lipnja. Str.: 234-237. 2. Krtalić, S., Knjaz, D., Krošnjar, N. (2004). Karakteristike fizičke pripreme košarkaša uključenih u program mini košarke (6-10 godina). 13. Ljetna škola kineziologa RH: Zbornik radova. Rovinj, str. 447-450. 3. Peršić, D., Knjaz, D., Matković, B.(2005). Dijagnostika u procesu selekcije kod najmlađih košarkaša. ERS – Informativno stručno glasilo Udruge kineziologa Grada Rijeke. Br.:30, str.: 20-23.		
2.11. Required literature (available in the library and via other media) ***FOOTBALL***	Title	Number of copies in the library	Available via other media
	Sudarov, N., Fratrić, F., (2007). Dijagnostika treniranosti sportaša. www. sportska –knjiga. hr		
	Marković,G., Bradić, A. (2008). Nogomet – integralni kondicijski trening.		
	Weineck, E. J. Optimales Fussballtraining (prijevod na Hrvatski jezik). Zagreb: Kineziološki fakultet.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Jerković, S., Barišić, V. (1993). Kanonička povezanost nekih situacijsko-motoričkih varijabli i uspjeha u nogometnoj igri. Kineziologija, 25 (1-2), 63-69. 2. Jerković, S., Barišić, V. (1997). Dijagnostika stanja bazičnih i specifičnih motoričkih sposobnosti nogometaša. In Dragan Milanović i Stjepan Heimer (ur.), Zbornik radova Međunarodnog savjetovanja „Dijagnostika treniranosti sportaša“ , 6. zagrebački sajam športa, Zagreb, 1. ožujka (str. 130-134). Zagreb, Fakultet za fizičku kulturu Sveučilišta u Zagrebu.		
2.11. Required literature (available in the library and via other media) ***VOLLEYBALL***	Title	Number of copies in the library	Available via other media
	Janković, V., Marelić, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.		
	Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci. Zagreb: Autorska naklada.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Janković, V., R.B. Matković, N. Marelić (1996). *Funkcionalna dijagnostika vrhunskih odbojkaša*. U: Zbornik radova 3. konferencije o sportu Alpe-Jadran, str. 304-306, Janković, V., B. R. Matković, N. Marelić (1997). *Analiza testova za dijagnostiku motoričke pripremljenosti vrhunskih odbojkaša.* U: Zbornik radova međunarodnog savjetovanje, 6. Zagrebački sajam športa - Dijagnostika treniranosti sportaša, str.126 - 129. Zagreb.Rovinj. 2. Janković, V., Jukić, I., Marelić, N.,Milanović, D., Neljak, B., Sertić, H., Šimenc, Z., Vuleta, D. (1997). *Testiranje motoričkih sposobnosti vrhunskih sportaša*. U: Zbornik radova međunarodnog savjetovanje, 6. Zagrebački sajam športa - Dijagnostika treniranosti sportaša, str.157 - 167. Zagreb.		
2.11. Required literature (available in the library and via other media) ***DANCING***	Title	Number of copies in the library	Available via other media
	Oreb, G. & Medved, R. (1991). Blood Lactic Acid Values in Folk Dancers During Performance. U Proceedings of AIESEP World Congress “Collaboration Between Researchers and practitioners in Physical Education: An International Dialogue”, Atlanta, GA, January, 4.-7. 1991. (pp. 145). Atlanta, GA: National Association of PE in High Education.		
	Uzunović, S., Kostić, R., Zagorc, M., Oreb, G. & Jocič, D. (2005). The effect of coordination skills on the success in standard sports dancing. In N. Dikic, S. Zivanic, S. Ostojic & Z. Tornjanski (eds.), Book of Abstracts of 10th Annual Congress European College of Sport Science, Belgrade, 13.-16. July 2005. (pp. 270-271). Belgrade:		
	Oreb, G. & Matković, Br. (1994). Functional abilities of professional dancers. U the 11th International Congress on Sports Sciences for Students (pp 7). Budapest: University of Physical Education.		

2.12. Optional literature (at the time of submission of study programme proposal)	1. Oreb, G. , Matković, Br, Vlašić, Ji Kostić, R. (2007). Struktura funkcionalnih sposobnosti plesača. U: Maleš,B. (ur.) Proceedings of the 2nd International Conferece, Contemporary Kinesiology, Mostar, 2007., (196-200).Faculty of kinesiology, University of split,; Faculty of natural science, matematics and education, University of Mostar,; Faculty of sport, University of Ljubljana.

<table>
<tr><td></td><td colspan="3">2. Oreb, G., Gošnik-Oreb, J., i Furjan-Mandić, G. (1999). Učinkovitost plesne aerobike u transformaciji nekih motoričkih sposobnosti plesača. U E. Hofman (ur.), Zbornik radova 4. konferencija o sportu Alpe-Jadran „Školski sport“, Rovinj 23.-26. lipnja 1999. (str. 268-272). Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.
3. Miletić, Đ., Jelčić,M. and Oreb,G. (2007). The effects of a visual model and knowledge of perormance dance skills. Kinesiologia Slovenica, 13 (1) , 31-40.</td></tr>
<tr><td rowspan="4">2.11. Required literature (available in the library and via other media)
SWIMMING</td><td>Title</td><td>Number of copies in the library</td><td>Available via other media</td></tr>
<tr><td>Milanović, D. (2010). Teorija i metodika treninga. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.</td><td></td><td></td></tr>
<tr><td>Maglischo, E. W. (2003) SwimmingFastest. California: Human Kinetics.</td><td></td><td></td></tr>
<tr><td>Bompa, T. O. (2006). Periodizacija. Teorija i metodologija treninga. Zagreb: Gopal.</td><td></td><td></td></tr>
<tr><td>2.12. Optional literature (at the time of submission of study programme proposal)</td><td colspan="3">1. Volčanšek, B. (2002). Bit plivanja. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.
2. Milanović, D. i sur. (1997). Priručnik za sportske trenere. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.
3. Olbrecht, J. (2000). TheScienceofWinning. Belgium.</td></tr>
<tr><td rowspan="4">2.11. Required literature (available in the library and via other media)
RHYTHMIC GYMNASTICS</td><td>Title</td><td>Number of copies in the library</td><td>Available via other media</td></tr>
<tr><td>Bompa, T. O. (2006). Periodizacija. Teorija i metodologija treninga. Zagreb: Gopal.</td><td></td><td></td></tr>
<tr><td>Jastrjembskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics.</td><td></td><td></td></tr>
<tr><td>Wolf-Cvitak, J. (2004). Ritmička gimnastika. Kugler.</td><td></td><td></td></tr>
<tr><td>2.12. Optional literature (at the time of submission of study programme proposal)</td><td colspan="3">1. Vajngerl, B., Žilavec, S. (2000). Drugi korak v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport.
2. Vajngerl, B., Košir, A. (2006). Tretji korak v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport.
3. Milanović, D. (2010). Teorija i metodika treninga. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu, Kineziološki fakultet Sveučilišta u Zagrebu.
4. Bompa, T. O. (2005). Cjelokupan trening za mlade pobjednike. Zagreb: Gopal.</td></tr>
<tr><td rowspan="4">2.11. Required literature (available in the library and via other media)
DIVING</td><td>Title</td><td>Number of copies in the library</td><td>Available via other media</td></tr>
<tr><td>Milanović, D. (2009). Teorija i metodika treninga. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu.</td><td>10</td><td></td></tr>
<tr><td>Matković, B.R. i L. Ružić (2009). Fiziologija sporta i vježbanja. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagreb.</td><td>10</td><td></td></tr>
<tr><td>Medved, R. i sur. (1987). Sportska medicina. Zagreb: JUMENA</td><td>10</td><td></td></tr>
<tr><td>2.12. Optional literature (at the time of submission of study programme proposal)</td><td colspan="3">1. Drviš, I. (2006). Trening ronilaca na dah. Skripta.
2. Potočnik, S. (2000). Fizikalne in fiziološke osnove potapljanja. Ljubljana: Fakulteta za šport, Inštitut za šport.
3. Milanović, D., Heimer, S. (ur.) (1997). Dijagnostika treniranosti sportaša. Zbornik radova 6. Zagrebačkog sajma športa. Zagreb: Kineziološki fakultet, Zagrebački velesajam, Zagrebački športski savez.
4. Bompa, T. (2006). Periodizacija – Teorija i Metodologija treninga. Zagreb. Gopal.</td></tr>
</table>

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***HANDBALL***	Vuleta, D., Milanović, D. i sur. (2004). Znanstvena istraživanja u rukometu. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.		
	Milanović, D. (2010). Teorija i metodika treninga. Primjenjena kineziologija u sportu. 2. dopunjeno i izmjenjeno izdanje. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
	Milanović, D., Vuleta., Šimek, S. (2010). Planiranje i programiranje procesa poučavanja i vrednovanja tehničko taktičkih znanja u rukometu. Zbornik radova XXXIV. seminar rukometnih trenera, Pula, 07. - 10. 01. 2010. (elektronsko izdanje).		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Milanović, D.; Jukić, I.; Vuleta, D.; Šimek S. (2007). Dijagnostički postupci u sportskim igrama. // *Research Yearbook – Studies in Physical Education and Sport*. 13, 1; 17-23 (članak, znanstveni). 2. Vuleta, D.,Gruić, I., Milanović, D. (2008). Programi treninga baziranih na individualnim obilježjima igrača (individualno modeliranje rukometnog treninga), XXXII. seminar za rukometne trenere, Pula, 03. - 06. 01. 2008. (elektronsko izdanje). 3. Smajlagić, I., Vuleta, D., Gruić, I. (2007). Modeli kondicijske i tehničko-taktičke pripreme muške kadetske rukometne reprezentacije za Europsko prvenstvo 2006. u Estoniji. Zbornik radova XXXI. seminara rukometnih trenera. Zagreb: Udruga trenera Hrvatskog rukometnog saveza, 42-65. 4. Gruić, I., Ohnjec, K., Vuleta, D. (2007). Dijagnostički postupci za procjenu kondicijske pripremljenosti mlađih dobnih skupina u rukometu - problemi i prijedlozi // U Igor Jukić, Dragan Milanović, Sanja Šimek (ur.) Zbornik radova 5. godišnje međunarodne konferencije Kondicijska priprema sportaša 5. Vučetić, V. (2010). Dijagnostički postupci za procjenu razine treniranosti brzine, agilnosti i eksplozivnosti. U Jukić, Igor ; Gregov, Cvita ; Šalaj, Sanja ; Milanović, Luka ; Trošt-Bobić, Tatjana (ur.) Zbornik radova 8. godišnje međunarodne konferencije «Kondicijska priprema sportaša 2010 – Trening brzine, agilnosti i eksplozivnosti. Zagreb : Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske. str. 27-36 6. Smajlagić, I., Vuleta, D., Gruić, I. (2007). Modeliranje pojedinačnog treninga bazičnih i specifičnih motoričkih sposobnosti kadetske rukometne reprezentacije. U Zbornik 5. godišnje međunarodne konferencije "Kondicijska priprema sportaša". (str .87-90). 7. Vuleta, D. Milanović, D. Gruić, I. Jukić, I. (2006). Mjerenje, vrednovanje i prezentacija kondicijske pripremljenosti u rukometu. U *Zbornik radova XXX. Seminara rukometnih trenera*.Udruga trenera Hrvatskog rukometnog saveza. 8. Peharec, S. (2010). Funkcionalno testiranja i biomehanička mjerenja rukometašica RK „Podravka“. Zbornik radova XXXIV. seminar rukometnih trenera, Pula, 07. - 10. 01. 2010. (elektronsko izdanje).		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***SKIING***	Cigrovski, V., Matković, B., Matković, B.R. (2002). Body composition changes during competitive season in young alpine skiers. In: Proceedings book Kinesiology-new perspectives. (Eds. D. Milanović, F. Prot), Opatija 25-29.09.2002. pp. 523-526. Zagreb: Kineziološki fakultet.		
	Cigrovski, V., Matković, B., Krističević, T. (2006). Antropološke karakteristike kao osnova za selekciju u alpskom skijanju. Hrvatski športskomedicinski vjesnik, 21(2), 103-8.		
	Bompa, Tudor, O. (2006). Periodizacija. Teorija i metodologija treninga. Zagreb: Gopal.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Bompa, Tudor, O. (2005). Cjelokupan trening za mlade pobjednike. Zagreb: Gopal. 2. Cigrovski, V., Matković, B., Vučetić, V. (2010). Brzina, agilnost i eksplozivna snaga – važne motoričke sposobnosti u mladih alpskih skijaša. U: Zbornik radova Kondicijska priprema sportaša, Zagreb, 26. i 27.02.2010. str. 204-207. 3. Cigrovski, V., Matković, B. (2003). Specifična kondicijska priprema skijaša. U: Zbornik radova Kondicijska priprema sportaša, Zagreb, 21-22.02.2003. str. 518-520 4. Cigrovski, V., Matković, B. (2007). Prikaz nekih testova za procjenu eksplozivne snage kod mladih alpskih skijaša. U: Zbornik radova Kondicijska priprema sportaša, Zagreb, 23-24.02.2007. str. 308-311.		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***ARTISTIC GYMNASTICS***	Hraski, Ž. (2002). Correlation between selected kinematic parameters and angular momentum in backward somersaults. u: Gianikellis K. (ur.), Proceedings of the 20th International Symposium on Biomechanics in Sport, Caceres, Spain, July 1 – 5, 2002. Caceres: Universidad de Extramadura, 167-170.	1	Internet
	Hraski, Ž., Mejovšek, M. (2004). Production of angular momentum for backward somersault. IASTED International Conference on Biomechanics, Honolulu, Hawaii, USA,.10-13.	1	Internet
	Živčić, K., Breslauer, N., Stibilj – Batinić, T. (2008). Dijagnosticiranje i znanstveno verificiranje metodičkog postupka učenja u sportskoj gimnastici. Odgojne znanosti, 1(15), 159-180.	1	Internet
2.12. Optional literature (at the time of submission of study programme proposal)	1. Omrčen, D., Živčić Marković, K. (2009). The discourse of the epistemic community of artistic gymnastics: The analysis of articles' titles. Science of gymnastics journal. 1(1), 41-53. 2. Čuk, I., Atiković, A., Tabaković, M. (2007). Hipotetičko-funkcionalno anatomska i mehanička analiza novog gimnastičkog elementa – Tkačev salto. u: Smajlović, N. (ur.) Zbornik naučnih i stručnih radova – dodatak. Sarajevo: Univerzitet, Fakultet sporta i tjelesnog odgoja, 13-20. 3. Bricelj, A., Dolenec, A., Bučar Pajek, M., Turšič, B., Čuk, I., Čoh, M. (2007). Reliability of runway characteristics of vault in women artistic gymnastics. u: Smajlović, N. (ur.) Zbornik naučnih i stručnih radova – dodatak. Sarajevo: Univerzitet, Fakultet sporta i tjelesnog odgoja, 32-35. 4. Čuk, I., Bricelj, A., Bučar Pajek, M., Turšič, B., Atiković, A. (2007). Relationship between start value of vault and runway velocity in top level male artistic gymnastics. u: Smajlović, N. (ur.). Zbornik naučnih i stručnih radova – dodatak. Sarajevo: Univerzitet, Fakultet sporta i tjelesnog odgoja 64-67. 5. http://www.scienceofgymnastics.com		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***ARCHERY***	Ergen, E., Hibner, K (2004) Sports Medicine and Science in Archery. FITA. Lausanne		
	Rabska, D. i sur. (2004). Coaches manual – Entry level. FITA. Lausanne.		
	Vodopivec,V. i sur. (1977). Sportsko streljaštvo. Beograd: SSJ	20	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Sertić, H. (2003). Kondicijska priprema strijelaca. U: Milanović, D., Jukić, I. (ur.), Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša", Zagreb: Kineziološki fakultet i Zagrebački športski savez. 542-549. 2. Čižmek, A; Peršun, J. (2011.) Vježbe za razvoj specifične koordinacije, ravnoteže i preciznosti u streličarstvu. U: Milanović, D. i sur. (ur.) Kondicijska priprema sportaša, Zagreb, str. 412-414, Kineziološki fakultet Sveučilište u Zagrebu.		

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media) ***SHOOTING***	Hartnik. A.E. (1997). Pištolji i revolveri enciklopedija. Zagreb: Veble Commerce	3	
	Sertić, H. (2003). Kondicijska priprema strijelaca. U: Milanović, D., Jukić, I. (ur.), Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša", Zagreb: Kineziološki fakultet i Zagrebački športski savez. 542-549.	10	
	Vodopivec,V. i sur. (1977). Sportsko streljaštvo. Beograd: SSJ	20	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Sertić, H. (2003). Kondicijska priprema strijelaca. U: Milanović, D., Jukić, I. (ur.), Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša", Zagreb: Kineziološki fakultet i Zagrebački športski savez. 542-549. 2. Sertić, H., Vučetić, V. (2002). Diagnostics of motor abilities in national- and international- level shooters. In: Milanović, D., Prot, F. (ur.), Proceedings Book, „Kinesiology – New Perspectives», 3rd International Scientific Conference, Zagreb: Faculty of Kinesiology, University of Zagreb, 375-379.		

<table>
<tr><td rowspan="3">2.11. Required literature (available in the library and via other media)
TAEKWONDO</td><td>Title</td><td>Number of copies in the library</td><td>Available via other media</td></tr>
<tr><td>Willy Pieter and john Heijmans (2000) Scientific Coaching for Olympic Taekwondo. Meyer and Meyer Sport. 248 pages</td><td>1</td><td></td></tr>
<tr><td>Kukkiwon (2006) Taekwondo Textbook, O-Seong Publishers (English / Korean), 782 pages</td><td>1</td><td></td></tr>
<tr><td>2.12. Optional literature (at the time of submission of study programme proposal)</td><td colspan="3">1. COTA, Toni (1995) Utjecaj tromj. sustavnog tae-kwon-do tren. na kvant. promjene nekih morf. i motor. obilježja dječaka (11-14) / Toni Cota ; mentor mr. Franjo Prot. - Zagreb: Fakultet za fizičku kulturu, 1995 -. - 29 str. ; 30 cm.. - (Diplomski rad na FFK)
2. JOZIĆ, Marijan (2001) Utjecaj programiranog taekwondo treninga i nastave tjelesne i zdravstvene kulture na razvoj motoričkih i morfoloških obilježja učenika / Marijan Jozić ; mentor prof.dr.sc Franjo Prot. - Zagreb : Fakultet za fizičku kulturu, 2001. - 126 str. : ilustr. ; 30 cm. - (Magistarski rad)
3. MANESTAR, Ivica (2008) Metodički oblici rada na taekwondo treningu / Ivica Manestar ; mentor: prof.dr.sc. Franjo Prot. - Zagreb : Kineziološki fakultet, 2008. - 51 str. : ilustr. ; 30 cm. - (Diplomski rad, VI stupanj)</td></tr>
<tr><td rowspan="4">2.11. Required literature (available in the library and via other media)
TENNIS</td><td>Title</td><td>Number of copies in the library</td><td>Available via other media</td></tr>
<tr><td>Neljak, B. (2005). Tenis. Priručnik iz osnova planiranja, programiranja i kontrole treninga. Skriptirani materijal.</td><td>10</td><td></td></tr>
<tr><td>Neljak, B. Vučetić, V. (2002). Skup testova za procjenu motoričkih sposobnosti tenisača. Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije / Findak, Vladimir (ur). Zagreb: Hrvatski kinološki savez, 362-365 (predavanje,domaća recenzija,objavljeni rad,stručni).</td><td>10</td><td></td></tr>
<tr><td>Barbaros- Tudor, P., Neljak, B., Matković, B. (2002). Specifični test – osnov istinske procjene pripremljenosti vrhunskog tenisača. Zbornik radova.11. Zagrebački sajam sporta i nautike, Zagreb, str. 338-342.</td><td>10</td><td></td></tr>
<tr><td>2.12. Optional literature (at the time of submission of study programme proposal)</td><td colspan="3">1. Novak, D., Neljak, B., Barbaros Tudor, P. (2008). Dijagnostika snažnih svojstava vrhunskog tenisača u razdoblju od 13. do 16. godine. U: Jukić, I., Milanović, D., Gregov, C. (ur). Zbornik radova 6.godišnje međunarodne konferencije Kondicijska priprema sportaša, Zagreb, Croatia, 145-147.
2. Barbaros Tudor, P. (2007). Trening mentalnih sposobnosti – Provjerite vlastite mentalne sposobnosti. Hrvatski magazin – Tenis, 35, (8), str. 46-47.
3. Barbaros Tudor, P. (2008). Trening mentalnih sposobnosti – Provjerite vlastite mentalne sposobnosti II. Hrvatski magazin –Tenis, 36, (9), str. 50-51.</td></tr>
<tr><td>2.13. Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="3">Continuous comprehension checks.
Evaluation of the independent work.
Anonymous student survey.</td></tr>
</table>

SPECIALTY COURSES of the elective module PHYSICAL CONDITIONING OF ATHLETES

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Igor Jukić, Ph.D.**	1.6. Year of the study programme	3rd
1.2. Name of the course	**METHODS OF PHYSICAL CONDITIONING OF ATHLETES 2**	1.7. Credits (ECTS)	6
1.3. Associate teachers	Luka Milanović, Ph.D., Asim Bradić, Ph.D., Sanja Šalaj, Ph.D., Daniel Bok, Mag. Cin., Cvita Gregov, Mag. Cin., Josipa Bradić, Ph.D., Saša Vuk, Ph.D., Tatjana Trošt, Mag. Cin., Vlatko Vučetić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60(30L+30E) *Actual teaching hours: 30L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	50
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The goal of the course is to enable students to acquire knowledge about the modelling of the methodological procedures used for development of the motor and functional abilities and morphological characteristics of an athlete as well as for the enhancement of the athletes' health status.
2.2. Course enrolment requirements and entry competences required for the course	No special enrolment requirements
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to: • Modify the methodological procedures for the development and maintenance of the athletes' physical conditioning characteristics
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: • Select and apply adequate exercises, methods and loads for the development and maintenance of the athletes' motor abilities • Select and apply adequate exercises, methods and loads for the development and maintenance of the athletes' functional abilities • Select and apply adequate exercises, methods and loads for the development and maintenance of the athletes' morphological characteristics • Select and apply adequate exercises, methods and loads for the development and maintenance of the athletes' health status
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures and exercises** 1. Methodological procedures for the prevention of sports injuries (4L+4E) 2. Methodological procedures for the development and maintenance of the active muscle mass (4L+4E) 3. Methodological procedures for the optimization of the subcutaneous fatty tissue volume (4L+4E) 4. Biomedical recovery methods in physical conditioning (4L+4E) 5. Psycho-pedagogical recovery methods in physical conditioning (4L+4E) 6. Nutrition in physical conditioning (4L+4E) 7. Nutritional supplementation in physical conditioning (4L+4E) 8. Integrative modelling of training operators (2L+2E)

<table>
<tr><td>2.6. Format of instruction:</td><td colspan="2">X lectures
☐ seminars and workshops
X exercises
☐ on line in entirety
partial e-learning
☐ field work</td><td colspan="2">Independent assignments
☐ multimedia and internet
☐ laboratory
☐ work with mentor
☐ (other)</td><td colspan="2">2.7. Commentaries:</td></tr>
<tr><td>2.8. Student responsibilities</td><td colspan="6">Regular class attendance; active class participation; writing seminars and taking exams</td></tr>
<tr><td rowspan="5">2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>0,5</td><td>Written exam</td><td></td><td>Project</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Essey</td><td></td><td>Report</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Tests</td><td>4</td><td>Seminar essay</td><td></td><td>(other)</td><td></td></tr>
<tr><td></td><td></td><td>Oral exam</td><td>1,5</td><td>(other)</td><td></td></tr>
<tr><td>2.10. Grading and evaluating student work in class and at the final exam</td><td colspan="6">Class attendance 10%
Tests 65%
Oral exam 25%</td></tr>
<tr><td rowspan="4">2.11. Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Available via other media</td></tr>
<tr><td colspan="3">1. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb 21-22.02.2003. Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez.</td><td>20</td><td>YES</td></tr>
<tr><td colspan="3">2. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening. Stručni časopis za teoriju i metodiku kondicijske pripreme. Kineziološki fakultet, Zagreb.</td><td>30</td><td>YES</td></tr>
<tr><td colspan="3">3. Jukić, I., Marković, G. (2005). Kondicijske vježbe s utezima. Zagreb: Kineziološki fakultet</td><td>20</td><td>YES</td></tr>
<tr><td>2.12. Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Beachle, T.R. i R.W. Earle (2000). Essentials of Strength and Conditioning. (2nd ed.). Champaign, Ill:Human Kinetics.
2. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša, Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske.
3. Bompa, T. (2005). Cjelokupan trening za mlade pobjednike, Gopal, Zagreb.
4. Boyle, M. (2010). Advances in Functional Training: Training Techniques for Coaches, Personal Trainers and Athletes. On Target Publications, USA.
5. Cook, G. (2010). Movement: Functional Movement Systems: Screening, Assessment, Corrective Strategies. E. Grayson Cook, USA.</td></tr>
<tr><td>2.13. Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">Anonymous student survey</td></tr>
</table>

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Igor Jukić, Ph.D.**	1.6. Year of the study programme	3rd
1.2. Name of the course	**PLANNING AND PROGRAMMING OF PHYSICAL CONDITIONING OF ATHLETES**	1.7. Credits (ECTS)	11
1.3. Associate teachers	Luka Milanović, Ph.D., Asim Bradić, Ph.D., Sanja Šalaj, Ph.D., Daniel Bok, Mag. Cin., Cvita Gregov, Mag. Cin., Josipa Bradić, Ph.D., Saša Vuk, Ph.D., Tatjana Trošt, Mag. Cin., Vlatko Vučetić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	105(53L+52E) *Actual teaching hours: 50L** In this semester: 60(30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	50
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The goal of the course is to enable students to acquire knowledge about the planning and programming of physical conditioning in the different cycle structures of physical preparation.
2.2. Course enrolment requirements and entry competences required for the course	No special enrolment requirements
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to: • Design physical conditioning plans and define periodization for different sports activities in different cycle structures • Design physical conditioning plans for different sports activities in different cycle structures
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: • Design physical conditioning plan and programmes for different sports activities in the long term period (career and two-Olympic cycle) • Design physical conditioning plan and programmes for different sports activities in the mid-term period (Olympic cycle and biennial cycle) • Design physical conditioning plan and programmes for different sports activities in the short-term period (annual training cycle) • Integrate physical conditioning into the global system of sports preparation in different cycle structures
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises (30L+30E) 1. Programming the physical conditioning microcycle (2L+2E) 2. Programming a single physical conditioning training session (2L+2E) 3. Particularities of the physical conditioning programming for the athletes of different sports disciplines (2L+2E) 4. Integrative modelling of sports preparation (2L+2E) 5. Designing training programmes for the development and maintenance of power and strength (2L+2E) 6. Designing training programmes for the development and maintenance of agility (2L+2E) 7. Designing training programmes for the development and maintenance of speed (2L+2E) 8. Designing training programmes for the development and maintenance of flexibility (2L+2E) 9. Designing training programmes for the development and maintenance of mobility (2L+2E) 10. Designing training programmes for the development and maintenance of coordination (2L+2E) 11. Designing training programmes for the development and maintenance of aerobic endurance (2L+2E) 12. Designing training programmes for the development and maintenance of anaerobic endurance (2L+2E) 13. Designing training programmes for the development and maintenance of active muscle mass (2L+2E) 14. Designing training programmes for the optimization of subcutaneous fatty tissue volume (2L+2E)

	15. Programming the preventive physical conditioning (2L+2E)					
2.6. Format of instruction:	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety partial e-learning ☐ field work		independent assignments ☐ multimedia and internet ☐ laboratory ☐ work with mentor ☐ (other)		2.7. Commentaries:	
2.8. Student responsibilities	Regular class attendance; active class participation; writing seminars and taking exams					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Oral exam		Project	
	Experimental work		Research		Practical training	
	Essey		Report		(other)	
	Tests		Seminar essay	3	(other)	
			Oral exam	7	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 9% Seminar essay 27% Oral exam 64%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, 21. - 22. 02. 2003. Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez.	20	YES
	2. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening. Stručni časopis za teoriju i metodiku kondicijske pripreme. Kineziološki fakultet, Zagreb.	30	YES
	3. Bompa, T. O. (2000). Periodization. Theory and Methodology of Training. Champaign, Ill: Human Kinetics.	5	YES
2.12. Optional literature (at the time of submission of study programme proposal)	1. Beachle, T. R., Earle, R. W. (2000). Essentials of Strength and Conditioning. (2nd ed.). Champaign, IL: Human Kinetics. 2. Bompa, T. O. (2005). Cjelokupan trening za mlade pobjednike. Zagreb: Gopal. 3. Bompa, T.O., Carrera, M. (2005). Periodization Training for Sports. Champaign, IL: Human Kinetics. 4. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša, Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske. 5. Mujika, I. (2009). Tapering and Peaking for Optimal Performance. Champaign, IL: Human Kinetics		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey		

SPECIALTY COURSES of the elective module FITNESS TRAINING

1. GENERAL INFORMATION			
1.1. Course teacher	**Asim Bradić, Ph.D.** **Assoc. Prof. Goran Marković, Ph.D.**	1.6. Year of the study programme	3rd.
1.2. Name of the course	**FITNESS TRAINING METHODS 2**	1.7. Credits (ECTS)	13
1.3. Associate teachers	Josipa Bradić, Ph.D. Saša Vuk, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	80 (40L + 40E) *Actual teaching hours: 40L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9.Expected enrolment in the course	20
1.5.Status of the course	Specialty	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2

2. COURSE DESCRIPTION	
2.1. Course objectives	Introduce the basic classification of means and work methods in the areas of cardio-respiratory training, balance training and functional stability training; Acquiring and perfecting the basic and advanced techniques in cardio-respiratory training, balance training and functional stability training; Acquiring and perfecting the teaching methods in cardio-respiratory training, balance training and functional stability training; Acquiring and perfecting the basic safety principles in cardio-respiratory training, balance training and functional stability training; Acquiring and perfecting the basic and advanced work modalities in cardio-respiratory training, balance training and functional stability training.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	- Ability to independently contemplate and solve practical kinesiological problems; - Ability to lead and teach people varying in age, sex, physical activity level and level of basic motor skills; - Ability to plan, program and implement transformational procedures in the areas of applied kinesiology; - Ability to promote physical activity as a mean of health-enhancement in people varying in age, sex and physical activity level.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Following the completion of the course, the students will be able to: - effectively and safely teach healthy individuals varying in age, sex and physical activity level the basic and advanced techniques used for cardio-machines, balance exercises and functional stability exercises; - select the optimal means for fitness training of healthy individuals with the aim of enhancement of cardio-respiratory and metabolic fitness as well as body weight and body composition management; - understand and effectively implement the basic safety principles in cardio-respiratory training, balance training and functional stability training; - understand the specifics of means selection and work methods in cardio-respiratory training, balance training and functional stability training with regard to posture in healthy individuals.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises (40L+40E) 1. Cardio-machines: elliptical ergometer (4L + 4E) 2. Cardio-machines: other forms of ergometers (4L + 4E) 3. Combining the cardio-respiratory and resistance exercises (4L + 6E) 4. Historical overview and the structure of balance and functional stability training (4L) 5. Principles and methods of balance and functional stability training (4L + 6E) 6. Balance and functional stability exercises – reducing the support area (4L + 6E)

	7. Balance and functional stability exercises – changing the surface characteristics (4L + 6E) 8. Balance and functional stability exercises on unstable surfaces (4L + 6E) 9. Functional stability exercises: oscillatory movements (4L + 4E) 10. Resistance training in unstable conditions (4L + 6E)					
2.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ other		2.7. Commentaries:	
2.8. Student responsibilities	Attending classes on a regular basis, activity during classes, taking tests and exams.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Written exam	4	Project	
	Experimental work		Research		Practical exam	4
	Essay		Report		(other)	
	Tests	4	Seminar essay		(other)	
			Oral exam		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance and activity 10% Test 30% Written exam 30% Practical exam 30%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Šentija, D., Maršić, T., Dizdar, D. (2008). Osnove treninga izdržljivosti i brzine u sportu. TVZ, Zagreb	10	No
	2. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Fakultet prirodoslovno-matematičkih znanosti, Split.	15	No
2.12. Optional literature (at the time of submission of study programme proposal)	1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening. TVZ, Zagreb. 2. Howley, E., Franks, B.D. (2007). Fitness Professional's Handbook, Champaign, IL., USA.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Continuous comprehension checks. At the end of a semester, students evaluate the quality of the course and the lecturers. The results will be used to continuously improve the quality of the course.		

1. GENERAL INFORMATION			
1.1. Course teacher	**Assoc. Prof. Goran Marković, Ph.D.**	1.6.Year of the study programme	3rd
1.2. Name of the course	**FITNESS TRAINING PROGRAMMING 2**	1.7. Credits (ECTS)	4
1.3.Associate teachers	Asim Bradić, Ph.D. Josipa Bradić, Ph.D.	1.7. Type of instruction (number of hours L + S + E + e-learning)	45 (30L + 15S) *Actual teaching hours: 30L**
1.4.Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.8. Expected enrolment in the course	20
1.5.Status of the course	Specialty	1.9. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	To introduce the basic principles of designing the training sessions and training cycles which are directed towards enhancement of various components of health-related fitness: muscular-motor component, cardio-respiratory component, morphological component and metabolic component; To introduce the methods of training load determination in fitness training; To introduce the acute and chronic effects of training modalities on a work capability of humans; To introduce the basic information regarding the design of fitness training in special populations.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	- Ability to independently contemplate and solve practical kinesiological problems; - Ability to plan, program and implement transformational procedure sin the areas of applied kinesiology; - Ability to promote physical activity as a mean of health-enhancement in people varying in age, sex and physical activity level.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, students will be able to: - define the acute physiological changes in a human body under the influence of various fitness training modalities; - define the basic body adaptations on the resistance training, cardio-respiratory training, flexibility training and balance training; - define and apply the basic principles of progression in fitnes training of healthy individuals; - design the optimal exercise programs aimed at enhancing the health-related fitness in healthy individuals; - design the optimal exercise programs aimed at enhancing the health-related fitness in special populations and in children; - integrate the training-related knowledge with proper nutrition-related knowledge.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars (30L+15S) 1. Acute physiological response to flexibility training (2L) 2. Chronic physiological adaptation to flexibility training (4L + 2S) 3. Determining the load components in flexibility training (2L + 2S) 4. Progression principles in fitness training (4L + 2S) 5. Designing a single training session (4L + 2S) 6. Designing the fitness training: micro cycle (2L + 2S) 7. Designing the fitness training: mezzo cycle (2L + 2S) 8. Designing the fitness training: macro cycle (2L + 2S) 9. Integration of fitness training and nutrition (4L) 10. Specifics of fitness training programs in special populations (4L + 2S)		

2.6. Format of instruction:	☒ lectures ☒ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ other		2.7. Commentaries:	
2.8. Student responsibilities	Attending classes on a regular basis, activity during classes, taking tests and exams.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Written exam	2	Project	
	Experimental work		Research		Practical exam	
	Essay		Report		(other)	
	Tests	0,5	Seminar essay		(other)	
			Oral exam		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance and activity 10% Test 40% Written exam 50%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Fakultet prirodoslovno-matematičkih znanosti, Split.	15	No
	2. Zatsiorsky, V.M., Kraemer, W.J. (2010). Znanost i praksa u treningu snage. Datastatus, Beograd.	10	No
2.12. Optional literature (at the time of submission of study programme proposal)	1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening. TVZ, Zagreb. 2. Howley, E., Franks, B.D. (2007). Fitness Professional's Handbook, Champaign, IL., USA. 3. ACSM. (2009). ACSM's Guidelines for Exercise Testing and Prescription. Lippincott Wiliams & Wilkins, Baltimore.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Continuous comprehension checks. At the end of a semester, students evaluate the quality of the course and the lecturers. The results will be used to continuously improve the quality of the course.		

SPECIALTY COURSES of the elective module PHYSICAL (SPORTS) RECREATION

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Mirna Andrijašević, Ph.D.**	1.6. Year of the study programme	3rd
1.2. Name of the course	**METHODS OF PHYSICAL RECREATION IN LEISURE TIME 2**	1.7. Credits (ECTS)	8
1.3. Associate teachers	Assist.Prof. Drena Trkulja Petković, Ph.D. Assoc.Prof. Ivančica Delaš, Ph.D. Danijel Jurakić, Ph.D., Research Assistant Sanja Ćurković, Ph.D., Senior Lecturer Mirna Radojčić, Mag.Cin. Vlatka Wertheimer, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	75(30L+15S+30E) *Actual teaching hours: 30L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	30
1.5. Status of the course	Specialty	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	/
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of this course is to enable students to set up and create all types of physical recreation plans and programmes in different conditions and for different population needs. Attaining competence in organization and realization of programmes. Respecting the basic criteria of the kinesiological profession, they will be able to create projects and independently organize physical recreation activities in different conditions, and realize plans and programmes of transformational character, including diagnostics, monitoring, and control of treatment effects, supervised and conducted by kinesiologists. Students will be qualified to establish collaboration with experts of different profiles and competences and perform marketing activities.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Organization of professional work in physical recreation in different conditions and for different needs, with the purpose and aim of education and protection and promotion of health of participants in recreation programmes. Design of individual and group exercise programmes in the field of recreation. Team work with experts from other areas.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student will be able to: - apply management methods in the systems which basic concept is kinesiological recreation; - create financial plan of profitability of investments of different physical recreation programmes in different conditions; - set up a concept of physical recreation programmes for different needs; - collaborate in different professional areas (health promotion, development of economic activities – tourism and work); - design and conduct physical recreation programmes, respecting all criteria and methods for programme conduction; - apply knowledge from complementary areas that provide support to physical recreation (natural resources, nutrition, different traditional techniques); - apply modern technology in individual complex programmes.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures, seminars, and exercises** 1. The role and importance of methodics of physical recreation in leisure time, intended for citizens.(4L+2S) 2. Classification of participants in physical recreation according to age and their specificities in relation to needs for health protection and regular recreation programmes. (4L+2S+4E) 3. Specificities and methodics of application of physical recreation for children and youth in growth and development phases. (4L+2S+4E)		

	4. Specificities and methodics of application of physical recreation for adults, general terms related to protection and promotion of health by physical activity. (4L+2E) 5. Control of intensity of activities in physical recreation. (2L+2S+4E) 6. Programmes for development of motor abilities. (2L+4E) 7. Methodics of application of physical recreation for specific groups (elderly persons, persons with disabilities).(2L+2S+4E) 8. Methodics of application of transformational programmes for improvement of the functional abilities of cardiovascular and respiratory systems (aerobic capacity). (2L+2S+4E). 9. Methods of planning and programming and selection of activities in transformational programmes aimed at regulation of subcutaneous fat tissue. (4L+2E) 10. Technology in physical recreation. (2L+1S)

2.6. Format of instruction:	☒ lectures ☒ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7. Commentaries:

2.8. Student responsibilities	Regular class attendance, active participation in class.

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance	2	Written exam	4	Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay	1	(other)	
			Oral exam	1	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 24% Seminar essay – 18% Written exam - 40% Oral exam – 18%

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	
	Andrijašević, M. (2004). Programi i sadržaji razvoja sportsko-rekreacijskog turizma u Hrvatskoj. u: Bartoluci, M. i sur. (ur.) Menadžment u sportu i turizmu. Zagreb: KF, EF.	10	
	Andrijašević, M. i D. Jurakić (ur), (2011). Sportska rekreacija u funkciji unapređenja zdravlja. ZR međunarodne znanstveno-stručne konferencije. Kineziološki fakultet, Zagreb.	10	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Ivanišević, G. i sur.(2004). Zdravstveni turizam, prehrana, kretanje i zaštita okoliša u Hrvatskoj, znanstveni skup Veli Lošinj. Zagreb: Akademija medicinskih znanosti Hrvatske. 2. Mišigoj-Duraković, M. i sur.(1999). Tjelesno vježbanje i zdravlje. Zagreb: Fakultet za fizičku kulturu, Grafos. 3. Corbin, B. C., Lindsey, R., Welk, I. G., Corbin, R.W. (2002). Concepts of fitness and wellness. New York, USA: Mc Graw Hill Companies. 4. Štuka, K. (1985). Rekreacijska medicina. Zagreb: Sportska tribina.
2.13. Quality assurance methods that ensure the acquisition of exit competences	During the whole semester, the students will receive information on their progress and probable difficulties in adopting the course topics. The evaluation will be carred out by anonymous student survey at the end of the course.

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist.Prof.Dubravka Ciliga, Ph.D.**	1.6.Year of the study programme	3rd
1.2. Name of the course	**ADAPTED PHYSICAL ACTIVITIES**	1.7.Credits (ECTS)	5
1.3.Associate teachers	Lidija Petrinović Zekan, Ph.D., Research Assistant Tatjana Trošt Bobić, Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(30L+15S) *Actual teaching hours: 20L**
1.4.Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5.Status of the course	Compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0

2. COURSE DESCRIPTION			
2.1. Course objectives	The objective is to enable students to understand organization and functioning of sport for people with disability and to acquire theoretical and methodical knowledge related to specificities and adaptation of sports for persons with disability.		
2.2 Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Acquisition of knowledge of characteristics of different categories of persons with disabilities. Explanation of specific adaptations of different sports for different categories of disability. Application of knowledge in planning and programming of the training of different sports for persons with disability.		
2.4. Očekivani ishodi učenja na razini predmeta (4-10 ishoda učenja)	Within the learning outcomes, students will be able to define: 1. characteristics of different categories of persons with disabilities; 2. the difference between rehabilitation procedures, recreational activities, and competitive sport in people with disability; 3. specific adaptations of different sports for persons with disability; 4. basic principles of planning and programming of training in the area of different sports, with regard to the category of disability.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures and seminars** 1. Basic areas of sport for persons with disability. Definition. Research topics. (4Lx2S) 2. Definition of rehabilitation sport, the difference between rehabilitation, recreation, and competitive sport in persons with disability. (5Lx3S) 3. Categories of perons with disabilities, characteristics of different categories. (4Lx2S) 4. Paralympic Games, Deaflympics, Special Olympics. (4Px2S) 5. Description of sports at the Summer and Winter Paralympic Games. (4Lx2S) 6. Characteristics of sports wheelchairs and sports prostheses. (4Lx2S) 7. Functional classification. (4Lx2S)		
2.6. Format of instruction:	X lectures x seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7. Commentaries:
2.8. Student responsibilities			

	Class attendance		Written exam		Project	

<table>
<tr><td rowspan="4">2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Experimental work</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Report</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Seminar essay</td><td></td><td>(other)</td><td></td></tr>
<tr><td></td><td></td><td>Oral exam</td><td>5</td><td>(other)</td><td></td></tr>
<tr><td>2.10. Grading and evaluating student work in class and at the final exam</td><td colspan="6">Oral exam 100%</td></tr>
<tr><td rowspan="2">2.11. Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Available via other media</td></tr>
<tr><td colspan="3">Winnick, J.P. (2005). Adapted physical education and sport. Human Kinetics</td><td></td><td></td></tr>
<tr><td>2.12. Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Trošt Bobić, T. , Ciliga, D., Petrinović Zekan, L. (2009). Radiogoniometrija kao rekreacijska aktivnost za slijepe osobe. U: M. Andrijašević (ur.), Zbornik radova međunarodne znanstveno-stručne konferencije „Upravljanje slobodnim vremenom sadržajima sporta i sportske rekreacije“, Zagreb, 2009. (str. 345-351). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.
2. Ciliga, D. , Trošt Bobić, T., Petrinović Zekan, L. (2009). Sport osoba s invaliditetom. Pozvano predavanje. U: F. Gracin, B. Klobučar (ur.), Zbornik radova 8.konferencije o sportu Alpe-Jadran, Opatija, 2009. (str. 230-238). Zagreb: Ministarstvo znanosti, obrazovanja i športa Republike Hrvatske.
3. Petrinović Zekan, L., Ciliga, D. (2008). Sportske aktivnosti za osobe s oštećenjem vida. U: M. Andrijašević (ur.), Zbornik radova Međunarodnome znanstveno-stručne konferencije „Kineziološka rekreacija i kvaliteta života“, Zagreb, 2008. (str. 351-362). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.
4. Ciliga, D., Petrinović Zekan, L., Trošt, T. (2007). Boćanje kao rekreativna aktivnost za osobe s cerebralnom paralizom. U: Andrijašević, M. (ur.), Sport za sve u funkciji unapređenja kvalitete života. Zbornik radova, Zagreb, 2007. (105-112). Zagreb: Kineziološki fakultet.
5. Ciliga, D., Petrinović Zekan, L., Trošt, T. (2006). Povezanost antropometrijskih karakteristika i motoričkih sposobnosti košarkaša u invalidskim kolicima. Hrvatski športskomedicinski vjesnik. 21(1), 39-49.</td></tr>
<tr><td>2.13. Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">Anonymous student survey.</td></tr>
</table>

1st, 2nd and 3rd STUDY YEAR
(ELECTIVE COURSES)

II, IV, V and VI semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS
ELECTIVE COURSES - SPORTS						
Aerobics	Assoc.Prof. Gordana Furjan-Mandić, Ph.D.	9	18	18		3
Acrobatics	Assist.Prof. Željko Hraski, Ph.D.	9	18	18		3
Athletics	Assist.Prof. Dražen Harasin, Ph.D. Assist.Prof. Ljubomir Antekolović, Ph.D. Assoc.Prof. prof.dr.sc. Vesna Babić, Ph.D.	9	18	18		3
Badminton	Lidija Petrinović-Zekan, Ph.D.	9	18	18		3
Combat Sports	Prof. Hrvoje Sertić, Ph.D.	9	18	18		3
Elementary Games	Assist.Prof. Maja Horvatin-Fučkar, Ph.D.	9	18	18		3
Graeco-Roman Style Wrestling	Senior Lecturer Čedomir Cvetković, M.Sc.	9	18	18		3
Games in the Water	Prof. Nada Grčić-Zubčević, Ph.D.	9	18	18		3
Windsurfing	Prof. Goran Oreb	9	18	18		3
Small Boat Sailing	Prof. Goran Oreb	9	18	18		3
Basketball	Assoc.Prof. prof.dr.sc. Damir Knjaz, Ph.D.	9	18	18		3
Football	Assist.Prof. Valentin Barišić, Ph.D.	9	18	18		3
Volleyball	Prof. Nenad Marelić, Ph.D.	9	18	18		3
Dancing	Prof. Goran Oreb, Ph.D.	9	18	18		3
Swimming	Prof. Nada Grčić-Zubčević, Ph.D.	9	18	18		3
Handball	Prof. Dinko Vuleta, Ph.D.	9	18	18		3
Self-defence	Prof. Hrvoje Sertić, Ph.D.	9	18	18		3
Skiing	Prof. Bojan Matković, Ph.D.	16	22	22		3
Cross-country Skiing	Prof. Bojan Matković, Ph.D.	13	16	16		3
Shooting	Prof. Hrvoje Sertić, Ph.D.	9	18	18		3
Tennis	Assoc.Prof. Boris Neljak, Ph.D.	9	18	18		3
Triathlon	Ivan Ivezić, Mag.Cin.	9	18	18		3
Water-polo	Assoc.Prof. Goran Leko, Ph.D.	9	18	18		3

ELECTIVE COURSES						
Audiovisual Aids	Assist.Prof. Ljubomir Antekolović, Ph.D.	6	10	10	4	2
Biomechanical Assessment	Assist.Prof. Mario Kasović, Ph.D.	15	15			2
Kinesiological Orientation and Selection	Prof. Franjo Prot, Ph.D. Assist.Prof. Goran Sporiš, Ph.D.	30				2
Kinesitherapy 1	Assist.Prof. Dubravka Ciliga, Ph.D.	15		15		2
Communicology in Sport	Assoc.Prof. Benjamin Perasović, Ph.D.	15	15			2
Public Speaking Skills	Assist.Prof. Elenmari Pletikos Olof, Ph.D.	15	15			2
Notational Analysis	Assist.Prof. Goran Sporiš, Ph.D.	20	10			2
Nutrition of Athletes	Prof. Marjeta Mišigoj-Duraković, Ph.D.	30				2
Sports Injury Prevention	Assist.Prof. Saša Janković, Ph.D.	15	15			2
Psychology of Middle Adulthood	Prof. Ksenija Bosnar, Ph.D.	15	15			2
Sport for Persons with Disabilities	Assist.Prof. Dubravka Ciliga, Ph.D.	15	15			2
Sport u European Countries	Prof. Dragan Milanović, Ph.D.	15	15			2
Athletes with Allergy and Asthma	Prof. Asja Stipić Marković, Ph.D.	24		6		2
Outdoor Physical Recreational Activities	Assist.Prof. Drena Trkulja-Petković, Ph.D.	16		14		2
Wellness	Prof. Mirna Andrijašević, Ph.D.	15		15		2
Life in the Nature and Survival Skills	Assist.Prof. Dražen Harasin, Ph.D.	15	15			2

NOTE:

4) *The students enroled on the modules SPORT and PHYSICAL CONDITIONING OF ATHLETES are obliged to chose 4 elective courses and 4 elective sports.*
5) *The students enroled on the module FITNESS TRAINING are obliged to chose 4 elective courses and 2 elective sports.*
6) *The students enroled on the module KINESIOLOGICAL RECREATION are obliged to chose 2 elective courses and 5 elective sports (1team sports game, 1 polistructural sport, 1 winter sport, 1 monostructural sport and 1 conventional-aesthetic sport).*

ELECTIVE COURSES – SPORTS

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Gordana Furjan-Mandić, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**AEROBICS**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Jadranka Vlašić, Ph.D. Part-time Associates: Martina Jeričević, Ph.D. Vanesa Kosalec, Mag. Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(9L+18TPL+18E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	Attaining necessary theoretical knowledge on and practical skills from the field of aerobics, and its application in educational process and in physical recreation, kinesytherapy and sports.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements
2.3. Learning outcomes at the level of the programme to which the course contributes	The course provides basic knowledge form aerobics.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- acquiring the step technique of classical and step-aerobics - the application of aerobics routines in education, - the application of aerobics routines in sport, - the application of aerobics routines in physical recreation, - the application of aerobics routines in kinesytherapy.,
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Theoretical lectures** 1. The history of aerobics (1L) 2. Kinesiological analysis of aerobics routine (2L) 3. Music and choreography in aerobics routine (1L) 4. Specific exercises for the development of power in aerobics (2L) 5. Group fitness programmes with equipment (1L) 6. Aqua aerobics (1L) 7. The possibility of application of aerobics in sport and kinesitheraphy (1L) **Theoretical-practical lectures and exercises** 1. Basics steps of HI-LO impact aerobics routine and LO impact aerobics routine (2L+2E) 2. Music and choreography in aerobics routine (2L+2E) 3. Basics steps of step-aerobics routine (2L+2E) 4. Organizational forms of class in aerobics (2L+2E) 5. Exercises for the development of power and flexibility in aerobics (4L+4E) 6. Application of aids in aerobics routines (4L+4E) 7. Aqua aerobics (2L+2E)

<table>
<tr><td>2.6. Format of instruction:</td><td colspan="2">☒ lectures
☐ seminars and workshops
☒ exercises
☐ on line in entirety
☒ partial e-learning
☐ field work</td><td colspan="2">☒ independent assignments
☒ multimedia and internet
☐ laboratory
☐ work with mentor
☒ theoretical practical lectures</td><td colspan="2">2.7. Commentaries:</td></tr>
<tr><td>2.8. Student responsibilities</td><td colspan="6">Class attendance is mandatory and registered. Students who are top-level athletes are excused from classes based on the resolution of the Faculty Council. This, however, does not excuse them from fulfilling all other course obligations.
Sick leaves can be excused with medical documentation. Exceptionally, absence from practical lectures and exercises can be redeemed by attendance with some other group – this must be previously announced.</td></tr>
<tr><td rowspan="5">2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>0,5</td><td>Oral exam</td><td>1</td><td>Project</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Essey</td><td></td><td>Report</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Tests</td><td>0,5</td><td>Seminar essay</td><td></td><td>(other)</td><td></td></tr>
<tr><td></td><td></td><td>Oral exam</td><td>1</td><td>(other)</td><td></td></tr>
<tr><td>2.10. Grading and evaluating student work in class and at the final exam</td><td colspan="6">Class attendance – 15%
Tests – 15%
Written exam – 35%
Oral exam – 35%</td></tr>
<tr><td rowspan="4">2.11. Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Available via other media</td></tr>
<tr><td colspan="3">1. Alter, M. J. (1990). Science of stretching. Champaign, Ilinois: Human Kinetics Books.</td><td>2</td><td></td></tr>
<tr><td colspan="3">2. Furjan-Mandić, G. (2009.) Vježbe snage u aerobici. CD priručnik. Zagreb: Medaktor. ISBN 978-953-55801-0-2</td><td>1</td><td></td></tr>
<tr><td colspan="3">3. Zbornik radova, 6. zagrebački sajam sporta – „Suvremena aerobika“ (1997). Metikoš, D., Prot, F., Furjan-Mandić, G., Kristić, K. (ur.) Zagreb: Fakultet za fizičku kulturu.</td><td>10</td><td></td></tr>
<tr><td>2.12. Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">Bergoč, Š., Zagorc, M. (2000). Metode poučevanja v aerobiki. Ljubljana: Fakulteta za šport.</td></tr>
<tr><td>2.13. Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">Anonymous student survey</td></tr>
</table>

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist. Prof. Željko Hraski, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**ACROBATICS**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Tomislav Krističević, Ph.D. Mario Možnik, Mag. Cin. Željko Matovina, Senior Sport Coach	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(9TL+18TPL+18E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	To attain required theoretical knowledge on and practical skills of different types of acrobatic skills as well as their application in different physical recreation and competition activities. The students will also be qualified for the implementation of acrobatic contents in physical conditioning of athletes as well as in different training programmes for conditioning in physically demanding jobs (military, police, fire departments, special forces).
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will become qualified for: • The application of acrobatic skills in different physical recreation and competition activities • The application of acrobatic exercises as a content of physical conditioning of athletes
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will become qualified for: • Realization of the acrobatic parts of artistic gymnastics programs in kindergartens and in school sports unions • Implementing contents of acrobatics in training processes of other sports • Implementing contents of acrobatics in different training programmes for specific professions (military, police, air forces, fire fighting departments, special units and other services) • Implementing contents of acrobatics in different training programmes for people with special needs • Implementing contents of acrobatics in different set-designing activities (theatre, movie, circus).
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures (each topic is covered within 2 contact hours) 1. Historical and developmental analysis of acrobatics, evolution of acrobatic techniques in different sports; acrobatics as a sport. Structural analysis of acrobatic elements in different sports, characteristics of typical movement structures and their stages. Biomechanical aspects of acrobatic movements' structures: biomechanics of take-offs, biomechanics of the flying phases of elements. 2. Functional analysis of acrobatic elements from different acrobatic events (sports acrobatics, trampoline jumping, break-dance, parkour, free running, tricking, capoeira, acrobatic rock and roll, acrobatic rolling, set-designing acrobatics (Cirque de Soleil), acrobatic skiing, snowboarding, skateboarding, diving, cliff diving, kite-surfing, wakeboarding, sports parachuting, motor riding acrobatics, martial arts, Sepak Takraw, cheerleading, horseback acrobatics, ballet, stuntmenship, circus, acrobatic in other sports (wrestling, handball, rhythmic gymnastics...). Systematisation of techniques. 3. Methodology of training process – exercises, methods, loads, equipment, organizational forms, teaching method forms and exercise distribution. Anthropological analysis: the influence of anthropological factors on learning acrobatic elements. Transformations of anthropological characteristics as a result of practicing acrobatic exercises. Training effects control. Assessment of the acquired performance level of acrobatic elements. Set-designing acrobatics and its specificities. Implementation of acrobatic contents in different promotional performances. Theoretical practical lectures and exercises (each topic is covered within 3TPL + 3E contact hours)

<table>
<tr><td></td><td colspan="6">1. Artistic acrobatics: forward rolls and backward rolls, basic stances on the floor – shoulder stand and head stand
2. Artistic acrobatics: frontal and side cartwheels, hand stand.
3. Artistic gymnastics: cartwheel with turn by 180^0 backwards (rondad), flaying rolls, cartwheel forward, cartwheel backward
4. Typical acrobatic series with backward take-offs (rondad, carwheel backward, summersaults) and forward take-offs (tempo cartwheel, summersaults); Acrobatic track – application specificity for different sports.
5. Trampoline jumping. Types of trampolines. Trampoline jumping as an Olympic sport. Trampolines in the function of methodological procedures for learning acrobatic elements. Basic jumps without transversal rotations, jumps with forward and backward rotations (tucked, pike, stretched), summersaults with twists (180°/360°).
6. Parkour; evolution. David Belle and his influence. Basic movement structures (mounts and vaults, balance elements, scraping, kips, landings). Free running, Tracing & Tricking. Obstacle courses. Parkour in Croatia.</td></tr>
<tr><td>2.6. Format of instruction:</td><td colspan="2">x lectures
☐ seminars and workshops
x exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="2">x independent assignments
x multimedia and internet
☐ laboratory
☐ work with mentor
x theoretical practical lectures</td><td colspan="2">2.7. Commentaries:
Lectures are delivered in the multimedia classroom at the Faculty of Kinesiology.
Theoretical-practical lectures and exercises are delivered in the artistic gymnastic gymnasium at the Faculty of Kinesiology which is additionally equipped for realization of acrobatic exercises (acrobatic track, trampolines, etc.).</td></tr>
<tr><td>2.8. Student responsibilities</td><td colspan="6">Regular class attendance and active participation in the theoretical practical lectures and exercises. Individual and group preparation for presentation of the new skills acquired during the course.</td></tr>
<tr><td rowspan="5">2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>0,75</td><td>Written exam</td><td>0,75</td><td>Project</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Research</td><td></td><td>Practical work</td><td>0,75</td></tr>
<tr><td>Essey</td><td></td><td>Report</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Seminar essay</td><td></td><td>(other)</td><td></td></tr>
<tr><td></td><td></td><td>Oral exam</td><td>0,75</td><td>(other)</td><td></td></tr>
<tr><td>2.10. Ocjenjivanje i vrednovanje rada studenata tijekom nastave i na završnom ispitu</td><td colspan="6">Active participation in classes – 25%
Practical training (presentation) – 25%
Written exam – 25%
Final exam – 25%</td></tr>
<tr><td rowspan="2">2.11. Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Available via other media</td></tr>
<tr><td colspan="3">1. Hraski, Željko (2008). Osnovni akrobatski elementi na tlu. Skripta. Kineziološki fakultet, Zagreb</td><td>fully-accessible</td><td></td></tr>
<tr><td>2.12. Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Lemanski, P. (1998). Performance Acrobatics. Piccadilly Books
2. Ward, P. (1996). Teaching Tumbling. Human Kinetics.
3. Hraski, Ž. (2002). Correlation between selected kinematic parameters and angular momentum in backward somersaults. XXth International Symposium on Biomechanics in sport, Caceres, Spain, pp. 167-170.
4. Hraski, Ž. (2004). Production of angular momentum for backward somersault. IASTED International Conference on Biomechanics, Honolulu, Hawaii, USA, pp.10-13.
5. Wiley, J. (1991). Individual Tumbling, Balancing, and Acrobatics. Solipaz Pub Co</td></tr>
<tr><td>2.13. Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">Registration of class attendance and participation in classes. Registration of improvement according to the set up elements (practical presentation, seminar essay, oral exam). Evaluation of the course and the professor at the end of the semester.</td></tr>
</table>

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist. Prof. Dražen Harasin, Ph.D.** **Assist. Prof. Ljubomir Antekolović, Ph.D.** **Prof. Vesna Babić, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**ATHLETICS**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Mario Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(9TL+18TPL+18E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

2. COURSE DESCRIPTION			
2.1. Course objectives	To provide students with the basic theoretical knowledge and practical skills from the particular track and field disciplines and to emphasise the implementation of certain contents in the different segments of kinesiology.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire the conception about the role and implementation of track and field contents in the system of sports training and physical recreation.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will: 1. Understand the structure of track and field disciplines and the competition system 2. Learn the basic principles of running, jumping and throwing in track and field 3. Learn the methodological principles of the learning and mastering techniques from particular track and field disciplines 4. Know how to implement track and field contents in the field of kinesiology they are involved in		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures, theoretical – practical lectures and exercises: 1. Basics of track and field (1L) 2. History, rules and the structure of the track and field (2L) 3. Basic running principles (2L) 4. Basic teaching technique exercises for learining the running technique (3TPL+3E) 5. Basic teaching technique exercises for the development of speed and endurance (3TPL+3E) 6. Basic jumping principles (2L) 7. Basic teaching technique exercises for improvement of horizontal jumping power and learning long jump (3TPL+3E) 8. Basic teaching technique exercises for improvement of vertical jumping power and learning high jump (3TPL+3E) 9. Basic throwing principles (2L) 10. Basic teaching technique exercises for learining medicine ball throw and ball throw (3TPL+3E) 11. Teaching methods for learning shot put technique (3TPL+3E)		
2.6. Format of instruction:	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia and internet ☐ laboratory ☐ work with mentor ☐ theoretical practical lectures	2.7. Commentaries:
2.8. Student responsibilities	Students are obligated to attend theoretical and practical classes and to actively participate in practical classes.		

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Written exam	1	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Tests	1,5	Seminar essay		(other)	
			Oral exam		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 17%. Tests – 50%. Written exam – 33%.					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Antekolović, Lj., Baković, M. (2008). Skok u dalj. Zagreb: Miš.		
	Bodnarčuk, A. P. i sur. (1984). Atletska bacanja. Zagreb: Zagrebački sportski savez, Zagrebački atletski savez.		
	Babić, V. (2010). Atletika hodanja i trčanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		

2.12. Optional literature (at the time of submission of study programme proposal)	1. Milanović,D., Hofman, E., Puhanić, V., Šnajder, V. (1986). Atletika – znanstvene osnove. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 2. Šnajder, V. (1997). Na mjesta pozor… Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 3. Šnajder, V., Milanović, D. (1991). Atletika hodanja i trčanja. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey

1. GENERAL INFORMATION			
1.1. Course teacher	**Lidija Petrinović Zekan, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**BADMINTON**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Assist. Prof. Dubravka Ciliga, Ph.D. Adam Smuda, Mag. Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(9TL+18TPL+18E) *Actual lteaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	To acquire theoretical knowledge and practical skill on badminton. Implementation of basic and advanced badminton techniques concentrating on the complex exercises for smaller and larger groups and application of the acquired knowledge and skills to active play.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements
2.3. Learning outcomes at the level of the programme to which the course contributes	- Acquiring basic information about the history and evolution of badminton. Types of racquet and surfaces. Methods for equipment selection. Rules of play and basic terminology - Biomechanical analysis of the basic badminton techniques and pertaining teaching methods and exercises - Familiarization with specific badminton technique and its variations. Attaining practical knowledge and skills on optimal teaching exercises and methods for basic badminton technique - Acquainting with the basics of strategy and tactics
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students acquire: - Basic theoretical knowledge on badminton; - Basic and specific motor skills on badminton; - Practical teaching and training skills on the appropriate procedures for teaching the beginners; Aforementioned enables students to: - design badminton teaching plans and programmes, and conduct that teaching process; - teach basic strategic and tactical skills of badminton to beginners
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures 1. Introductory lecture, history and evolution of badminton (2L) 2. Rules and competition systems in badminton (2L) 3. Kinesiological analysis of overhead shots (lob, drop shot and smash (2L) 4. Kinesiological analysis of cut shots from below the waist racquet swings and the analysis of the serve (forehand, backhand, long and short) (2L) 5. Technical tactical implementation of shots in the game (1L) Theoretical-practical lectures and exercises 1. Teaching methods and performance of forehand shots from overhead swing – cut shots (lob, drop, smash) (2TPL+2E) 2. Teaching methods and performance of backhand shots (lob, drop) (2TPL+1E) 3. Teaching methods and performance of serve (forehand, backhand, long and short) (2TPL+1E) 4. Teaching methods and performance of the net cut shots (2TPL+1E) 5. Teaching methods and performance of moving on the court (individual, doubles, mixed doubles) (2TPL+1E) 6. Teaching methods and performance of basic technical tactical variations in the game (2TPL+1E)

	7. Teaching exercises, order and progression for forehand cut shots from overhead racquet swings (lob, drop, smash) (1TPL+2E) 8. Teaching exercises, order and progression for backhand shots (lob, drop) (1TPL+2E) 9. Teaching exercises, order and progression for serve (forehand, backhand, long and short) (1TPL+2E) 10. Teaching exercises, order and progression for the net cut shots (1TPL+2E) 11. Teaching exercises, order and progression in performing court movements (individual and doubles play, mixed doubles) (2E) 12. Teaching exercises, order and progression in basic implementation of badminton techniques in game tactics (1TPL+2E)
2.6. Format of instruction:	■ lectures ☐ seminars and workshops ■ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work ■ independent assignments ☐ multimedia and internet ☐ laboratory ☐ work with mentor ■ theoretical practical lectures
2.7. Commentaries:	
2.8. Student responsibilities	Regular theoretical and practical class attendance, intercession and active participation in class.

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance	0,5	Written exam		Project	
	Experimental work		Research		Practical training	1,5
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	1	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Active participation in class – 20% Practical exam – 50% Oral exam – 30%

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	DBF. Badminton u školi (2000). Hrvatski badmintonski savez (prema izdanju njemačkog badmintonskog saveza).	5	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Petrinović Zekan, L., Zdenjak, L. (2008). Trening snage u badmintonu. u: Jukić, I., Milanović, D., Gregov, C. (ur.) Zbornik radova međunarodne konferencije „Kondicijska priprema sportaša 2008.“, Zagreb, 2008. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera Hrvatske, 272-276. 2. Petrinović Zekan, L. (2007). Badminton – „nepoznati sport“. Acta Med Croatica, 61 (1), 49-52. 3. Downey, J. (2003). Badminton for Schools. London: Pelham Books. 4. Downey, J. (1992). Play short badminton. National Coach Foundation. 5. Petrić, D. (1995). Badminton u nastavi tjelesne i zdravstvene kulture u osnovnoj školi. u: Findak, V. (ur.) Zbornik radova 4. ljetne škole pedagoga fizičke kulture Republike Hrvatske.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Hrvoje Sertić, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**COMBAT SPORTS**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Ivan Segedi, Ph.D. Tihomir Vidranski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(9TL+18TPL+18E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The goal of the course COMBAT SPORTS is to introduce students with the basic techniques of polystructural acyclic combat sports. Acquired techniques can be implemented in the process of general preparation of athletes from other sports or can serve as a basis for eventual upgrading with striking techniques or for learning wrestling combat sports.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements
2.3. Learning outcomes at the level of the programme to which the course contributes	Passing the course COMBAT SPORTS student will master special knowledge and practical skills typical for polystructural acyclic sports and its implementation in: a) physical education – compulsory and extracurricular b) top-level sport c) physical recreation d) military, police and security services
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will acquire knowledge on the characteristics and on the teaching methods for learning punching techniques Students will acquire knowledge on the characteristics and on the teaching methods for learning kicking techniques Students will acquire knowledge on the characteristics and on the teaching methods for learning blocking techniques Students will acquire knowledge on the characteristics and on the teaching methods for learning falling techniques Students will acquire knowledge on the characteristics and on the teaching methods for learning stances and moving techniques Students will acquire knowledge on the characteristics and on the teaching methods for learning grappling and throwing techniques Students will acquire knowledge on the characteristics and on the teaching methods for learning holding and opponent controlling techniques Students will acquire knowledge on the characteristics and on the teaching methods for learning joint locking techniques Students will acquire knowledge on the characteristics and on the teaching methods for learning strangling techniques
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures 1. History, organization and basic rules of combat sports (3L) 2. Basic kinesiological and anthropological analyses of combat sports (3L) 3. Basic and specific teaching methods for learning combat sports (3L) Theoretical-practical lectures and exercises 1. Punching and kicking techniques. Hand and leg blocking techniques (3 hours) 2. Stances, moving and falling techniques (3 hours) 3. Hip and hand throwing techniques (3 hours) 4. Foot and sacrifice throwing techniques (3 hours) 5. Holding and opponent controlling techniques (3 hours) 6. Joint locking and strangling techniques (3 hours)

<table>
<tr><td>2.6. Format of instruction:</td><td colspan="2">× lectures
☐ seminars and workshops
☐ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="2">☐ independent assignments
☐ multimedia and internet
☐ laboratory
☐ work with mentor
× theoretical practical lectures</td><td colspan="2">2.7. Commentaries:</td></tr>
<tr><td>2.8. Student responsibilities</td><td colspan="6">Students are obligated to attend theoretical-practical lectures and exercises wearing karate kimono
Students are obligated to take notes on the theoretical-practical lectures.</td></tr>
<tr><td rowspan="5">2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>0,5</td><td>Written exam</td><td></td><td>Project</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Report</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Seminar essay</td><td></td><td>(other)</td><td>1.5</td></tr>
<tr><td></td><td></td><td>Oral exam</td><td>1</td><td>(other)</td><td></td></tr>
<tr><td>2.10. Ocjenjivanje i vrednovanje rada studenata tijekom nastave i na završnom ispitu</td><td colspan="6">Active participation in class – 16%
Oral exam – 34 %
Practical exam – 50%</td></tr>
<tr><td rowspan="3">2.11. Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Available via other media</td></tr>
<tr><td colspan="3">Sertić, H. (2004). Osnove borilačkih sportova. Kineziološki fakultet, Zagreb.</td><td>23</td><td></td></tr>
<tr><td colspan="3">Kuleš, B. (1997). Trening karatista. Zagreb: SN Liber.</td><td>12</td><td></td></tr>
<tr><td>2.12. Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">Lucić, J., Gržeta, M. (2006). Judo u hrvatskoj vojsci –knjiga druga. Zagreb, Ministarstvo obrane Republike Hrvatske. Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci –knjiga prva. Zagreb, Ministarstvo obrane Republike Hrvatske.</td></tr>
<tr><td>2.13. Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">Registration of class attendance on theoretical lectures, theoretical practical lectures and exercises.
Registration of student's active participation in class by inspecting their notes and following their active exercising.
Evaluation of practical skills.
Evaluation of theoretical knowledge.</td></tr>
</table>

1. GENERAL INFORMATION			
1.1.Course teacher	**Assist.Prof. Maja Horvatin-Fučkar, Ph.D.**	1.6.Year of the study programme	
1.2.Name of the course	**ELEMENTARY GAMES**	1.7.Credits (ECTS)	3
1.3.Associate teachers	Melita Kolarec, Mag.Cin. Barbara Pazman, Mag.Cin. Jana Hrs, Mag.Cin.	1.8.Type of instruction (number of hours L+S+ E + e-learning)	45 (9L+ 18TPL +12E) *Actual teaching hours*: 20L*
1.4.Study programme (undergraduate, graduate, integrated)	Professional study program	1.9.Expected enrolment in the course	
1.5.Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), % of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1.Course objectives	To develop competences in the students for optimal selection of the games applicable by their contents to the development of certain anthropological characteristics of those involved in physical exercise in the areas of physical education, sport and physical recreation.
2.2.Course enrolment requirements and entry competences required for the course	
2.3.Learning outcomes at the level of the programme to which the course contributes	Knowledge of the games and their classification. Types and characteristics of elementary games. Games selection according to participant age (for preschool age, younger or older school age, secondary-school age, higher-education age, adults). Games selection aimed at the development of motor abilities (speed games, strength games, dexterity games ...) and at the development of physical condition abilities. Games selection according to different equipment used. Games selection according to their specific space requirements. Games selection in various organizational forms. Relay games. Team games. Elementary games with basic sport and/or sport discipline elements. Elementary games in physical recreation. Elementary games in top-level sport. Elementary games for persons with special needs.
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: • comprehend the role of elementary games in everyday-life, in PE classes, in physical recreation and in sports training; • apply adequate games according to: age, gender, the level of motor and functional abilities, the level of motor knowledge/skill, specific attributes of certain sport and/or sport discipline, player abilities, material and working conditions; • design a game of their own, taking into account specific features of players and the aim of the game; • analyse and recognize advantages and disadvantages of a particular game with regard to its aims, tasks, organizational and practical applicability; • work in small teams on the creation of games and seminar work preparation; • present the game within the practical part of the exam.
2.5.Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures (L) 1. Games classification; characteristics, types and attributes of elementary games; relay games, team games. (3 hours) 2. Characteristics of elementary games according to the age of the participants; application of diverse work organizational forms and various equipment tools and requisites. (3 hours) 3. Elementary games for basic motor abilities development and elementary games appropriate for persons with special needs. (3 hours) Theoretical-practical lectures and exercises (TPL + E): 1. Elementary games for preschool children. (3TPL + 3E hours) 2. Elementary games with natural movement patterns I. (3TPL + 3E hours) 3. Elementary games with natural movement patterns II. (3TPL + 3E hours) 4. Relay games. (3TPL + 3E hours) 5. Elementary games for the development of motor abilities. (3TPL + 3E hours)

<table>
<tr><td></td><td colspan="6">6. Elementary games for persons with special needs. (3TPL + 3E hours)</td></tr>
<tr><td>2.6.Format of instruction:</td><td colspan="3">☒ lectures
☐ seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="2">☒ independent assignments
☐ multimedia and the internet
☐ laboratory
☐ work with mentor
☒ theoretical-practical lectures</td><td>2.7.Comments:</td></tr>
<tr><td>2.8.Student responsibilities</td><td colspan="6">- To attend classes regularly (attendance of 80% is mandatory – this includes all types of classes: theoretical lectures, theoretical-practical lectures and exercises, pursuant to the general rules of class attendance at the Faculty of Kinesiology);
- To participate actively in class and help create a stimulating work climate;
- To produce a seminar essay;
- To complete the practical part of the exam (appropriate selection, coaching, demonstration and implementation of the game);
- To pass the oral part of the exam.</td></tr>
<tr><td rowspan="5">2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>0.50</td><td>Research</td><td></td><td>Practical training</td><td>0.75</td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td>1.00</td><td>(other)</td><td></td></tr>
<tr><td>Written exam</td><td>0.75</td><td>Project</td><td></td><td>(other)</td><td></td></tr>
<tr><td>2.10. Grading and evaluating student work in class and at the final exam</td><td colspan="6">Student work is assessed and graded through several segments:
• Class attendance, active participation in classes and helping in creating a positive work atmosphere (grade) (15%)
• Quality of the seminar essay (grade) (25%)
• Selection quality, coaching and game demonstration in the practical part of the exam (grade) (35%)
• Oral exam (grade) (25%)
Total grade: average grade of the above segments</td></tr>
<tr><td rowspan="4">2.11. Required literature (available in the library and via other media)</td><td colspan="4">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="4">KORITNIK, M. (1978). 2000 igara. Zagreb: Zadružna štampa</td><td></td><td></td></tr>
<tr><td colspan="4">GÜNTHER, T. (2007). 1000 zabavnih igara. Zagreb: Mozaik knjiga</td><td></td><td></td></tr>
<tr><td colspan="4">NEMEC, P., V. NEMEC (2009). Elementarne igre i njihova primena. Beograd: SIA.</td><td></td><td></td></tr>
<tr><td>2.12.Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. BATLLORI J., S. FONTÁN, E. LOZANO (2008). Velika knjiga igara 2 – 250 najboljih igara za svaku dob. Zagreb: Profil International
2. HRS, J. (2011). Sportovi i elementarne igre za slijepe i slabovidne osobe. Diplomski rad – Kineziološki fakultet Sveučilišta u Zagrebu.
3. SAVIĆ, H. (2010). Igre na snijegu za djecu predškolske dobi. Diplomski rad – Kineziološki fakultet Sveučilišta u Zagrebu.
4. ŠIMEK, S., Z. ČUSTONJA (2003). Elementarne igre u kondicijskoj pripremi sportaša. U D. Milanović i I. Jukić (ur.) Zbornik radova Međunarodnog znanstveno-stručnog skupa 'Kondicijska priprema sportaša', Zagreb, 21.-22. 02. (str. 278-283)
5. VUKOTIĆ E., J. KRAMERŠEK (1951). Zbirka 600 igara. Zagreb: Sportska stručna biblioteka FISAH-a.</td></tr>
<tr><td>2.13.Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">Students will actively participate in classes, with attendance recorded. After the completion of classes students will write a seminar essay (graded), based on which the practical part of the exam will entail. Students will fill out occasional anonymous surveys in which they will grade the work of their teacher and associate teachers as well as suggest program changes and amendments.</td></tr>
</table>

1. GENERAL INFORMATION			
1.1. Course teacher	**Senior Lecturer Čedomir Cvetković, M.Sc.**	1.6. Year of the study programme	
1.2. Name of the course	**GRAECO-ROMAN STYLE WRESTLING**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Mario Baić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(9L+18TPL+18E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	40
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	To attain the necessary theoretical knowledge about and practical skills of the movement structures and teaching methods of Greco-roman-style wrestling and their application to education, physical recreation, sports and military and police forces. Especially useful is the knowledge about the effects of wrestling on anthropological status of those involved in training as well as about the application of many wrestling-specific exercises (falls, bridge exercises, exercises in pairs), which are valuable training aids in other sports.
2.2. Course enrolment requirements and entry competences required for the course	No enrollment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will attain necessary theoretical and practical knowledge about the importance and characteristics of different wrestling styles. The students will also be able to apply specific wrestling exercises (falls, bridge exercises, and exercises in pairs); to understand the role of wrestling and its effect on the anthropological status of those who exercise; to organize competitions.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will: - attain knowledge regarding the basic characteristics of polystructural acyclic wrestling activity; - understand the influence of wrestling on anthropological status of those involved in wrestling; - acquire knowledge on specific teaching methods and exercises used in wrestling; - acquire knowledge on specific wrestling content transfer on the military, police and security services training; - be acquainted with and understand biomechanical characteristics of wrestling technique in the classical wrestling standing and ground positions; - attain specific wrestling skills (falls, bridge exercises, and exercises in pairs); - attain the organization skills necessary for simplified wrestling types.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises: 1. Historical development of wrestling in the world and in Croatia; rules and organization of wrestling. (3L) 2. Kinesiological and anthropological analysis of wrestling. (4L) 3. Teaching methods in Greco-roman-style wrestling. Warm-up exercises, assisting. Basic tactical elements. (4L + 3E) 4. Teaching basic wrestling standing and mat technique elements from the point of their application in education, sport, sports recreation, police, military and security forces. (6L+ 6E) 5. Physical conditioning in wrestling. Application of wrestling-specific exercises (falls, bridge exercises and exercises in pairs) as the conditioning aid in other sports activities, which may be especially useful in below-standard working conditions. (6L + 6E) 6. Modified style of wrestling. Organizing practice sessions and competitions with simpler forms of wrestling. (4L + 3E)

<table>
<tr><td>2.6. Format of instruction:</td><td colspan="2">X lectures
☐ seminars and workshops
X exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia and the internet
☐ laboratory
☐ work with mentor
X theoretical-practical lectures</td><td colspan="2">2.7. Commentaries:</td></tr>
<tr><td>2.8. Student responsibilities</td><td colspan="7">Attending classes is mandatory.
Students are oblidged to take notes during all forms of classes.</td></tr>
<tr><td rowspan="6">2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>1</td><td>Written exam</td><td></td><td>Project</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Research</td><td></td><td>Practical exam</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Report</td><td></td><td>(other)</td><td>1</td></tr>
<tr><td>Tests</td><td></td><td>Seminar essay</td><td></td><td>(other)</td><td></td></tr>
<tr><td></td><td></td><td>Oral exam</td><td>1</td><td>(other)</td><td></td></tr>
<tr><td colspan="7"></td></tr>
<tr><td>2.10. Grading and evaluating student work in class and at the final exam</td><td colspan="7">Class attendance 33%
Practical exam 34%
Oral exam 34%</td></tr>
<tr><td rowspan="2">2.11. Required literature (available in the library and via other media)</td><td colspan="4">Title</td><td>Number of copies in the library</td><td>Available via other media</td></tr>
<tr><td colspan="4">Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima.</td><td>20</td><td></td></tr>
<tr><td>2.12. Optional literature (at the time of submission of study programme proposal)</td><td colspan="7">1. Marić, J., M. Baić., Aračić, M. (2003). Kondicijska priprema hrvača. U Dragan Milanović i Igor Jukić (ur.), Zbornik radova međunarodnog znanstveno – stručnog skupa „Kondicijska priprema sportaša“ <u sklopu>12. zagrebačkog sajma sporta i nautike, Zagreb (str. 339-346). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu; Zagrebački športski savez.
2. Marić, J., Cvetković, Č., Kuleš, B., Jerković, S., Lucić, J., Aračić, M. (1997). Značaj hrvačkog mosta u nastavi hrvanja studenata fizičke kulture. U Dragan Milanović (ur.)., Zbornik radova 1. međunarodne znanstvene konferencije „Kineziologija – sadašnjost i budućnost“, Dubrovnik (str. 122-124). Zagreb: Fakultet za fizičku kulturu.
3. Marić, J. (1985). Rvanje klasičnim načinom. Sportska tribina, Zagreb.
4. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Medicina i fizkultura, Sofija (prijevod na hrvatski s bugarskog).</td></tr>
<tr><td>2.13. Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="7">Class attendance records (theoretical lectures, theoretical-practical lectures and exercises), Records on students' activity in work (students notes and their exercising). Practical part of the exam: demonstration. Theoretical part of ther exam.</td></tr>
</table>

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Nada Grčić-Zubčević, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**GAMES IN THE WATER**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Dajana Zoretić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(27L+18E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	30(2 groups)
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Students will acquire basis knowledge related to body movements in the water as well as safety measures in the water. They will also be prepared to conduct various games in the water with the aim of organizing and conducting sport and recreational programs, swimming education programs, summer camps programs etc. They will also be familiarized with the basics of freestyle, backstroke and breaststroke swimming techniques as well as with various teaching methods used in swimming.		
2.2. Course enrolment requirements and entry competences required for the course	A student should be a good swimmer.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire knowledge, skills and basic competencies necessary for organization and implementation of various games in the water.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: Understand the basic principles of body-water relationship Organize various games for the purposes of getting used to the water for non-swimmers Use basic swimming techniques Teach non-swimmers how to swim Use appropriate teaching methods for learning various forms of jumps		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures: 1. Water and its characteristics, basic elements of movement through the water (2L). 2. Games as means of implementing various water-based programs, classification of water-based games, basic didactic requisites (1L). 3. Swimming schooling through games in the water (2L). 4. Safety measures in the water (1L). Theoretical practical lectures and exercises: 1. Ways of movement through the water (freestyle swimming, backstroke swimming, breaststroke swimming) (2L) 2. Games for movement through the water (involving freestyle, backstroke and breaststroke techniques) (2E) 3. Using various swimming games (2L) 4. Application of various aids during games in the water and during education of non-swimmers (2E) 5. Getting used to the water through games (imitation games, relay games) (6L) 6. Games for getting used to the water (with and without aids) (2E) 7. Games for getting used to the water (breathing out under water, floating, gliding) (2E) 8. Games for getting used to the water (diving games, safety games) (2E) 9. Head-first and feet-first dives (teaching methods) (2L) 10. Games for jumps in the water (2E)		

2.6. Format of instruction:	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety ☐ partial e-learning X field work		X independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)		2.7. Commentaries:	
2.8. Student responsibilities	Attending classes on a regular basis, activity during classes, taking part in testing.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Written exam		Project	
	Experimental work		Research		Practical exam	1.5
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	1	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Activity during class 20% Practical exam 50% Oral exam 30%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Grčić-Zubčević, N., V. Marinović (2009). 300 igara u vodi za djecu predškolske dobi. Zagreb: autorska naklada.	10	
	2. Volčanšek, B. (1985). Plivačke tehnike. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu	10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Grčić-Zubčević, N., G. Leko. (2000). Igra kao sredstvo učenja plivanja neplivača. U: Zbornik radova 9. Zagrebački sajam sporta i nautike, Znanstveno–stručno savjetovanje, (ur.M.Andrijašević), str. 121-126, Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 2. Grčić-Zubčević,N. (2002). Specifična pomagala i sredstva u funkciji obuke plivanja. Sport za sve, glasnik Hrvatskog saveza za sportsku rekreaciju, 20 (31): 12-15. 3. Grčić-Zubčević, N. (1996). Korištenje obruča u nastavi učenja plivanja. Edukacija, rekreacija, Sport. Rijeka, 15 (5):1-5.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Goran Oreb, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**WINDSURFING**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Nikola Prlenda, M.Sc. (part-time associate) Ivan Oreb, Mag.Cin. (part-time associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(9L+18TPL+18E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	25
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0

2. COURSE DESCRIPTION			
2.1. Course objectives	To familiarize the students with windsurfing as an Olympic sport as well as with its application value in the area of education, recreation and sport. To master the theoretical knowledge and motor skills necessary to steer the windsurfing board.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	By completing this elective course the students will have acquired the knowledge necessary to independently control the windsurfing board.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- basic theoretical knowledge, - necessary skills required to steer the windsurfing board, - knowledge and skills in teaching/coaching windsurfing, - findings regarding the application value of windsurfing on all levels of education.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<u>Theoretical lectures (each lecture takes up 3 hours)</u> 1. Development of windsurfing in Croatia and in the World; the organization of windsurfing. 2. Windsurfing equipment. 3. Aerodynamics and propulsion. Principles of steering the windsurfing board. <u>Theoretical-practical lectures and exercises (each lecture takes up 3 TPL and 3E)</u> 1. Getting used to a windsurfing board, raising the sail, standing 180 and 360 degree turns, start. 2. Jibing. 3. Heading up, falling off – managing the sail. 4. Turning downwind, stopping using the sail. 5. Jibing, tacking. 6. Windsurfing in different directions (side wind, tail wind) steering the windsurfing board.		
2.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☒ field work	☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7. Commentaries:

2.8. Student responsibilities	Attending classes on a regular basis, activity during classes.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Written exam		Project	
	Experimental work		Research		Practical exam	
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	1	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 75% Oral exam 25%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Bond, B. (1980). Sve o jedrenju. Zagreb: Mladost.	2	Yes
	2. Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Fakultet za fizičku kulturu.	7	Yes
	3. Terry, J. (1992). The fundamentals of sailing. Nex York: St. Martin's press.	5	Yes

2.12. Optional literature (at the time of submission of study programme proposal)	1. Oreb, G. (1997). Nautika i vodeni sportovi. u: Zbornik radova Zagrebačkog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez. 2. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. u: Zbornik Konferencije o sportu Alpe-Jadran, Rovinj, 374-375. 3. Oreb, G. (1959-1994). Jedrenje i jedrenje na dasci. u: Pregled istraživanja, Zagreb: Fakultet za fizičku kulturu, 68-71. 4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16(2),185-192. 5. Oreb, G. (1985). Simulator - idealno metodičko pomagalo u obučavanju jedrenja na dasci. Fizička kultura, 1, 60.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Goran Oreb, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**SMALL BOAT SAILING**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Nikola Prlenda, M.Sc. (part-time associate) Ivan Oreb, Mag.Cin. (part-time associate) Damir Barac, Mag.Cin. (part-time associate) Danijela Kostanić, Mag.Cin. (part-time associate) Ivana Cebalo, Mag.Cin. (part-time associate) Ksenija Pavlović, Mag.Cin. (part-time associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(9TL+18TPL+18E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	To offer to the students basic theoretical and practical knowlwdge of motor movement patterns as well as of methods of teaching and perfecting motor skills required to steer two- and three-seat sailing boats.
2.2. Course enrolment requirements and entry competences required for the course	No enrolmenr requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	By completing this course the students will acquire knowledge and skills necessary to independently steer two- and three-seat sailing boats.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	• Basic theoretical knowledge; • necessary skills to steer two- and three-seat sailing boats; • knowledge and skills as to how to teach small boat sailing and to avoid collisions at sea; • knowledge regarding the application value of small boat sailing on all levels of education.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Theoretical lectures** 1. Development of sailing in Croatia and worldwide; organization of small boat. (2TP) 2. Application value and advantages of sailing. (1L) 3. Systematization of technique elements. Structural and biomechanical analysis of basic movement patterns in sailing. (2L) 4. Aero- and hydrodynamics. Propulsion. The Adriatic Seas winds. Safety sailing. (2L) 5. Relevantnost motoričkih, morfoloških, funkcionalnih, kognitivnih, konativnih dimenzija čovjeka u procesu obuke i realizacije jedrenja, jedrenja na dasci i veslanja (2P) **Theoretical-practical lectures and exercises** - Basic technique elements – two-seat sailing boat: - Preparing the boat and the sail (2TPL+2E); - Sailing out, docking; turning over. (2TPL+2E) - Steering with the rudder; steering with the sail (outboard/inboard motor + sail).(2TPP+2E) - Heading up, falling off. (3TPL+3E) - Tacking (3TPP+3E) - Jibing. (3TPL+3E) - Sailing upwind, sailing downwind, jibbing, sailing halfstern, sailing stern wind. (3TPL+3E)

<table>
<tr><td>2.6. Format of instruction:</td><td colspan="2">☒ lectures
☐ seminars and workshops
☒ exercises
☐ on line in entirety
☐ partial e-learning
☒ field work</td><td colspan="2">☐ independent assignments
☐ multimedia and the internet
☐ laboratory
☐ work with mentor
☐ (other)</td><td colspan="2">2.7. Comments:</td></tr>
<tr><td>2.8. Student responsibilities</td><td colspan="6"></td></tr>
<tr><td rowspan="5">2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td></td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>Practical exam (demonstration)</td><td>1.5</td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Written exam</td><td>1.5</td><td>Project</td><td></td><td>(other)</td><td></td></tr>
<tr><td>2.10. Grading and evaluating student work in class and at the final exam</td><td colspan="6">Written exam 50%
Practical exam (demonstration) 50%</td></tr>
<tr><td rowspan="3">2.11. Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">1. Bond, B. (1980). Sve o jedrenju. Zagreb: Mladost.</td><td>2</td><td>x</td></tr>
<tr><td colspan="3">2. Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Fakultet za fizičku kulturu.</td><td>7</td><td>x</td></tr>
<tr><td>2.12.Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Medved, R., Oreb. G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24 (3): 234-237.
2. Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebačkog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez.
3. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. Konferencija o sportu Alpe-Jadran, Rovinj, 374-375.
4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16 (2):185-192</td></tr>
<tr><td>2.13.Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">Anonymous student survey.</td></tr>
</table>

1. GENERAL INFORMATION			
1.1. Nositelji predmeta	**Prof. Damir Knjaz, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**BASKETBALL**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Prof. Bojan Matković, Ph.D. Tomislav Rupčić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(9TL+18TPL+18E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The students will acquire basic knowledge about the history, rules and organization of basketball. They will be able to autonomously conduct basic training/physical recreational processes with special emphasis on basketball exercises and programmes. They will be able to organize basketball competitions as well as to select adequate basketball exercises and games with the main goal of developing certain abilities and characteristics in children, the young and grownups. They will also be able to select appropriate teaching methods for transferring knowledge with the purpose of conducting higher quality learning process.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will attain basic theoretical knowledge and practical skills in basketball with the purpose of implementing those knowledge and skills in sports, physical recreation and kinesitherapy.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will: - be able to implement basketball game and basketball exercises in physical recreation activities - Know the procedure and evolution of basketball - be able to apply basketball rules during basketball match - be acquainted with the influence of teaching, training and playing basketball on psychosomatic status of children, youth and adults - be acquainted with the basketball players' characteristics and abilities relevant to successful basketball performance, - be acquainted with the basketball team structure and basic models of basketball play, - be acquainted with the biomechanical analysis of basketball and teaching exercises for learning basic techniques of offense and defense - be acquainted with the analysis of teaching exercises and progression for individual offense and defense tactics, group offense and defense tactics, team offense tactics, - be acquainted with the methods, intensities, means and organizational forms in teaching and training, - be acquainted with the application of specific and situational basketball evaluation tests
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Introductory lecture – course requirements (1L) 2. Basketball history and development worldwide and in Croatia (2L) 3. Basketball rules and application (2L) 4. Analysis and teaching methods of basketball technique (3L) 5. Analysis and teaching methods of basketball tactics (2L) Theoretical practical lectures and exercises: 1. Initial evaluation of students' knowledge (1E) 2. Basic and offense basketball stance with the ball and pivoting, bouncing the ball and straight line dribbling (2TPL+2E) 3. Overhead shot after dribbling (basic shot), starting the dribble/picking a dribble (1TPL+1E) 4. Stationary passing and catching the ball (1TPL+1E) 5. Passing and catching the ball in movement, shooting after receiving the ball, starting the dribbling from movement (1TPL+1E) 6. Defense stance and movements keeping the stance (1TPL+1E)

	7. Changing direction and speed of movement with and without the ball, overhead shot after the turn (2TPL+2E) 8. Stopping after receiving the ball (2TPL+2E) 9. Hook shot, jump shot, stationary one-hand set/chest shot, screening (2TPL+2E) 10. Counterattack, individual tactics in offense and defense, screen (blocks) and defense from blocks (2TPL+1E) 11. Team defense (man-to-man; pressing; zone defense; zone pressing; combined defense) (2TPL+1E) 12. Offense at team defense (man-to-man; pressing; zone defense; zone pressing; combined defense) (2TPL+1E) 13. Demonstration, explanation and practical training (2E)

2.6. Format of instruction:			2.7. Commentaries:
	☒ lectures ☒ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia and internet ☐ laboratory ☐ work with mentor ☐ (other)	

2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Written exam	0,75	Project	
	Experimental work		Research		Practical training	1,5
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	0,75	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Written exam 25%. Oral exam 25%. Practical training 50%.

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Tocigl, I. (1998). Košarkaški udžbenik. Split: Fakultet prirodoslovno-matematičkih znanosti i odgojnih područja Sveučilišta u Splitu, Zavod za fizičku kulturu.		
	2. Matković, B. (ur). (2010). Antropološka analiza košarkaške igre. Zagreb: Kineziološki fakultet, Hrvatski košarkaški savez.		
	3. FIBA (2005). Košarka za mlade igrače. Zagreb: Udruga hrvatskih košarkaških trenera.		

2.12. Optional literature (at the time of submission of study programme proposal)	1. Krause, J, Meyer, D., Meyer, J. (2004). Košarkaške vježbe i vještine. Zagreb: Hrvatski košarkaški savez 2. Knjaz, D., Osvaldić, A., Štemberger, V. (2010). Specifićnosti rada te uloga sportskog učitelja u programu s djecom predškolske dobi. Zbornik radova 19. Ljetna škole kineziologa RH. Str.: 483-487. 3. Knjaz, D., Pavlović, D. (2006) Organizacija turnira i natjecanja u programima mini košarke. Time out. Udruga Hravtskih košarkaških trenera. Br.: 15, str.: 46-47 4. Knjaz, D., Rupčić, T., Verunica, Z. (2007). Razvoj koordinacije kroz senzitivna razdoblja s posebnim naglaskom na košarkaške programe. 16. Ljetna škola Kineziologa RH. Zbornik radova, Poreč, str.: 444-449

2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist. Prof. Valentin Barišić, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**FOOTBALL**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Dario Bašić, Mag. Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(9L + 36E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	----------

2. COURSE DESCRIPTION			
2.1. Course objectives	The goal of the course is to prepare and qualify the students for implementing basic football exercises in their professional work in clubs and other sports organizations and within the scope of their speciality. The goal is to familiarize the students with the history of football, its rules, the organization of football tournaments, techniques, teaching methods and basics of football tactics.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	The application of attained knowledge within the professional speciality. Students will be qualified for implementing basic football exercises as a supplementary stimulus for conducting training operators within the scope of the student's speciality, that is, within the elected module.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: understand the position of the football play in different sports classifications, demonstrate and verbally present basic knowledge about football techniques, teaching methods and basics of football tactics, identify effects and contributions of certain motor skills and abilities in player's performance during the entire football match or just in its segments.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Theoretical lectures** (L) 1. Evolution of football (2 hours) 2. Kinesiological analysis and anthropological analysis of football (2 hours) 3. Basic football techniques and technique teaching methods (2 hours) 4. Football tactics of the football game (2 hours) 5. Specificity of physical conditioning in football (1 hour) **Practical lectures (exercises)** 1. Movement techniques of player without the ball (4 hours) 2. Ball dribbling (2 hours) 3. Kicks (2 hours) 4. Headers (2 hours) 5. Receiving the ball (with amortization and receiving the bounced-off ball) (6 hours) 6. Ball transition (2 hours) 7. Tackles (2 hours) 8. Fakes and dummies in the game (4 hours) 9. Goalkeeper's technique (without and with the ball) (2 hours) 10. Uneven teams play – small sided games (4:4, 5:4, 5:5, 6:5, 6:6) (6 hours) 11. Group tournament (4 hours)		
2.6. Format of instruction:	☒ lectures	☐ independent assignments	2.7. Commentaries:

	☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		☐ multimedia and internet ☐ laboratory ☐ work with mentor ☐ (other)			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Written exam	1	Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	1	(Practical exam)	0,5
2.10. Grading and evaluating student work in class and at the final exam	Active participation in class 15%. Written exam 12%. Oral exam 36%. Practical exam 37%.					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Barišić, V. (2007). Kineziološka analiza taktičkih sredstava u nogometnoj igri. Zagreb: Kineziološki fakultet. Doktorska disertacija.	1	
	2. Dujmović, P. (2006). Škola suvremenog nogometa. Zagreb: Zagrebački nogometni savez.	0	
	3. Pravila nogometne igre (1994). Zagreb: Hrvatski nogometni savez.	10	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening. Zagreb: Grafički zavod Hrvatske. 2. Priručnik za nogometne trenere (2008). UEFA A. Zagreb: Nogometna akademija Hrvatskoga nogometnog saveza. 3. Schmidt, C. E. (2009). Nogomet: napredne vježbe. Zagreb: Gopal. 4. Nogometni leksikon (2004). Zagreb: Leksikografski zavod Miroslav Krleža.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey

1. GENERAL INFORMATION			
1.1. Course teacher	**Assoc. Prof. Nenad Marelić, Ph.D.**	1.1. Year of the study programme	
1.2. Name of the course	**VOLLEYBALL**	1.2. Credits (ECTS)	3
1.3. Associate teachers	Tomislav Đurković, Ph.D. Tomica Rešetar, Ph.D.	1.3. Način izvođenja nastave (broj sati P+V+S)	45(9L+18TPL+18E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.4. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.5. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION			
2.1. Course objectives	Give the basic theoretical information regarding the various forms of volleyball, its rules and its application in recreation and other sports and in physical conditioning. Present the elementary volleyball technique elements and their application in the game. Explain and present various modified forms of volleyball and their practical application in sports and recreation.		
2.2. Course enrolment requirements and entry competences required for the course	No enrollment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be capable of applying the basic practical and theoretical volleyball knowledge. In addition, they will be able to present and teach basic volleyball elements.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will master the basic volleyball elements and modified forms of volleyball games. - serve, reception, smash, set, block, field defense, modified games.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures 1. History of volleyball. Rules of volleyball (4L) 2. Structural analysis of volleyball. Application of volleyball in recreation and sports. (5L) Theoretical-practical lectures and exercises (each lecture takes 3TPL + 3E) 1. Basic stance, setting, 1 : 1 system of play 2. Forearm pass, 2 : 2 system of play 3. Underhand serve, mini volleyball (3 : 3) 4. Float serve, 4 : 4 play. Rotational forms of serve. 5. High ball smash; reception. 6. 6 : 6 play – 6 : 0 system,		
2.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7. Commentaries:
2.8. Student responsibilities	Attending classes on a regular basis.		

	Class attendance	0.5	Written exam	0.5	Project	

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Research		Practical exam	1
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	1	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20%. Written exam 10%. Oral exam 20%. Practical exam 50%.					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Janković, V., Marelić, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.	9	
	2. Marelić, N., Marelić, S., Đurković, T., Rešetar, T. (2008). Nastavne teme iz odbojke za osnovne škole – priručnik za učitelje tjelesne i zdravstvene kulture. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	11	
	3. Službena pravila odbojke. (2010). Zagreb: Hrvatski odbojkaški savez.	10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Janković, V., Marelić, N. (1995). Odbojka. Zagreb: Fakultet za fizičku kulturu. 2. Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci. Zagreb: Autorska naklada.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Goran Oreb, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**DANCING**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Jadranka Vlašić, Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(27L+18E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Elective	1.10. Razina primjene e-učenja (1., 2., 3. razina), postotak izvođenja predmeta *on line* (max. 20%)	

2. COURSE DESCRIPTION			
2.1. Course objectives	To familiarize the students with existing forms of dancing, its development and application values for the fields of education, physical recreation, kinesitherapy and sport. To teach the students theoretical knowledge on and motor skills of elements and choreographies of folklore dancing and social modern dancing.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Knowledge about historical development of dance and its forms; the classification of folklore dances according to the ethnochoreological determinants and training methods; teaching and training several folklore dances including movement pattern and biomechanical analysis. Classification of social modern dances; teaching, training and learning methods of several social modern dances including pertaining movement pattern and biomechanical analysis. Knowledge and skills required for the application of dancing programmes in the field of physical recreation, kinesitherapy and sport.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: - *Understand* the role of dance structures in education, physical recreation, kinesitherapy and sports; - *Apply* theoretical knowledge and motor skills in teaching different dances; - *Design* their own dancing programme consisting of chosen dances according to the needs of people they teach; - *Analyze* and detect incorrect performance of certain dances.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures and exercises** 1. Historical development of dance and its forms, application value of dance and systematization of dance structures. (6L) 2. Pannonian dance region – the determinants and dance characteristics; selection of dances. (3TPL+2E) 3. Dinaric dance region – the determinants and dance characteristics; selection of dances. (3TPL+2E) 4. Alpine dance region – the determinants and dance characteristics; selection of dances. (3TPL+2E) 5. Adriatic dance region – the determinants and dance characteristics; selection of dances. (3TPL+2E) 6. Social modern dances classification, characteristics of standard dances; English and Vienna waltz. (3TPL+4E) 7. Characteristics of Latin-American dances; Rumba and Samba. (3TPL+3E) 8. Dances: Slow fox, Foxtrot, Disco fox, Blues. (3TPL+3E)		
2.6. Format of instruction:	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety X partial e-learning ☐ field work	X independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ theoretical-practical lectures	2.7. Commentaries:

2.8. Student responsibilities	Class attendance and active participation in all segments of classes.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.75	Written exam		Project	
	Experimental work		Research		Practical training	
	Essay		Report		Practical exam	1.5
	Tests		Seminar essay		(other)	
			Oral exam	0.75	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Oral exam 25% Practical exam 50%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Ivančan, I. (1971). Folklor i scena. Zagreb: Prosvjetni sabor Hrvatske.	5	
	2. Ivančan, I. (1996). Narodni plesni običaji u Hrvata. Zagreb: Hrvatska matica iseljenika, Institut za etnologiju i folkloristiku.	6	
	3. Moore, A. (2010). Standardni plesovi. Zagreb: Znanje	1	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Cerny-Minton, S. (1989). Choreography. Human Kinetics Publisher, Champaign 2. Ivančan, I. (1973). Narodni plesovi Dalmacije. Zagreb: Institut za narodnu umjetnost. 3. Ivančan, I. (1964). Narodni plesovi Hrvatske I. Zagreb: Savez muzičkih društava Hrvatske. 4. Ivančan, I. (1963). Narodni plesovi Hrvatske II. Zagreb: Savez muzičkih društava Hrvatske. 5. Oreb, G. (1992). Relativna efikasnost utjecaja plesa na motoričke sposobnosti studentica. (Doktorska disertacija). Zagreb: Fakultet za fizičku kulturu.
2.13. Quality assurance methods that ensure the acquisition of exit competences	A record will be kept of the students' active participation in class. After the completion of the course, the students will take practical and theoretical part of the exam. Periodical anonymous student surveys will be carried out to evaluate the work of the course teacher and associate teachers, and to suggest eventual changes and additions to the course programme. At the end of semester, the evaluation of the course and teachers will be carried out at the Faculty level, and learning outcomes and student progress will be of use to the teachers for self-evaluation and possible restructuring of the course.

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Nada Grčić-Zubčević, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**SWIMMING**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Assoc. Prof. Goran Leko, Ph.D. Dajana Zoretić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(27L+18E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	30 (2 groups)
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	To familiarize the students with the theoretical and practical basics of swimming and with the possibilities of application of swimming in other sports activities.		
2.2. Course enrolment requirements and entry competences required for the course	A candidate should be a good swimmer.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will be provided an insight into the basics of 4 swimming techniques (front crawl, backstroke, breaststroke, and butterfly). They will be able use this techniques as well as to implement them in the area of applied kinesiology.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will: acquire basic theoretical and practical knowledge from 4 basic swimming techniques; understand the basic principles and laws of a body's behavior in the water; apply a specific water sport in the area of education, recreation and kinesiotherapy;		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures 1. History of swimming, principles and laws of a body's behavior in the water (2L) 2. Front crawl technique (history, technique, rules) (1L) 3. Backstroke technique (history, technique, rules) (1L) 4. Breaststroke technique (history, technique, rules) (1L) 5. Butterfly technique (history, technique, rules) (1L) Theoretical-practical lectures and exercises 1. Breathing, body behavior in hydrostatic and hydrodynamic positions (2L) 2. Teaching the breathing technique, floating and gliding (2E) 3. Jumps from the starting block (2L) 4. Teaching jumps from the starting block (2E) 5. Front crawl technique, turn (2L) 6. Teaching the front crawl technique with turn (2E) 7. Backstroke technique, turn (2L) 8. Teaching the backstroke technique with turn (2E) 9. Breaststroke technique, turn (2L) 10. Teaching the breaststroke technique with turn (2E) 11. Butterfly technique, turn (2L) 12. Teaching the butterfly technique with turn (2E)		

2.6. Format of instruction:	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety ☐ partial e-learning X field work		X independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)		2.7. Commentaries:	
2.8. Student responsibilities	Attending classes on a regular basis, activity during classes, taking part in testing.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Written exam		Project	
	Experimental work		Research		Practical exam	1.25
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	1.25	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class activity 20% Practical exam 40% Oral exam 40%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Volčanšek, B. (1996). Sportsko plivanje. Zagreb: Fakultet za fizičku kulturu.	10	
	Volčanšek, B. (2002). Bit plivanja. Zagreb: Kinezиološki fakultet Sveučilišta u Zagrebu.	10	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Leko, G. (2008). Slobodni način plivanja – kraul. Zagreb: Promo Fit d.o.o. 2. Volčanšek, B. (1985). Plivačke tehnike. Zagreb: Fakultet za fizičku kulturu. 3. Guzman, R. (2010). Plivanje 128 vježbi. Zagreb: Gopal d.o.o.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Dinko Vuleta, Ph.D. (T)**	1.6.Year of the study programme	
1.2.Name of the course	**HANDBALL**	1.7.Credits (ECTS)	3
1.3.Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, Ph.D.	1.8.Type of instruction (number of hours L + S + E + e-learning)	*45(9TL+18TPL+18E)* *Izvedbeni sati: 20P**
1.4.Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9.Expected enrolment in the course	
1.5.Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The objective of the subject is to familiarize them with the handball history, its rules, organization of competitions, as well as with the fundamentals techniques, methodology of teaching technical elements and with fundamentals of handball tactics.
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3.Learning outcomes at the level of the programme to which the course contributes	
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: understand position of handball in various classifications of sports; demonstrate practically and explain verbally basic knowledge on handball techniques, teaching methodology and fundamentals of tactics; identify influences and contributions of particular motor skills and abilities to situation-related efficiency (performance) in the entire handball game or across its segments.
2.5.Course content broken down in detail by weekly class schedule (syllabus)	**Theoretical lectures** 1. Development of handball in the world and Croatia (1L) 2. Kinesiological and structural analysis of handball (1L) 3. Rules oft he game of handball (1L) 4. Handball techniques (2L) 5. Methodology of teaching elements of the game of handball (2L) 6. Fundamentals of handball tactics (1L) 7. Mini handball and beach handball (1L) **Theoretical-practical lectures and exercises** 1. Techniques of play in attack without the ball (stances, setting the body in motion, starts and starting acceleration, stopping, movement direction changes, take-offs, landings and falls) (1TPL+1E) 2. Movement patterns with the ball (stances, ball holdings, receiving the ball – catching, stopping, picking-up and taking-over) (2TPL+2E) 3. Advancing the ball (by dribbling, stepping, turning around) (2TPL+2V) 4. Throws (passes – basic and specific) (1TPL+1E) 5. Passing and catching the ball while moving (1TPL+1E) 6. Passing and catching the ball while moving in specific conditions of handball game (1TPL+1E) 7. Ground shots (basic shot, hip height shot – Jensen, „extended" hip height shot – Selec, knee height shot – Liebking, declined shot – semieret, shot out of a turn – schraube) (2TPL+2E) 8. Jump shots (classical jump shot, jump shot with the extended arm, jump shot with hip height release, declined jump shot – semieret, jump shot out of a turn) (2TPL+2E) 9. Shooting from the wing positins (left wing) (1TPL+1E) 10. Shooting from the wing positins (right wing – semieret) (1TPL+1E)

	11. Shooting from the pivot position (dive shots; various ways of falling down) (1TPL+1E) 12. Feints (1TPL+1V) 13. Close zone defence formations and attack against them (e.g. 6 : 0) – „figures-of-eight“ (1TPL+1E) 14. Open zone defence formations and attack against them (e.g. – 3 : 2 : 1) – „pulling-away the half player“, „moving-away the front defender“ – (1TPL+1E)					
2.6.Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)		2.7.Comments:	
2.8.Student responsibilities	Regular class attendance, active participation					
2.9.Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	1	(other)	
	Written exam	0.5	Project		Practical exam	1
2.10. Grading and evaluating student work in class and at the final exam	Test / Quiz 17%. Written exam 17%. Oral exam 33%. Practical exam 33%.					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Rules of the Game (Indoor Handball) (2010). službene stranice International Handball Federation IHF (http://ihf.info/files/Uploads/NewsAttachments/0_RuleGame_GB.pdf) na hrvatskom dostupno: Međunarodna pravila rukometne igre (2010). http://www.uhrs.hr/pravila.pdf		web
	2. Šimenc, Z., Pavlin, K., Vuleta, D. (1998). Osnove taktike rukometne igre, Zagreb: Fakultet za fizičku kulturu.	21	/
	3. Vuleta, D., Milanović, D. i sur. (2004). Stupnjevito učenje i usavršavanje tehničko-taktičkih znanja u rukometu. u: Zbornik radova 28. seminara rukometnih trenera, Zagreb, siječanj 2004., Udruga trenera Hrvatskog rukometnog saveza, 95-115.	2	/
3.12. Optional literature (at the time of submission of study programme proposal)			
3.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Hrvoje Sertić, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**SELF-DEFENCE**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(9TL+18TPL+18E) *Active teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	40
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	Passing the course students will become qualified professional staff with possessed special knowledge and skills typical for working in physical recreation, military, police and sport.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Passing the course Self-defence students will attain special knowledge and skills typical to this combat sport and its application in: - physical education – compulsory and extracurricular contents - sport - physical recreation - military, police and security services
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- students will be introduced with the additional contents from self-defence as a polystructural acyclic activity which is considered to be the basics for "chest to chest" fight practiced in all military and police forces - students will attain additional knowledge about training methods in self-defence as well as about programming models in mentioned activity - students will attain knowledge about transfer of different contents into integrative sport activity – self-defence - students will attain knowledge about practical application of techniques from particular combat sports - students will attain knowledge about defence principles to various types of armed and unarmed attackers' offences - students will attain knowledge about application principles of different types of counterattacks with the purpose of self-defence - students will gain insight in the principles of applied self-defence - students will develop cognition about the utility of self-defence contents in different specific situations
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures (each topic is covered with 3 teaching hours) 1. Kinesiological and anthropological analysis of delf-defence 2. Basic and specific teaching and training methods for instructing and improving self-defence techniques 3. Technical-tactical, physical, psychological and theoretical preparation for self-defence Theoretical-practical lectures and exercises (each topic is covered with 3TPL+3E) 1. Principles of defence from long weapon attacks (police bat) and counterattack 2. Principles of defence from short weapon attacks (knife, bottle and similar) and counterattack 3. Principles of defence from light firearms 4. Principles of defence using long and short cold weapon 5. Overpowering, tying and conveying hooligans 6. Strategies and tactics of self-defence

2.6. Format of instruction:	☒ lectures	☐ independent assignments	2.7. Commentaries:

	☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		☐ multimedia and internet ☐ laboratory ☐ work with mentor ☒ theoretical practical work			
2.8. Student responsibilities	Active participation in class by taking notes and active exercising during the practical lectures and exercises.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Written exam		Project	
	Experimental work		Research		Practical training	
	Essay		Report		Participation in extracurricular activities	
	Tests		Seminar essay		Practical exam	1.5
			Oral exam	1		
2.10. Ocjenjivanje i vrednovanje rada studenata tijekom nastave i na završnom ispitu	Class attendance 16% Oral exam 34% Written exam 50%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Kosanović, B. (1988). Samoobrana. Zagreb: RMUP – Hrvatska.	5	
	2. Banović, I. (1996). Samoobrana Judo, Split: „Intertekstil – Vukovar“.	5	
	3. Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet	23	
2.12. Dopunska literatura (u trenutku prijave prijedloga studijskoga programa	Lucić, J., Gržeta, M. (2006). Judo u hrvatskoj vojsci – knjiga treća. Zagreb: Ministarstvo obrane Republike Hrvatske.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey		

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Bojan Matković, Ph.D.**	2.12. Year of the study programme	
1.2 Name of the course	**SKIING**	2.13. Credits (ECTS)	3
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (38L+22E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	35
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

2. COURSE DESCRIPTION	
2.1. Course objectives	Students will acquire basic theoretical, theoretical-practical and practical information about skiing as a kinesiological activity. There are two main objectives: (1) a student must learn the elements of skiing techniques so he/she can adequately demonstrate them, and (2) a student must acquire the command of specific teaching methods so that he/she will be able to teach others the basics of skiing techniques.
2.2. Course enrolment requirements and entry competences required for the course	No enrollment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will master the basic elements of alpine skiing techniques and they will also gain command of specific teaching methods. Upon completion of the course, students will be empowered to teach others the basic elements of skiing techniques and they will also be prepared to organize and implements winter ski camps..
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: • teach the basics of alpine skiing; • recognize and differentiate between various skiing technique elements; • apply the teaching methods in alpine skiing; • analyze and recognize the criteria for evaluation of the level of performance of alpine skiing technique; • devise the basics of winter ski camp daily routines; • organize wither ski camps; • animate students for skiing as a form of physical recreation activity; • analyze and recognize the criteria for the efficacy evaluation of the students' winter vacation programme
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures (2 hours each lecture) 1. Historical development of skiing. 2. Skiing equipment. 3. Skiing techniques (plowing, parallel, carving, stem). 4. Basic skiing motions and turn analysis. 5. Teaching methods in alpine skiing. 6. Skiing as a competitive sport - alpine and nordic skiing (organization and rules of competition). 7. Dangers in the mountains. 8. Skiing in winter camps. Theoretical-practical lectures (2 hours each lecture) 1. Kinesiological analysis of the skating step 2. Kinesiological analysis of the downhill 3. Kinesiological analysis of the downhill snowplow

	4. Kinesiological analysis of the snowplow turn 5. Kinesiological analysis of the snowplow arch 6. Kinesiological analysis of the basic turn 7. Kinesiological analysis of the parallel turn 8. Kinesiological analysis of the basic quick turns 9. Kinesiological analysis of the jump 10. Kinesiological analysis of stem technique 11. Kinesiological analysis of carving technique Exercises (2 hours each exercise) 1. Teaching methods and exercises for practicing the skating step. 2. Teaching methods and exercises for practicing the downhill. 3. Teaching methods and exercises for practicing the downhill snowplow. 4. Teaching methods and exercises for practicing the snowplow turn. 5. Teaching methods and exercises for practicing the snowplow arch. 6. Teaching methods and exercises for practicing the basic turn. 7. Teaching methods and exercises for practicing the parallel turn. 8. Teaching methods and exercises for practicing the basic quick turns. 9. Teaching methods and exercises for practicing the jump. 10. Teaching methods and exercises for practicing stem technique. 11. Teaching methods and exercises for practicing carving technique.
2.6. Format of instruction:	X lectures X seminars and workshops X exercises ☐ on line in entirety ☐ partial e-learning X field work ☐ independent assignments X multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other) 2.7. Commentaries:
2.8. Student responsibilities	Attending classes on a regular basis.

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance	1	Written exam	1	Project	
	Experimental work		Research		Practical exam	
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	1	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 33.3% Written exam 33.3% Oral exam 33.4%

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Matković B, Ferenčak S, Žvan M. (2004). Skijajmo zajedno. Zagreb: Europapress holding i FERBOS inženjering.	0	
	Cvetnić, R. (2004). 110 godina skijanja u Zagrebu i Hrvatskoj, od prve skijaške udruge do danas. Zagreb: Pop & pop i Zagrebački skijaški savez.	1	

	Jajčević, Z. (1994). 100 godina skijanja u Zagrebu 1894-1994. Zagreb: Zagrebački skijaški savez.	1	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Lešnik, B., Žvan, M. (2007). Naše smučine, teorija in metodika alpskega smučanja. Ljubljana: SZS-ZUTS. 2. Matković, B., Ferenčak, S. (1996). Skijajte s nama, Zagreb: FERBOS inženjering. 3. Lanc, V., Gošnik-Oreb, J., Oreb,. G., Matković, B. (1988). Naučimo skijati, Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 4. Cigrovski, V., Matković, B., Prlenda, N. (2009). Povezanost ravnoteže s procesom usvajanja skijaških znanja. Hrvatski športskomedicinski vjesnik, 24(1), 25-29. 5. Cigrovski, V., Matković, B., Malec, L. (2009). Skijaško trčanje kao jedan od sadržaja sporta i rekreacije u zimsko vrijeme. U: Zbornik radova Upravljanje slobodnim vremenom sadržajima sporta i rekreacije, Zagreb 22.02.2009. str. 267-271. 6. Cigrovski, V., Matković, B., Ivanec, D. (2008). Uloga psiholoških čimbenika u procesu stjecanja skijaških znanja. Hrvatski športskomedicinski vjesnik, 23(1), 45-50. 7. Cigrovski, V., Matković, B. (2008). Značaj primjene plužne skijaške tehnike u procesu učenja skijaških početnika. U: Zbornik radova 17. ljetna škola kineziologa Hrvatske, Poreč, 24-28.06.2008. str. 487-491. 8. Cigrovski, V., Matković, B. (2003). Specifična kondicijska priprema skijaša. U: Zbornik radova Kondicijska priprema sportaša, Zagreb, 21-22.02.2003. str. 518-520.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Student survey regarding the quality of the course.		

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Bojan Matković, Ph.D.**	1.6. Year of the study programme	3
1.2. Name of the course	**CROSS COUNTRY SKIING**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (29L+16E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	25
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

2. COURSE DESCRIPTION	
2.1. Course objectives	After finishing the course students will acquire basic theoretic, theoretic-practical and practical information regarding cross country skiing as a kinesiological activity. The course will be conducted on the Faculty of Kinesiology and, in the form of field work, in an adequate winter-touristic centre. There are two major tasks or main goals of the course and they are as such the product of exceptional specificity of this course: students will be introduced with and will acquire the elements of classic and free skating techniques on the level of motor manifestation and demonstration. They will acquire teaching technique exercises for instructing cross country skiing and all knowledge regarding the proper manners and behaviours in the, so called, specific conditions while moving with skies on the snow.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will attain knowledge about basics of classic and free style skating techniques in cross country skiing, teaching methods for instructing those techniques and will be able to transfer those attained knowledge to others or implement them in the specific situations, on the cross country skiing courses. Students will, after successfully passed final exam, be qualified for teaching basic cross country skiing techniques as well as for organizing and conducting cross country skiing events.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - teach basics of cross country skiing to others - recognize and differentiate elements of classic and free style skiing techniques - implement teaching methods for instructing cross country skiing - analyze and recognize the criteria for acquisition level quality evaluation of cross country skiing techniques - integrate the basics of cross country skiing into the winter vacations' plan and programme - animate students for cross country skiing as a form of physical recreation activity - analyze and recognize the criteria for the efficacy evaluation of the students' winter vacation programme
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures: 1. Introductory lecture about cross country skiing course (evolution of cross country skiing and literature) (2L) 2. Cross country skiing equipment (2L) 3. Classic technique of cross country skiing (2L) 4. Free style technique of cross country skiing (2L) 5. Teaching methods for instructing cross country skiing (2L) 6. Cross country skiing as an activity of organized winter vacations (2L) 7. Cross country skiing as a competition sport (rules and the organization of competitions) (1L) Theoretical practical lectures: 1. Kinesiological analysis of double poling (2TPL) 2. Kinesiological analysis of one-step double poling (2TPL) 3. Kinesiological analysis of diagonal stride (2TPL) 4. Kinesiological analysis of uphill classic techniques (2TPL) 5. Kinesiological analysis of downhill snowplow (2TPL)

	6. Kinesiological analysis of downhill skiing (2TPL) 7. Kinesiological analysis of symmetrical 2/1 stride (2TPL) 8. Kinesiological analysis of 1/1 stride (2TPL) Exercises: 1. Teaching methods for instructing double poling (2E) 2. Teaching methods for instructing one-step double poling (2E) 3. Teaching methods for instructing diagonal stride (2E) 4. Teaching methods for instructing uphill classic techniques (2E) 5. Teaching methods for instructing snowplow (2E) 6. Teaching methods for instructing downhill skiing (2E) 7. Teaching methods for instructing symmetrical 2/1 stride (2E) 8. Teaching methods for instructing 1/1 stride (2E)

2.6. Format of instruction:	x lectures x seminars workshops x exercises ☐ on line in entirety ☐ partial e-learning x field work	☐ independent assignments x multimedia and internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7. Commentaries:
2.8. Student responsibilities	Attendance of all classes.		

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance	1	Written exam	1	Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	1	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance =33,3% Written exam =33,3% Oral exam =16,7%

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Cvetnić, R. (2004). 110 godina skijanja u Zagrebu i Hrvatskoj, od prve skijaške udruge do danas. Zagreb: Pop & pop i Zagrebački skijaški savez.	1	
	Guček, A., Videmšek, D. (2003). Smučanje danas. Ljubljana: ZUTS	0	
	Jošt, B., Pustovrh, J. (1994). Nordijsko smučanje. Ljubljana: Fakulteta za šport.	0	
	Jajčević, Z. (1994). 100 godina skijanja u Zagrebu 1894-1994. Zagreb: Zagrebački skijaški savez.	1	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Cigrovski, V., Matković, B., Malec, L., Mlinarić, G. (2011). Trening koordinacije, važne motoričke sposobnosti za skijaše trkače. U: Zbornik radova Kondicijska priprema sportaša, Zagreb, 25. i 26.02.2011. str. 404-407. 2. Cigrovski, V., Matković, B., Malec, L. (2009). Skijaško trčanje kao jedan od sadržaja sporta i rekreacije u zimsko vrijeme. U: Zbornik radova Upravljanje slobodnim vremenom sadržajima sporta i rekreacije, Zagreb 22.02.2009. str. 267-271. 3. Cigrovski, V., Matković, B., Malec, L., Mlinarić, G. (2009). Igra kao način poučavanja skijaškog trčanja. U: Zbornik radova 18. ljetna škola kineziologa Hrvatske, Poreč, 23-27.06.2009. str. 389-395 4. Cigrovski, V., Matković, B., Matković, R.B. (2008). Skijaško trčanje kao rekreacijska aktivnost mladih na zimovanju. Hrvatski športskomedicinski vjesnik, 23(2), 88-92.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	
1.2. Name of the course	**SHOOTING**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Part-time associates: Krešimir Vrančić Krešimir Loborec Tomislav Lazić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(9L+18TPL+18E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION			
2.1. Course objectives	By completing this course an individual will possess specific set of skills and abilities and be capable to work in the areas of sport, education and recreation.		
2.2. Course enrolment requirements and entry competences required for the course	No enrollment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	By completing this course an individual will possess specific set of skills and abilities and be capable to work in the areas of sport, education and recreation. Further, an individual is familiar with the basics of air pistol and air rifle usage.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will acquire knowledge regarding the: - specificities and rules of behavior at a shooting range, - characteristics of an air pistol, - characteristics of an air rifle, - specificities of training in shooting, - impact of various anthropological characteristics on success in shooting.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures (each lecture takes 3 hours) 1. History, organization and rules of shooting. 2. Kinesiological analysis of shooting. 3. Teaching and training methods in shooting. Theoretical-practical lectures (each lecture takes 3TPL+3E) 1. Stance techniques in air rifle shooting. 2. Aiming and shooting technique in air rifle shooting. 3. Shooting technique in air rifle shooting. 4. Stance techniques in air pistol shooting. 5. Aiming and shooting technique in air pistol shooting. 6. Shooting technique in air pistol shooting.		
2.6. Format of instruction:	X lectures seminars and workshops X exercises on line in entirety ☐ partial e-learning field work	X independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor X theoretical-practical lectures	2.7. Commentaries:

2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Written exam		Project	
	Experimental work		Research		Practical exam	
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	1.5
			Oral exam	1	(other)	
2.10. Ocjenjivanje i vrednovanje rada studenata tijekom nastave i na završnom ispitu	Class attendance 16% Oral exam 34% Practical exam 50%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Hartnik. A.E. (1997). Pištolji i revolveri enciklopedija. Zagreb: Veble Commerce	0	
	2. Sertić, H. (2003). Kondicijska priprema strijelaca. U: Milanović, D., Jukić, I. (ur.), Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, Zagreb: Kineziološki fakultet i Zagrebački športski savez. 542-549.	10	
	3. Vodopivec,V. i sur. (1977). Sportsko streljaštvo. Beograd: SSJ	20	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Reisterer, U. (1993). Methodical teaching programme for specific discipline. U: 2nd basic course for UIT coach 's license. Weisbaden: Training academy, XI/1-7. 2. Stanojević, M. (1977). Streljaštvo. U: Enciklopedija fizičke kulture. Svezak 2. Zagreb: JLZ, 331-356. 3. Sertić, H., Šepec, T., Sertić, S. (2001). Shooting as a recreational sport in the Republic of Croatia. U: Heimer, S., Šepec, T. (ur.) Zbornik radova znanstveno-stručne konferencije 28. europskog prvenstva u streljaštvu (EPUS 2001) Zagreb: EPUS 2001 Organizing Committee. 4. Sertić, H., Vučetić, V. (2002). Diagnostics of motor abilities in national- and international- level shooters. In: Milanović, D., Prot, F. (ur.), Proceedings Book, „Kinesiology – New Perspectives», 3rd International Scientific Conference, Zagreb: Faculty of Kinesiology, University of Zagreb, 375-379. 5. Popek, S., Sertić H., Mejovšek, M., Dobrila, I., Hraski, Ž. (2002). The standing position in shooting – a case study. In: Milanović, D., Prot, F. Proceedings Book, „Kinesiology – New Perspectives“, 3rd International Scientific Conference, Zagreb: Faculty of Kinesiology, University of Zagreb, 689-692.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Boris Neljak, Ph.D.	1.6. Year of the study programme	
1.2. Name of the course	**TENNIS**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Petar Barbaros Tudor, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(9TL+18TPL+18E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	To enhance students' theoretical knowledge and practical skills in tennis. Application of basic and advanced tennis techniques with emphasis on utilization of different types of spins and tennis stances during shots performance during game play.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements
2.3. Learning outcomes at the level of the programme to which the course contributes	Acquisition of advanced knowledge from the field of modern sports diagnostics of tennis players on the court. Development of new technologies for production of tennis equipment and its influence on the evolution of tennis through history. The influence of particular tennis movement structures application in the process of teaching and training on the changes in psychosomatic status of children, the young and adults. Biomechanical analysis of advanced techniques and practical instruction of those techniques. Introduction with the variations of particular basic and specific tennis technique performances with special attention focused on the application of different types of spinning and tennis positions during the game play (forehand spin, forehand top spin, forehand side spin, backhand spin, backhand top spin, backend side spin, slice service, top spin service, twist service, returns, lob, half-volley, drop shot, drop shot volley, stop-volley). Acquisition of practical skills about the optimal methodological procedures for instructing advanced tennis techniques. Strategic and tactical application of advanced tennis elements with regards to the playing surface.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will acquire: - advanced theoretical information from the field of sports diagnostics and development of new technologies in tennis - advanced and specific motor skills in tennis - practical skills about adequate methodical procedures for instructing advanced tennis techniques through the game play - advanced strategic and tactical knowledge in tennis (strategy and tactics of tennis preparation and match in regard to playing surface: clay, concrete and grass) All aforementioned qualifies students for: - basics of planning, programming and implementing advanced instruction procedures in tennis - conducting modern diagnostic procedures on the tennis court - transferring advanced strategic and tactical knowledge with regard to playing surface
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures (each topic is covered with 1 class with an exception of the topic 6 which is covered with 4 classes) 1. Development of modern systems of racquet and tennis ball production and its influence on changes in the tennis game play. Diagnostics of the tennis player on the court. 2. Kinesiological analysis of forehand and backhand top spin, slice and side spin shot from side, half-open and open stance during the game play. 3. Kinesiological analysis of slice, top spin and twist service. Kinesiological analysis of forehand return and backhand return. 4. Kinesiological analysis of forehand volley, backhand volley and smash during the game play. 5. Anthropological analysis of tennis play on different playing surfaces. 6. Technical-tactical application of shots in the game with regard to playing surfaces Theoretical practical lectures (each topic is covered with 3 classes) 1. Teaching methods and performance of forehand shot in the game (with the ball in play) from the side, half-open and open stance. Application of different spinning from aforementioned stances in the game (top spin, slice, side spin) 2. Teaching methods and performance of backhand shot in the game (with the ball in play) from the side and half-open stance. Application of different spinning from aforementioned stances in the game (top spin, slice, side spin) 3. Teaching methods and performance of service with different spinning (slice, top spin, twist)

	4. Teaching methods and performance of forehand volley shot in the game 5. Teaching methods and performance of backhand volley shot in the game 6. Teaching methods and performance of smash shot in the game Exercises (each topic is covered with 3 classes) 1. Teaching technique exercises, their sequence and progressiveness in instruction of forehand shot in the game (with the ball in play) from side and half-open stance with special attention drawn to application of different spinning 2. Teaching technique exercises, their sequence and progressiveness in instruction of backhand shot in the game (with the ball in play) from side and half-open stance with special attention drawn to application of different spinning 3. Teaching technique exercises, their sequence and progressiveness in instruction of service with different spinning (slice, top spin, twist) 4. Teaching technique exercises, their sequence and progressiveness in instruction of forehand volley shot in the game 5. Teaching technique exercises, their sequence and progressiveness in instruction of backhand volley shot in the game 6. Teaching technique exercises, their sequence and progressiveness in instruction of smash shot from the air and after a ground bounce in the game
2.6. Format of instruction:	☒ lectures ☒ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☒ field work ☐ independent assignments ☐ multimedia and internet ☐ laboratory ☐ work with mentor ☐ (other) 2.7. Commentaries:
2.8. Student responsibilities	Regular theoretical and practical class attendance, active participation in the class.

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)

Class attendance	0,75	Written exam	0,75	Project	
Experimental work		Research		Practical training	
Essay		Report		(other)	
Tests	0,75	Seminar essay		(other)	
		Oral exam	0,75	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Tests 25% Written exam 25% Oral exam 25%

2.11. Required literature (available in the library and via other media)

Title	Number of copies in the library	Available via other media
1. DTB (1992). TENIS-od početnika do majstora. Zagreb: Mladinska knjiga. (redigirao: B. Neljak).	5	
2. Filipčić, A., Filipčić, T. (2003). Tenis: učenje. Dopolnjena izd. Ljubljana: Fakulteta za šport, Inštitut za šport.	5	
3. ITF (2002). Razvoj mladih tenisača. ITF Ltd, Bank Lane, Roehampton, London, England.	0	

2.12. Optional literature (at the time of submission of study programme proposal)	Friščić, V. (2004). Tenis bez tajni. Zagreb: Biblioteka TENIS.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey

1. GENERAL INFORMATION			
1.1. Course teacher	**Ivan Ivezić, Mag. Cin.**	1.6. Year of the study programme	
1.2. Name of the course	**TRIATHLON**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Prof. Vesna Babić, Ph.D. Klara Šiljeg, Ph.D. Sandro Tomas, Mag. Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (9L + 18TPL + 18E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	5 – 20
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2

2. COURSE DESCRIPTION	
2.1. Course objectives	- to introduce the student with the basic characteristics of triathlon; - correct mastering of moving structure techniques in all three compounding sports of triathlon; - acquiring teaching methods for instructing specific techniques of all three compounding sports of triathlon; - to acknowledge biomechanical movement principles in all three compounding sports of triathlon; - acquire basic theoretical knowledge of triathlon
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	To implement knowledge, skills and theoretical knowledge for the purpose of developing triathlon as a sport. To educate and explain, by introducing multistructural activities such as triathlon, the importance of physical activity in everyday life. To identify and analyse the possibilities of organizing triathlon competitions with the purpose of sports tourism development. Practical implementation of acquired knowledge and skills through participation in the adjusted forms of triathlon competitions.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - understand the role and the significance of each triathlon event - implement acquired knowledge and skills in teaching beginners - analyse performance of certain movement structures - participate in the organization of triathlon competitions - autonomously conduct modified forms of triathlon competitions - understand the rules and functioning systems of competitions in triathlon
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Theoretical lectures** (each topic is covered with 1,5 class) 1. Triathlon – general information 2. Cycling – general information 3. Specificities of cycling in triathlon 4. Transition T1 and T2 5. Specificities in swimming and running in triathlon 6. Recovery methods in triathlon **Theoretical-practical lectures** (each topic is covered with 1,5 class) 1. Training programmes for basic aerobic endurance, speed and speed endurance development in swimming 2. Training programmes for basic aerobic endurance, speed and speed endurance development in cycling 3. Training programmes for basic aerobic endurance, speed and speed endurance development in running 4. Training programmes – transitions T1 and T2 5. Strength training in triathlon 6. Flexibility – stretching in triathlon 7. Periodization in triathlon

	8. Training process planning in triathlon 9. Mental preparation – preparation for the competition 10. The importance of food and fluid intake during training sessions and competitions 11. Heart rate and load determination for each particular event in triathlon 12. Differences in training process for particular types of triathlon (sprint – Olympic – long triathlon) **Exercises** (each topic is covered with 1,5 class) 1. Open water group swimming o deep water mass start o mass pontoon jump start (of the platform) 2. Orienteer swimming – buoy in the open water o individually o in group 3. T1 – leaving water and entering the transition zone 4. T1 – jumping onto the bicycle and leaving the transition zone 5. T2 – leaving the bicycle and entering transition zone 6. T1+T2 – transitions 7. Bicycle – pack ride o individual overtaking o parallel overtaking 8. Bicycle – hill climbing cycling technique and turning technique 9. Running – standard continuous 500m-2,25 km running after bicycle ride 10. Variable continuous 2,5 km running 11. Super sprint triathlon (250 m swimming, 6,5 km cycling, 1,25 km running) 12. Sprint triathlon (750 m swimming, 20 km cycling, 5 km running)

2.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☒ field work	☐ independent assignments ☐ multimedia and internet ☐ laboratory ☐ work with mentor ☒ participation in modified triathlon competition	2.7. Commentaries:
2.8. Student responsibilities			

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance	0.3	Written exam	0.9	Project	
	Experimental work		Research		Practical training	0.9
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	0.9	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Active participation in class 10% Tests – practical training 30% Written exam 30% Final – oral exam 30%

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media)	1. Friel, J. (2004). The triathletes Bible (2. izd). Velo Press.	0	
	2. Dallam, G., Jonas, S. (2008). Championship Triathlon Training. Champaign, IL: Human Kinetics.	0	
	3. Hobson, W., Campbell, C., Vickesrs, M. (2001). Swim, bike, run. Champaign IL: Human Kinetics.	0	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Cecil M. Colwin (1998). Plivanje za 21. stoljeće, Gopal. 2. Chambers, K. (2007). ITU Competative Coaching Course Manual. ITU. 3. Evans, M. (1997). Endurance athlete's edge. Champaign IL: Human Kinetics. 4. Mierke, K. (2005). Triathlon Training Running. A&C Black Ltd. 5. Santos, S. (2008). ITU Competitive Coaching Course, 3 – 10 October, Medulin, 2008.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey		

1. GENERAL INFORMATION			
1.1. Course teacher	**Assoc. Prof. Goran Leko, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**WATER-POLO**	1.7. Credits (ECTS)	3
1.3. Associate teachers	Dubravko Šimenc, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(9L+18TPL+18E) *Actual teaching hours: 20L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

2. COURSE DESCRIPTION	
2.1. Course objectives	Students will acquire basic information regarding water polo as a kinesiological activity. There are two basic goals: familiarizing with the basic elements of water polo.
2.2. Course enrolment requirements and entry competences required for the course	No enrollment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire knowledge from basic water polo elements, teaching methods in water polo, and they will also be capable of transferring this knowledge to others in the appropriate situational conditions.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - teach others the basics of water polo, - incorporate the basic of water polo in various activities, - animate students varying in age for water polo as a recreational activity, as a school sport or as a competition sport.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures (each lecture takes 2 hours except lecture number 1 which takes 3 hours) 1. Development of water polo 2. International rules of water polo 3. Kinesiological analysis of water polo 4. Analysis and teaching methods in water polo 5. Analysis of the basic defensive formations 6. Teaching methods in water polo tactics; individual defense assignments, zone defense, defense without a suspended player 7. Basic attacking systems, counter attacks, attacks with an extra player Theoretical-practical lectures and exercises (each lecture takes 2TPL+2E except lecture number 7 which takes 6TPL+6E) 1. Movement without the ball 2. Water polo front crawl and back crawl techniques 3. Analysis and teaching methods of basic game elements with the ball 4. Shooting at the goal from various positions and using various techniques 5. Goalkeeper technique 6. Teaching methods regarding the tactical training, man-to-man defense, zone defense, defense without a suspended player 7. Basic attacking systems, counter attacks, attacks with an extra player

2.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)		2.7. Commentaries:	
2.8. Student responsibilities	Attending classes on a regular basis.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Written exam		Project	
	Experimental work		Research		Practical exam	
	Essay		Report		(other)	
	Tests	1.5	Seminar essay		(other)	
			Oral exam	1.5	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Test 50% Oral exam 50%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Šimenc, Z. (1977). Vaterpolo. U Enciklopedija fizičke kulture, sv. 2. Zagreb: Jugoslavenski leksikografski zavod.	10	
	2. Petanek, D., Šimenc Z. (1988). Razvoj vaterpola kroz promjene pravila igre. U Stručni prilozi (str. 1-18). Zagreb: VSH,	1	
	3. Pavičić, L., Šimenc, Z. i Lozovina, V. (1988). Analiza repertoara elemenata vaterpolo tehnike. U Stručni prilozi (str. 19-28). Zagreb: VSH.	1	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Šimenc, Z., Vuleta, D., Bokar, I. i Tkalčić S. (1996). Dijagnostika stanja treniranosti mladih vaterpolista. U Dijagnostika u sportu. Zbornik radova 3. konferencije o sportu Alpe-Jadran, Rovinj (str. 141-144) 2. Šimenc, Z., Vuleta D. (1997). Analiza učinkovitosti hrvatske vaterpolske reprezentacije s igračem više na velikim natjecanjima. U D. Milanović (ur.), Zbornik radova 1. međunarodne znanstvene konferencije «Kineziologija – sadašnjost i budućnost», Dubrovnik (str. 161-163). Zagreb: FFK. 3. Šimenc, Z., Curiš, Z. i Vuleta, D. (1989). Povezanost općih i specifičnih motoričkih sposobnosti vaterpolista početnika. U Zbornik radova IX. ljetne škole pedagoga fizičke kulture, Ohrid. 4. Šimenc, Z., Vuleta, D., Dizdar, D. i Kurjaković, K. (1999). Strukturna analiza pozicije igrača u vaterpolu na temelju procjene nekih antropoloških karakteristika. U D. Milanović (ur.), Zbornik radova 2. međunarodne konferencije «Kineziologija za 21. stoljeće», Dubrovnik (str. 229-232). Zagreb: FFJ. 5. Šimenc, Z., Vuleta, D. i Kurjaković, K. (2000). Utvrđivanje razlika između pobjedničkih i poraženih ekipa na osnovu nekih situacijskih parametara vaterpolo igre. U V. Findak (ur.), Zbornik radova, IX. ljetna škola pedagoga fizičke kulture, Poreč (str. 192-194).
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

ELECTIVE COURSES

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist. Prof. Ljubomir Antekolović, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**AUDIOVISUAL AIDS IN SPORT**	1.7. Credits (ECTS)	2
1.3. Associate teachers	Research Assistant Saša Vuk, Ph.D. Junior Assistant Marijo Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (6L+10S+10E+4e-learning) *Actual teaching hours*: 15L*
1.4. Study programme (undergraduate, graduate, integrated)	Professional study program	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2

2. COURSE DESCRIPTION	
2.1. Course objectives	Acquiring knowledge of fundamental laws of optics, camera lens construction, camera objectives, camera bodies and video cameras. Teaching students how to use digital cameras, video cameras and specialized photographic equipment. Acquiring knowledge of sports photography specificities, recording techniques, processing and montage of photographic and video material, storage methods and presentation.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	By acquiring specific knowledge, students will be able to select appropriate digital photographic and video equipment for different purposes. Understanding of how to use photographic and video technology in the process of learning sports techniques and analysis of different sports activities. Enabling students to use photographic and video camera on their own for the purpose of physical education teaching, sport, and physical recreation.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will master: - the technique of recording sports photography, - the technique of video recording, - managing field work conditions (appropriate motif selection, framing, perspective; discretion with respect to the subject of recording), - transfer, processing, montage, archiving of the photographic and video material, - presentation of the photographic and video projects.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures, seminars, exercises, and e-learning: 1. The historical development of photography, video and related equipment. (2L) 2. Construction and functioning of digital photo cameras. (2L) 3. Construction and functioning of digital video cameras. (2L) 4. Handling digital SLR cameras. Use of digital camcorders - standard miniDV and HDV. (2S) 5. Sports photography, motif selection, perspective, framing. (2S) 6. Indoor photography. Outdoor photography on sport fields/courts. Objective lens selection and recording settings. (3E) 7. Video recordings in indoor and outdoor sport courts/fields. (3E) 8. Transferring photographic and video material to computers. (2E) 9. Processing of photographic material. Photography formats. Archiving. Photo album preparation. (2S+2E+1e-l) 10. Processing and preparing video materials. Montage of video recordings. Selection of video formats. (2S+2E+1e-l) 11. Presentation and evaluation photo projects. (1S+1e-l) 12. Presentation and evaluation of video projects. (1S+1e-l)

<table>
<tr><td>2.6. Format of instruction:</td><td>☒ lectures
☒ seminars and workshops
☐ exercises
☐ on line in entirety
☒ partial e-learning
☒ field work</td><td colspan="2">☒ independent assignments
☒ multimedia and the internet
☐ laboratory
☐ work with mentor
☐ (other)</td><td colspan="3">2.7. Comments:</td></tr>
<tr><td>2.8. Student responsibilities</td><td colspan="6">Students attend classes regularly, participate actively in project preparation and in field work that includes recording photographic and video materials. They actively participate in processing and montage of photo and video projects and in their presentation. Part of the obligations is completed through the system of e-learning and by posting photographic and video material on web pages.</td></tr>
<tr><td rowspan="5">2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>0.2</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Tests</td><td>0.2</td><td>Oral exam</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Written exam</td><td>0.8</td><td>Project</td><td>0.8</td><td>(other)</td><td></td></tr>
<tr><td>2.10. Grading and evaluating student work in class and at the final exam</td><td colspan="6">Class attendance – 10%
Tests - 10%
Project preparation – 40%
Written exam – 40%</td></tr>
<tr><td rowspan="2">2.11. Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">Kelby, S. (2008). Digitalna fotografija. Miš: Zagreb.</td><td>3</td><td></td></tr>
<tr><td>2.12. Optional literature (at the time of submission of study programme proposal)</td><td colspan="6"></td></tr>
<tr><td>2.13. Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">Anonymous student survey.</td></tr>
</table>

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist.Prof. Mario Kasović, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**BIOMECHANICAL DIAGNOSTICS**	1.7. Credits (ECTS)	2
1.3. Associate teachers	Prof. Vladimir Medved, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S) *Actual teaching hours: 15L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	10%

2. COURSE DESCRIPTION	
2.1. Course objectives	Empower the students for work in the area of biomechanical analysis which encompasses knowledge acquisition regarding the contemporary techniques and technologies for movement data acquisition, processing methods and methods of data interpretation as well as their application and significance in programming the transformational procedures in preparation of elite athletes.
2.2. Course enrolment requirements and entry competences required for the course	No enrollment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	- Understand the concept and functioning of biomechanical analysis; - be familiar with the contemporary motion capture technology; - utilize knowledge form the area of biomechanical analysis for programming the transformational procedure sin kinesiology.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able: - understand the importance and role of the biomechanical analysis in top-level sport; - use internet to found and use demonstration porgrams of various commercial programs; - be familiar to the basics of stereophotogrametric measurement procedures; - conduct the system calibration, digitalization and acquisition of referent movement points; - be familiar with movement data analysis; - interpret the results of the biomechanical analysis.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars: 1. The concept of a non-invasive biomechanical analysis and investigation of the kinematic and kinetic movement traits in top-level sport (2L) 2. Equipment, measurement protocols, data processing methods, selection of the model and algorithm of inverse dynamics model (2L) 3. Regression and geometrical procedures o fan N-segmental anthropomorphic modeling, anthropometric measurement, parameters and variables of the model, selection of the differential calculation equations to calculate the model variables (1L+2S) 4. Stereophotogrametric measurement, 3D movement systems (APAS, PEAK, ELITE, SIMI), spatial and temporal data acquisition resolution in various situations in a laboratory or during competition (2L+2S) 5. Inertial systems, calibration, invasion problems and computer movement animation (X-SENS, ANIMAZOO) (2L) 6. Analysis of amplitude-, phase-, and frequency-characteristics of a signal, optimal sampling rates, determining the cut-off frequency and coefficient of low-pass filtering (2L) 7. Analysis of data movement spectrum, reduction of stochastic noise using the filtering techniques (2L+1S) 8. Practical application of a motion system (APAS and ELITE), configuration, motion registration, calibration, data digitalization and digitalization of referent anatomical locations, 3D reconstruction using a DLT method (2L+2S) 9. Construction of a kinematic/kinetic model, calculation of motion parameters. Presenting the results in a numerical, graphic, animation and diagram forms as well as interpretation of the results. (4S) 10. Selecting the technological and technical solutions with regard to a specific sport activity and presentation of the results (4S)

2.6. Format of instruction:	☒ lectures ☒ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		☐ independent assignments ☐ multimedia and the internet ☒ laboratory ☐ work with mentor ☐ (other)		2.7. Commentaries:	
2.8. Student responsibilities	Attending classes on a regular basis, activity during classes, independent research assignments.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Written exam		Project	
	Experimental work		Research		Practical exam	
	Essay		Report		(other)	
	Tests		Seminar essay	0.5	(other)	
			Oral exam	0.5	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 50% Seminar essay 25% Oral exam 25%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Mejovšek, M. (1994). Application of spectral analysis in processing of kinematic signals of movement. Kineziologija 26 (1-2): 71-73.	5	
	Mejovšek, M. (1995). Dinamička analiza gibanja u športu. u: Pećina, M., Heimer, S. i sur. (ur.) Športska medicina – Odabrana poglavlja. Zagreb: Medicinska biblioteka, Naprijed, 70-74.	5	
	Kuleš, B., Mejovšek, M. (1997). Kinematic and dynamic analysis of the ushiro mawashi geri. Kineziologija 29 (2): 40-46.	5	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Allard, P. i sur. (1995). Three-Dimensional Analysis of Human Movement. Human Kinetics. 2. Stergiou, N. (2004). Inovative Analyses of Human Movement. Human Kinetics. 3. Hraski, Ž., Mejovšek, M. (1999). Primjena sustava za kinematičku analizu sportskih tehnika. u: Hraski, Ž., Matković, Br. (ur.) Zbornik radova, 8. zagrebački sajam sporta – „Trener i suvremena dijagnostika“, Zagreb, 17-28. 4. Hraski, Ž., Mejovšek, M. (2004). Production of angular momentum for backward somersault. IASTED International Conference on Biomechanics, Honolulu, Hawaii, USA, 10-13. 5. Antekolović, Lj., Dobrila, I., Mejovšek, M., Čoh, M. (2006). Longitudinal follow-up of kinematic parameters in high jump – A case study. New Studies in Athletics, 21 (4): 27-37.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	**Asist. Prof. Goran Sporiš, Ph.D.** **Prof. Franjo Prot, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**KINESIOLOGICAL ORIENTATION AND SELECTION**	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30L *Actual teaching hours: 15L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0

2. COURSE DESCRIPTION			
2.1. Course objectives	Acquiring basic theoretical and practical knowledge regarding the models and approaches to orientation and selection processes, which are based upon the assumed multivariate relations among variables that form the basis for orientation and selection procedures.		
2.2. Course enrolment requirements and entry competences required for the course	No enrollment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	- Model concept of orientation and selection. - Predictor and criterion systems: basic anthropological characteristics system, performance measures, criterion variables. - Formal models of orientation and selection: group discrimination, classification procedures, sample recognition, selection procedures. - Organization of selection: criterion system, system for the evaluation of the basic anthropological characteristics, situation tests and definitions of performance, registration and recording of sports results. - Characteristics of programme support and information environment for orientation and selection procedure		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Specific competencies: To apply the knowledge regarding the formal models and practical procedures of orientation and selection, based upon the principles of multivariate relations among variables which form the basis for orientation and selection procedures for a given sport. General competencies: Knowledge regarding the formal models and orientation and selection procedures, which are based upon the assumptions on the multivariate relations among variables which form the basis for orientation and selection procedures.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures (each lecture takes 2 hours) 1. The problems of orientation and selection in applied kinesiology. 2. Interdisciplinary of the problem of orientation and selection in the real world setting of sport. 3. Education, qualification and organizational forms of acting in the areas of orientation and selection. 4. Conceptual differences between orientation and selection. 5. Formal models of orientation and selection (discrimination, classification and sample recognition). 6. Formal models of orientation and selection (specification equation and selection procedures, regression and canonical approaches). 7. Criterion systems.		
2.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7. Commentaries:
2.8. Student responsibilities			

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Written exam		Project	
	Experimental work		Research		Practical exam	0.5
	Essay		Report	0.5	(other)	
	Tests		Seminar essay		(other)	
			Oral exam	0.5	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Report 25% Oral exam 25% Practical work 25%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Cook, M. (2004). Personnel Selection. 4thedition. John Willey and Sons ltd.		
	2. Talović, M., Fiorentini, F., Sporiš, G., Jelešković, E., Ujević, B., Jovanović, M. (2011). Notacijska analiza u nogometu. Sarajevo: Fakultet sporta i tjelesnog odgoja, Sveučilišta u Sarajevu.		
	3. Malina R. M. (2005) Talent Identification and Selection in Sport.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Jovanović, M., Sporiš, G., Omrčen, D., Fiorentini, F. (2011). Effects Of Saq Training Method On Power Performance In Elite Soccer Players. The Journal of Strength and Conditioning Research. 25 (2011) , 5; 1285-1292. 2. Sporiš, G., Jukić, I., Ostojić, S. M., Milanović, D. (2009). Fitness Profiling in Soccer: Physical and Physiologic Characteristics of Elite Players. The Journal of Strength & Conditioning Research. 23 (2009) , 7; 1947-1953. 3. Sporiš, G., Ružić, L., Leko, G. (2008). The anaerobic endurance of elite soccer players improved following a high intensity interval training intervention in the 8-week conditioning program. Journal of Strength and Conditioning Research. 22 (2008) , 2; 559-566		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist.Prof. Dubravka Ciliga, Ph.D.**	1.6.Year of the study programme	
1.2.Name of the course	**KINESITHERAPY**	1.7.Credits (ECTS)	2
1.3.Associate teachers	Lidija Petrinović Zekan, Ph.D., Research Assistant Tatjana Trošt Bobić, Ph.D., Research Assistant	1.8.Type of instruction (number of hours L + S + E + e-learning)	30(15L+15E) *Actual teaching hours: 15L**
1.4.Study programme (undergraduate, graduate, integrated)	Professional study programme	1.9.Expected enrolment in the course	
1.5.Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0

2. COURSE DESCRIPTION			
2.1.Course objectives	To enable students to understand basic postulates of musculoskeletal insufficiencies and disorders, and to acquire theoretical and methodological knowledge necessary for planning and programming of kinesitherapeutic treatments.		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3.Learning outcomes at the level of the programme to which the course contributes	Kinesitherapy provides the students with knowledge of musculoskeletal insufficiencies. They will be able to: - identify and analyze characteristics of impaired muscle groups; - explain postulates of programming in kinesitherapy.		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	According to the mentioned objectives of this course, after meeting the demands of the subject taught, the students will be able to define and analyze: - the methods of evaluation of impaired musculature – including specific movements and tests; - process of planning and programming of targeted kinesitherapeutic procedures; - diagnostics of particular insufficiencies of different muscles.		
2.5.Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercise 1. Kinesitherapy: basic areas of the field. Definitions. History of kinesitherapy. Development of kinesitherapy. (1L) 2. Basic postulates of diagnostics and overview of rehabilitation procedures for pes planus and foot deformities, biomechanics of the foot, methods of foot assessment. (2L+2E) 3. Basic postulates of diagnostics and overview of rehabilitation procedures for deformities in the knee area; *genua valga, genua vara, genua recurvata.* (2L+2E) 4. Mechanisms of injury and basics of rehabilitation procedures for knee injuries. (1E) 5. Basic postulates of diagnostics and overview of rehabilitation procedures for congenital hip dislocation. (2L+2E) 6. Basic postulates of diagnostics and overview of rehabilitation procedures for scoliosis and scoliotic posture. (2L+2E) 7. Basic postulates of diagnostics and overview of rehabilitation procedures for kyphosis, kyphotic posture, lordosis, and lordotic posture. (2L+2E) *8.* Basic postulates of diagnostics and overview of rehabilitation procedures for deformities of the thorax: *pectus carrinatum, pectus planum, pectus excavatum.* (2L+2E) 9. Basic postulates of diagnostics and overview of rehabilitation procedures for *torticollis* deformity. (2L+2E)		
2.6.Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7.Comments:
2.8.Student responsibilities			

2.9.Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	2	(other)	
	Written exam		Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Oral exam 100%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Kosinac, Z. (1992). Nepravilna tjelesna držanja djece i omladine: simptomi, prevencija i vježbe. Split: Fakultet prirodoslovno matematičkih znanosti i odgojnih područja u Splitu, Zavod za fizičku kulturu.	5	
	2. Kosinac, Z. (2002). Kineziterapija sustava za kretanje. (Udžbenik). Split: Sveučilište u Splitu.	7	
2.12.Optional literature (at the time of submission of study programme proposal)	1. Cvjetičanin, M. (1993). Priručnik o stopalu. I. Izdanje. Samobor:TIP «A.G.Matoš»d.d. 2. Ciliga, D., Petrinović Zekan, L. (2008). Stanje i perspektiva razvoja u području kineziterapije. U: M. Zbornik radova međunarodne znanstveno-stručne konferencije „17. ljetne škole kineziologa Republike Hrvatske", 2008 (str. 66-71). Zagreb: Hrvatski kineziloški savez. 3. Petrinović Zekan, L., Ciliga, D., Trošt Bobić, T. (2010). Individualizacija rada u području kineziterapije. U B. Neljak (ur.), Zbornik radova 19. Ljetne škole kineziologa Republike Hrvatske „Individualizacija rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije", Poreč, 2010. (str.55-60). Zagreb: Hrvatski kineziološki savez. 4. Ciliga, D. , Trošt Bobić, T., Petrinović Zekan, L. (2009). Metodički organizacijski oblici rada u kineziterapiji. U B. Neljak (ur.), Zbornik radova 18. Ljetne škole kineziologa Republike Hrvatske „Metodički organizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije", Poreč, 2009. (str.29-37). Zagreb: Hrvatski kineziološki savez.		
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	**Assoc.Prof. Benjamin Perasović, Ph.D.**	1.6. Year of the study programme	
1.2.Name of the course	**COMMUNICOLOGY IN SPORT**	1.7. Credits (ECTS)	2
1.3.Associate teachers	Sunčica Bartoluci, Mag.A. Diana Tomić, Mag.A.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S) *Actual teaching hours: 15L**
1.4.Study programme (undergraduate, graduate, integrated)	Professional study program	1.9. Expected enrolment in the course	
1.5.Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1 (teaching material available: PPT presentations, articles, video-examples and occasional homework)

2. COURSE DESCRIPTION	
2.1.Course objectives	The objective is to make the students aware of how an important human activity communication is, with a special accent on the kinesiologists as communicators. The determination of the associations between professional competences and communication competences of kinesiologists, these associations being the fundamental tools of their professional success. The familiarization of the students with media importance and its social influence and the adoption of techniques for successful public and media appearances.
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3.Learning outcomes at the level of the programme to which the course contributes	The students will be empowered to: - understand communication process; - identify and evaluate critically the quality of various communication types; - improve their own communication skills in practice; - understand the role of media.
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be empowered to: - understand the communication phenomenon and diverse types of communication; - implement the acquired techniques of active listening, of fear and stage-fright reduction, and of their own public appearance improvement; - understand the role of media in kinesiological-related activities and professions; - speak publicly in front of a professional auditorium; - analyse and assess diverse forms of verbal and non-verbal messages; - utilize e-learning materials to additionally improve their communication skills.
2.5.Course content broken down in detail by weekly class schedule (syllabus)	Lectures (2 contact hours are allocated to each topic) 1. Introduction to kinesiological communicology. The definition of the concepts of communication and communicology as a scientific discipline. Types of communication (intrapersonal, interpersonal, communication within a small group, public communication, mass communication). The basic concepts: communication, communicator, communicologist, communicology. 2. The role and importance of kinesiologists (teachers, athletes, coaches, referees, sports managers, sports journalists) in the process of communication. 3. Verbal communication. The techniques of oral performance with the aim to reduce fear and stage-fright prior to public performance. Types of noises in the communication channel. Paralinguistic and extra-linguistic signs in communication (loudness, tempo of speaking, intonation, rhythm, pauses; the colour of voice; other forms of producing sounds). . 4. Non-verbal communication. Body language as a tool of kinesiologists. Facial expressions, gestures, and space.

<table>
<tr><td></td><td colspan="6">5. Listening as a communication phenomenon: types of non-listening, active listening, listening improvement techniques. „Silenzio stampa“ – no communication to the media.
6. Skills of public communication: public appearance skills, preparation, composition, and performance.
7. The media and sport. Public relations (PR). Moral panic.
8. Tests / quizzes and course evaluation.
The basic framework of seminars (2 contact hours are allocated to each topic):
(The seminar classes follow lectures, deepen them and widen their contents. The precise contents of seminar classes will be formed for each academic year separately in advance, depending on the current events in public life.)
1. Importance of communication in the wide area of kinesiology: in sports, education, and physical recreation. Emphasising the associations between professional knowledge and competences, on the one hand, and the skills to transfer that knowledge, on the other, in the process of communication.
2. Kinesiologist – communicator: the determination of communication situations and communicological issues that kinesiologists encounter in their practice. Seminar assignment: The analysis of the students’ collected examples and discussion on the literature read.
3. Seminar assignment: a video recordings of the students in diverse communication situations (individually and in groups); the analysis of the verbal message and recommendations for its improvement.
4. Seminar assignment: the analysis of various levels of non-verbal communication on the examples from the profession (case-study). Students’ presentations.
5. Active listening training: listening skill testing, results analysis, the application of the learned active listening techniques. .
6. Seminar assignment: training of the stage-fright reduction techniques and of speech performance as the preparation for the public appearance. Students’ presentations.
7. Seminar assignment: the analysis of the same news from the world of sports in diverse media: paper media, radio (local and national), television (diverse TV stations) and internet sources, with the special accent on the social role of the media and kinesiologists as the actors in the world of the media. The analysis of the causes of the phenomenon silenzio stampa and of the causes of media (moral) panic formation. Students’ presentations.</td></tr>
<tr><td>2.6.Format of instruction:</td><td colspan="3">☒ lectures
☒ seminars and workshops
☐ exercises
☐ on line in entirety
☒ partial e-learning
☐ field work</td><td colspan="2">☒ independent assignments
☒ multimedia and the internet
☐ laboratory
☐ work with mentor
☐ (other)</td><td>2.7.Comments:</td></tr>
<tr><td>2.8.Student responsibilities</td><td colspan="6">Regular class attendance and active participation in discussions; utilization of the e-learning system; assignments completion (material collection, presentation preparation) individually or in groups.</td></tr>
<tr><td rowspan="5">2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>0.2</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>Material collection</td><td>0.4</td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>0.4</td><td>(other)</td><td></td></tr>
<tr><td>Tests</td><td>1</td><td>Oral exam</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(other)</td><td></td></tr>
<tr><td>2.10. Grading and evaluating student work in class and at the final exam</td><td colspan="6">Class attendance 10%
Seminar essay 20%
Material (examples) collection and analyses 20%
Tests / Quizzes – 50%</td></tr>
</table>

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Bartoluci, S. (2010). Komunikološka priprema sportaša. u: Jukić, I., Gregov, C., Šalaj, S., Milanović, L., Bobić-Trošt, T. (ur.) Zbornik radova 8. međunarodne konferencije „Kondicijska priprema sportaša: Trening brzine, agilnosti i eksplozivnosti". Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera Hrvatske. 563-565.	10	YES
	2. Bartoluci, S., Tomić, D. (2010). Aktivno slušanje – osnova komunikacijske pripreme sportaša. Kondicijski trening. 8, 2; 6-11.	5	YES
	3. Bartoluci, S., Tomić, D. (2010). Komunikacijska priprema trenera ili zašto i kako „trenirati" komunikacijske vještine?. Kondicijski trening. 8, 1; 19-23.	5	YES
2.12.Optional literature (at the time of submission of study programme proposal)	1. Cutlip, S.M., Center, A.H. i Broom, G.M.(2003). Odnosi s javnošću. Zagreb:Mate. 2. Gottesman, D. i Mauro, B. (2006). Umijeće javnog nastupa. Zagreb: Jesenski i Turk.. 3. Koković, D. (2004).Sport i mediji. Novi Sad: Fakultet za uslužni biznis. 4. Mulić, H. (2003). Kako postati (i ostati) uspješan trener. Poreč: Inart. 5. Wenner, L. (ur.) (1989). Media, Sports and Society. London, New Delhi: SAGE.		
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist. Prof. Elenmari Pletikos Olof, Ph.D.**	1.6.Year of the study programme	
1.2.Name of the course	**PUBLIC SPEAKING SKILLS**	1.7.Credits (ECTS)	2
1.3.Associate teachers	Diana Tomić, Mag.A.	1.8.Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S) *Actual teaching hours: 15L**
1.4.Study programme (undergraduate, graduate, integrated)	Professional study programme	1.9.Expected enrolment in the course	
1.5.Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1 (instruction material is available: PPT presentations, papers, footage of students, homework)

2. COURSE DESCRIPTION	
2.1.Course objectives	The aim of this course is to provide the students with a general overview of rhetorical theory and to increase their awareness about the importance of public speaking skills. This course should encourage students to start developing public speaking skills in order to make professional advancement. The students will also gain practical skills necessary for better reasoning and speech delivery and critical listening.
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3.Learning outcomes at the level of the programme to which the course contributes	- Understand the difference between private and public speaking; - Overcoming speech anxiety; - Learn how to outline, organize, and deliver speeches.
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be empowered to: - Identify basic rhetorical term; - Classify rhetorical forms; - Form a claim and argument; - Develop listening skills; - Overcome speech anxiety; - Implement speech structure (presentation): introduction, body and conclusion; - Prepare speech delivery; voice and non-verbal signs; - Prepare and deliver speech on special occasions; - Prepare arguments and participate in a debate; - Recognize the elements of motivational speech.
2.5.Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the field of rhetoric: definition of public speaking and basic elements of speech preparation (2L) The students learn about different types of communication, the difference between public and private context, definition of rhetoric and basic types of speech. The notion of monologue and dialogue is introduced as well as the basic speech types. The basic elements of speech preparation are explained in detail: topic, central idea, speech purpose, audience analysis, strategies and general conditions. 2. Practice of basic speech elements; central ideas – triviality and assertion (2L) 3. Listening skills and speech outline (2L) Elements of active listening are explained briefly. The importance of listening skills is further emphasized and they consciously relate the importance of listening for communication in a dialogue. Speech outline is explained (introduction, body and conclusion), rules for the preparation and function of individual parts. 4. Argumentation (2L)

	Argumentation techniques are further explained (in Aristotle's terms atechnical and technical arguments) through evidence (facts, topoi and authorities) reasoning (induction, deduction and analogy). Students acquire the most frequent logical figures: syllogism, enthymeme, sorit, analogy, definition and division. 5. Non-verbal communication (2L) The emphasis is put on nonverbal signs important for public speaking (adequate gesture, look, mimics and proxemics, and special attention is given to voice and pronunciation (presenting seminars, lectures or project presentation) and also to the advantages and disadvantages of certain types of technical aids. 6. Voice and diction exercises, speech delivery, speech anxiety (2S) Voice and diction exercises are presented to the students. Speech delivery is practiced on their in-class seminar assignment. Causes of speech anxiety are explained in depth as well as strategies how to remove them. 7. Speech delivery and recording of student's speeches (2S) Students deliver their in-class speech. It is also important to raise awareness about critical thinking which will be assessed on evaluation of their colleagues, three minute speeches. 8. Fluency; figure of speech and modal expressions (2L) Figures of speech are explained and media examples are shown in videos: metaphor, metonymy, comparison, paraphrases, anaphora, climax, light motive, antimetabole. The functions of modal expression are explained in detail. 9. Speeches on special occasion (2L) Students learn about different occasions on which different types of SoSO can be delivered and their characteristic features. The important elements for good speech on special occasions are learned (humor, figure of speech, vivid examples and decent manners) and some SoSO are analyzed through that evaluation grid. (Oscar, Porin, COOs awards, wedding toast, eulogies etc.). 10. Speech delivery and recording of student's speeches (SoSO) (2S) Students deliver their speeches for special occasions (notes not allowed). Class participation is required and students are expected to listen and assess the speeches of their colleagues. The criteria for assessment are: speech outline (address, the story and effective closing), style ((linguistic rules and figures of speech) fluency (modal expressions), delivery (modal voice with proper loudness and clear articulation) and proper non-verbal communication. 11. Debate and fallacies (2L) Students are informed about different types of debate, rules and moderator. Names and examples of the dominant fallacies (argumentum ad hominem, ad baculum, populism, ad misericordiam i etc.). 12. Debating skills (2S) Students will participate in a debate. The arguments for the debate are prepared in advance and the proposition (previously announced) will be associated to sport. 13. Successful presentations (2S) In this seminar students will expand the knowledge gained through lectures to meet their academic needs. Therefore, as addition to non-verbal cues, visual aids are also studied in more detail. The emphasis is on effective presentations. 14. Motivational speech: preparation and delivery (2S) Motivational speeches are analyzed since this type of speech is often present in sport and students attempt to improvise motivational speech delivered to a tema before an important competition. 15.Quiz and course assessment (1L+1S)	
2.6.Format of instruction:	☒ lectures ☒ seminars and workshops ☐ exercises ☐ on line in entirety ☒ partial e-learning ☐ field work	☒ independent assignments ☒ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7.Comments: It is mandatory to prepare and deliver two in-class speeches and analyze own videos to raise awareness of advantages and disadvantages of public speaking skills.

<table>
<tr><td>2.8.Student responsibilities</td><td colspan="6">Regular attendance and in-class participation; regular in-class speech preparation; assignments and other activities; available e-learning system.</td></tr>
<tr><td rowspan="5">2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>0.2</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>0.8</td><td>(other)</td><td></td></tr>
<tr><td>Tests</td><td>1</td><td>Oral exam</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(other)</td><td></td></tr>
<tr><td>2.10. Grading and evaluating student work in class and at the final exam</td><td colspan="6">Class attendance 10%
Tests / Quizzes 50%
In-class speeches 40%</td></tr>
<tr><td rowspan="4">2.11. Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">1. Bartoluci, S., Tomic, D. (2010). Komunikacijska priprema trenera ili zašto i kako „trenirati“ komunikacijske vještine?. Kondicijski trening. 8 (1): 19-23.</td><td>5</td><td colspan="2">YES</td></tr>
<tr><td colspan="3">2. Škaric, I. (2003). Temeljci suvremenoga govorništva. Zagreb: Školska knjiga.</td><td>5</td><td colspan="2">YES</td></tr>
<tr><td colspan="3">3. Tomic, D. (2011). Instruction material – scripta. Available through the e-learning system Merlin.</td><td>0</td><td colspan="2">YES</td></tr>
<tr><td>2.12.Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Bartoluci, S., Tomic, D. (2010). Aktivno slušanje – osnova komunikacijske pripreme sportaša. Kondicijski trening. 8 (2): 6-11.
2. Lucas, S. (2009). The Art of Public Speaking. New York: McGraw Hill.
3. Tomic, D. Kišicek, G. (2010). Stavovi hrvatskih sportaša i trenera o motivacijskim govorima. 8. medjunarodni skup istrazivanja govora. Zbornik sazetaka.
4. Zadro, I. (ur.) (1999). Glasoviti govori. Zagreb: Naklada Zadro.</td></tr>
<tr><td>2.13.Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">Anonymous student survey.</td></tr>
</table>

1. GENERAL INFORMATION			
1.1.Course teacher	**Assist.Prof. Goran Sporiš, Ph.D.**	1.6.Year of the study programme	
1.2.Name of the course	**NOTATIONAL ANALYSIS**	1.7.Credits (ECTS)	2
1.1. Associate teachers	Dario Škegro, Mag.Cin. Mario Jovanović, Mag.Cin. Krešimir Šamija, Ph.D.	1.8.Type of instruction (number of hours L + S + E + e-learning)	30 (20L+10S) Actual teaching hours:15L*
1.2. Study programme (undergraduate, graduate, integrated)	Professional study programme	1.9.Expected enrolment in the course	30
1.3. Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0

2. COURSE DESCRIPTION			
2.1.Course objectives	To give the student knowledge about the purpose of manual and computerized notation systems. The application of notational analysis with the aim to evaluate tactics, technique, movement quality, then to develop and model data base and to educate coaches and players. Similarities of and differences between the biomechanical and notational analysis. Audi-visual and computer equipment in manual and computerized notational analysis. The application of diverse softwares for the technical and tactical performance analyses (notation system and monitoring system).		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The basic characteristics of manual and computerized notation systems. Advantages and drawbacks of the manual and computerized notation systems. Reliability, objectivity and validity of various notation systems.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The production and development of one's own notation system. Data collecting systems: distribution diagrams, frequency tables and serial data systems. Generic notation systems in matches (team sports). The comparison of the groups of results obtained by the notational analysis and introduction to the scientific investigations related to the implementation of notational analysis.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures (4 contact hours are allocated to each topic) - Fundamental characteristics of manual and computerized notation systems. - Advantages and drawbacks of the manual and computerized notation systems. - Reliability, objectivity and validity of various notation systems. - The application of notational analysis to the evaluation of tactics and techniques, to the movement analysis, to the development and modelling of data bases, and to the education of coaches and players. - Similarities of and differences between the biomechanical and notational analyses. Seminars - Audio-visual and computer equipment in manual and computerized notational analysis. (3) - The application of diverse softwares to tactical and technical performance analysis (notation system and monitoring systems) (3) - The comparison of the groups of results obtained by the notational analysis and introduction to the scientific investigations related to the implementation of notational analysis. (4)		
2.6.Format of instruction:	☒ lectures ☒ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7.Comments:
2.8.Student responsibilities			

2.9.Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	0.5
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	0.5	(other)	
	Written exam	0.5	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Seminar paper 25% Oral exam 25% Practical training 25%

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Talović, M., Fiorentini, F., Sporiš, G., Jelešković, E., Ujević, B., Jovanović, M. (2011). Notacijska analiza u nogometu. Sarajevo: Fakultet sporta i tjelesnog odgoja, Sveučilišta u Sarajevu.		
	2. Hughes, M., Dancs, H., Nagyváradi, K., Polgár, T., James, N., Sporis, G., Vuckovic, G. (Eds.) (2010). Research Methods and Performance Analysis. Szombathely, Hungary: University of West Hungary.		

2.12.Optional literature (at the time of submission of study programme proposal)	1. Jelešković, E., Jozak, H., Talović, M., Sporiš, G., Ramadanović, M. (2010). Correlation between Fitness profile and situation efficiency in soccer. Homo Sporticus. 12 , 2; 11-16 2. Sporis, G., Naglić, V., Milanović L., Talović, M., Jelešković, E. (2010). Fitness Profile Of Young Elite Basketball Players (Cadets). Acta Kinesiologica. 4, 2: 62-68. 3. Šamija, K., Sporiš, G., Jozak, H., Talović, M., Jelešković, E. (2010). Correlation Between The Indicators Of Situational Efficiency, Morphological Characteristics And Functional Abilities Of Football Players. Sport Science. 3, 2: 39-44. 4. Sporiš, G., Vučetić, V., Jerković, M. (2007). The relationship between sprinting and kicking performance. International Journal of Performance Analysis in Sport. 6, 1: 120-129. 5. Sporiš, G., Šango, J., Vučetić, V., Mašina, T. (2006). Latent Structure of Standard Indicators of Game Related Efficiency in Basketball. International Journal of Performance Analysis in Sport. 6, 1: 120-129.
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey on effectiveness and quality of lectures and seminars..

1. GENERAL INFORMATION			
1.1. Course teacher	**Prof. Marjeta Mišigoj-Duraković, Ph.D. (T)**	1.5. Year of the study programme	
1.2. Name of the course	**NUTRITION OF ATHLETES**	1.6. Credits (ECTS)	**2**
1.3. Associate teachers	Maroje Sorić, Ph.D., Research Assistant	1.7. Type of instruction (number of hours L + S + E + e-learning)	**30L** ***Actual teaching hours: 15L****
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.8. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.9. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	/

2. COURSE DESCRIPTION	
2.1. Course objectives	The aim of this course is to acquire knowledge necessary for work in the field of sports kinesiology and kinesiology of physical recreation, and especially in top-level sport.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	- work in the field of sports kinesiology and kinesiology of physical recreation - work in the field of top-level sport - promotion of healthy lifestyle
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be abe to: • understand the basics of healthy nutrition, • understand daily nutritional requirements of top-level athletes in different sports disciplines, • analyze usual nutritional habits of athletes , • analyze usual intake of different nutrients, • plan daily food intake for top-level athletes in different sports disciplines.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures** (2 lecture hours for each teaching topic) 1. Anatomical and physiological bases of nutrition. 2. Biochemical basis of nutrition. 3. Relationship between nutrition and metabolism. 4. Energy cell processes. 5. Nutritional habits of athletes. 6. Basic principles of athletes' diet. 7. Daily energy intake. 8. Carbohydrates in athletes' diet. 9. Proteins in strength and endurance athletes' diet. 10. Vitamins and minerals. 11. Fluid replacement during training and competitions. 12. Diet plan prior to competition in endurance sports. 13. Athletes' nutrition planning. Pre-competition meal.

	14. Diets in body mass reduction. 15. Ergogenic aids: pharmacological, nutritional, physiological means, hormones.					
2.6. Format of instruction:	X lectures ☐ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work		☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)		1.7. Commentaries:	
2.8. Student responsibilities	Regular class attendance, active participation in class, preparation and presentation of the seminar essay.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Written exam	2	Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam		(other)	
2.10. Grading and evaluating student work in class and at the final exam	The final exam is a written exam.					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Mišigoj-Duraković, M. (2003). Osnove prehrane u sportu u: Športska medicina. Ur. Pećina M., Medicinska naklada, Zagreb. str. 35-38.	10	/
	2. Williams C. (2003). Utjecaj prehrane na fizičku sposobnost. U: Športska medicina. Ur. Pećina M., Medicinska naklada, Zagreb, str. 38-41.	10	
	3. Maughan RJ. (2003). Unos i djelovanje ugljikohidrata – športski napici s elektrolitima. U: Športska medicina. Ur. Pećina M., Medicinska naklada, Zagreb, str. 41-47 .	10	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Jeukendreup A i Gleeson M. (2010) Sports nutrition. Human Kinetics Books, Champaign, Illinois. 2. Mišigoj-Duraković, M. i sur. (1999). Tjelesno vježbanje i zdravlje. Grafos, FFK, Zagreb 3. Mišigoj-Duraković M. Kinantropometrija. U : Mišigoj-Duraković M. Kinantropologija - biološki aspekti vježbanja. Kineziološki fakultet Sveučilišta u Zagrebu, Zagreb, 2008. str. 56-95. 4. Duraković Z, Mišigoj-Duraković M. Nikotin, U: Duraković Z. ured. Klinička toskikologija, Grafos. Zagreb, 2000, str. 238-240. 5. Duraković Z, Mišigoj-Duraković M. Kofein, U. Duraković Z. ured. Klinička toksikologija, Grafos, Zagreb, 2000, str. 240-243
2.13. Quality assurance methods that ensure the acquisition of exit competences	Evaluation will be carried out by an anonymous student survey at the end of the course.

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist.Prof. Saša Janković, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**SPORTS INJURY PREVENTION**	1.7. Credits (ECTS)	**2**
1.3. Associate teachers	Assoc.Prof. Igor Jukić, Ph.D. Tatjana Trošt Bobić, Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	**30 (15L+15S)** ***Actual teaching hours: 15L****
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	20 – 40
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-

2. COURSE DESCRIPTION	
2.1. Course objectives	Acquisition of the basic theoretical knowledge that will enable students to plan programmes of preventive exercises for athletes of different ages, gender, and sports discipline.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to choose methods and programmes of preventive training. These methods and programmes wil be applied mostly in individual training programmes and programmes with homogeneous groups. After passing the exam, students will be able to plan, realize, and control such trainings.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- Enablig students to recognize the risk factors and injury mechanisms in sport. - Enabling students to choose methods and programmes of preventive training. - Enabling students to conduct and monitor preventive trainings – individual trainings or trainings with homogeneous groups. This especially concerns knowledge and skills that will prepare the athletes to avoid injuries in urgent situations (anticipation and solutions in dangerous situations, speed of reactions and techniques of voluntary and involuntary landings). - Enabling students for further research of the area of sports injury prevention and for the systematic implementation of new findings in the sports practice.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures** (2 lecture hours for each teaching topic, except for the topic no. 1, which is taught during 1 lecture hour) 1. Global system of sports injury prevention (4 steps). 2. Sports injuries and overuse syndromes. 3. Sports injury epidemiology (frequency, types and importance, identification of problems by sports). 4. Risk factors and injury mechanisms in sports injuries. 5. Athlete's recovery. 6. Diagnostics in prevention of sports injuries. 7. Methodics and programming of the training in prevention of sports injuries. 8. Physical conditioning in prevention of sports injuries. **Seminars** (2 seminar hours for each teaching topic, except for the topic no. 7, which is taught during 3 seminar hours) 1. Strength training in prevention of sports injuries. 2. Training of explosive jumping strength and speed in prevention of sports injuries. 3. Development of proprioception and balance (postural control) in prevention of sports injuries. 4. Stretching exercises in prevention of sports injuries. 5. Complex neuroma. Circular training in prevention of sports injuries. 6. Training in children and youth in prevention of sports injuries. 7. Analysis of effects of the preventive exercise programme – scientific basis.

	Injury prevention system in high performance sport consists of preventive diagnostics of the athlete's status, development and preservation of physical capabilities, learning and perfecting motor skills, long-term sport preparation (with consistent respect of the training principles and acquisition of integral preparedness), the use of ergogenic aids. The contents of the elective course "'Sports injury prevention" include procedures of the preventive diagnostics of the athlete's status, consisting of procedures such as medical examinations, biochemical diagnostics, posturography, pedobarography, isokinetic diagnostics, and neuromuscular analysis. Preventive diagnostics represents the basis for planning of the programmes of sports injury prevention. The components of the preventive training are: muscle tissue improvement, improvement (strengthening) of connective tissue, development of flexibility and proprioceptive training. By muscle tissue improvement the possibilitiy of muscle injuries can be diminished, and, at the same time, athlete's motor abilities can be improved. The purpose is optimal development of the muscle regions that contribute maximally to the performance in specific sports. Connective tissue can be improved by aplication of high and dynamic loads and training stimulus of low intensity and longer duration, with the purpose of capillarization of connective tissue and stimulation of collagen metabolism and improvement of joint cartilage, which is the basic precondition for sports injury prevention. The benefits of improvement of flexibility, beside the increase in the range of motion, include prevention of muscle soreness after training and decrease of the number and severity of injuries. This enhances the protection of athletes against potential danger from injuries. Proprioceptive training: engaging the athlete's body in a number of training situations that provoke proprioceptor activation, creates precondition for the athlete to react optimally in eventual urgent situations potentially leading to injury.

2.6. Format of instruction:			2.7. Commentaries:
	☒ lectures ☒ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	

2.8. Student responsibilities	Attendance of lectures and seminars.

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance		Written exam		Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay	2	(other)	
			Oral exam		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Seminar esay 100%

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Janković, S., Trošt, T. (2005). Novi trendovi u rehabilitaciji mišićnih ozljeda. u: Jukić, I., Milanović, D., Šimek, S. (ur.) Kondicijska priprema sportaša: zbornik radova međunarodne godišnje konferencije, Zagreb, 25. i 26. veljače 2005. Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske.	10	
	2. Janković, S., Trošt, T. (2004). Rehabilitacija ozljeda skočnog zgloba. Kondicijski trening, 1(2), 53-61.	5	
	3. Pećina, M. (1992). Sindromi prenaprezanja. Zagreb: Globus.	2	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Harries, M., Williams, C., Stanish, D., Micheli, L. (2000). Oxford: Oxford Textbook of Sports Medicine. 2. Jukić, I., Šimek, S. (2003). Kondicijski trening u funkciji prevencije ozljeda sportaša. u: Milanović, D., Jukić, I. (ur.). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb 21. - 22. 02. 2003., Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez. 3. Renstrom, P. A. F. H. (ur.) (1994). Clinical Practice of Soprts Injury Prevention and Care. Oxford: Blackwell Scientific Publications. 4. Šimek, S., Jukić, I., Trošt, T. (2006). Preventivni trenažni programi. u: Jukić, I., Milanović, D., Šimek, S. (ur.). Kondicijska priprema sportaša: zbornik radova 4. godišnje međunarodne konferencije „Prevencija ozljeda u sportu", Zagreb, 24. i 25. veljače 2006., Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske, 117-129.

2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1.Course teacher	**Prof. Ksenija Bosnar, Ph.D.**	1.6.Year of the study programme	
1.2.Name of the course	**PSYCHOLOGY OF MIDDLE ADULTHOOD**	1.7.Credits (ECTS)	**2**
1.3.Associate teachers		1.8.Type of instruction (number of hours L + S + E + e-learning)	**30(15L+15S)** ***Actual teaching hours: 15L****
1.4.Study programme (undergraduate, graduate, integrated)	Professional study programme	1.9.Expected enrolment in the course	30
1.5.Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The objective is to introduce the students to the psychological characteristics of the population in mid-life, to the changes in phsycho-physical status as compared to the younger adulthood and to the prognosis of quality of elderly life on the basis on behaviour in the middle addulthood.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will expand their knowledge about psychological characteristics of midlife population. They will intensify their understanding of the particular segment of population with whom they will inevitably meet in their future professional life, which possess the highest social influence and economic power in contemporary society. They will understand specific characteristics of that adulthood period and will be able to plan and implement more efficiently exercise and sport programmes adjusted to this segment of population.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will adopt knowledge about: - the idea of middle adulthood ; they will be able to recognize a person in that developmental phase regardless of his/her chronological age; - the changes that occur in motor and sensory systems and what influence these changes have on behaviour; - the changes in the system of values and their repercussions for attitudes and behaviour; - the desirable and undesirable course of the development in middle adulthood (from the aspects of the theories of Erikson and Havighurst and according to empirical data). The students will be able to establish any kind of quality cooperation with the midlife persons due to the adopted knowledge.
2.5.Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars 1. Introduction, chronological and contextual definition of middle adulthood/midlife. Difficulties in the chronological definitions of midlife. (2L+2S) 2. What is development, investigations of development; the concepts of quantitative and qualitative changes, the concept of cohort. (2L+2S) 3. Basic characteristics of developmental period; the relationship of middle adulthood to younger adulthood and older adulthood. (2L+2S) 4. Changes in middle adulthood (appearance, motor abilities and performance, sensory systems, health, self-perception of health, nutrition, sexual behaviour, attention, intellectual functioning) (2L+2S) 5. Changes in middle adulthood (changes in learning and memory, changes of values and attitudes, personality changes, motivation changes, professional changes, family changes, leisure-time changes) (2L+2S) 6. Mission of the development in midlife (according to Havighurst). (2L+2S) 7. Erikson's approach to the development; the concept of generativity. (2L+2S) 8. The summary of the course; the repetition of the key cognitions (expected to have been adopted by the students during the course) through complex examples (1L+1S)

<table>
<tr><td>2.6.Format of instruction:</td><td colspan="2">☒ lectures
☒ seminars and workshops
☐ exercises
☐ on line in entirety
☐ partial e-learning
☒ field work</td><td colspan="2">☒ independent assignments
☐ multimedia and the internet
☐ laboratory
☒ work with mentor
☐ (other)</td><td colspan="2">2.7.Comments:</td></tr>
<tr><td>2.8.Student responsibilities</td><td colspan="6"></td></tr>
<tr><td rowspan="5">2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</td><td>Class attendance</td><td>0.4</td><td>Research</td><td>0.4</td><td>Practical training</td><td>0.4</td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(other)</td><td></td></tr>
<tr><td>Tests</td><td>0.4</td><td>Oral exam</td><td>0.4</td><td>(other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(other)</td><td></td></tr>
<tr><td>2.10. Grading and evaluating student work in class and at the final exam</td><td colspan="6">Class attendance 20%
Tests 20%
Research 20%
Oral exam 20%
Practical training 20%</td></tr>
<tr><td rowspan="4">2.11. Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">1. Shaie, K. W., Willis, S. L. (2001). Psihologija odrasle dobi i starenja. Jastebarsko: Naklada Slap. (selected chapters)</td><td>2</td><td></td></tr>
<tr><td colspan="3">2. Berk, L. E. (2008). Psihologija cjeloživotnog razvoja. Jastebarsko: Naklada Slap. (chapter: „Srednja odrasla dob“)</td><td>0</td><td></td></tr>
<tr><td colspan="3">3. Petrić, V., Bosnar, K. (2009). Preferencije sportskih aktivnosti osoba srednje dobi iz ruralne sredine. u: Andrijašević, M. (ur.).Upravljanje slobodnim vremenom sadržajima sporta i rekreacije, zbornik radova. Zagreb: Kineziološki fakultet, 389 -397.</td><td>10</td><td></td></tr>
<tr><td>2.12.Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Bosnar, K., Eterović, H., Kulenović, A. Prot, F., Zarevski, P. (1993). Odlazak u skloniste s nekih stajališta teorije odlučivanja. Civilna zaštita, 2: 1-10.
2. Lachman, M. E. (2001). Handbook of midlife development. New York: John Wiley & Sons.
3. Papalia, D. E., Olds, S. W., Feldman, R. D. (2004). Human Development. 9th edition. New York, NY: McGraw-Hill. (odabrana poglavlja)</td></tr>
<tr><td>2.13.Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">Anonymous student survey.</td></tr>
</table>

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist.Prof.Dubravka Ciliga, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**SPORT FOR PERSONS WITH DISABILITIES**	1.7. Credits (ECTS)	**2**
1.3. Associate teachers	Lidija Petrinović Zekan, Ph.D., Research Assistant Tatjana Trošt Bobić, Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	**30(15L+15S)** ***Actual teaching hours: 15L****
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-

2. COURSE DESCRIPTION			
2.1. Course objectives	Acquisition of knowledge about disabilities and application of this knowledge in the field of sport for persons with disabilities. Importance of regular physical activity for persons with different categories of disabilities. Methods in teaching and application of different types of physical activity for persons with different categories of disabilities		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Understanding of complexity and specificities of the work with persons with disabilities. Acquiring specific knowledge necessary for planning, organization, and performing sports activities for persons with disabilities.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- Students who complete this elective course and pass the exam are competent for performing kinesiological activities for persons with disabilities. - Participation in projects of new, and adaptation of old sports facilities.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures** (3 lecture hours for each teaching topic) 1. Definition of sport for persons with disabilities. 2. Elite-level competitions and their specificites with regard to the category of disability. 3. The difference between competitive sport and recreational activities. 4. Characteristics of sports wheelchairs and sports prostheses. 5. Description of sports at the Paralympic Games. **Seminars** (3 seminar hours for each teaching topic) 1. Practical demonstration of wheelchair basketball. 2. Practical demonstration of sitting volleyball. 3. Practical demonstration of goalball. 4. Practical demonstration of wheelchair tennis. 5. Practical demonstration of radiogoniometry for blind persons.		
2.6. Format of instruction:	☒ lectures ☒ seminars and workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7. Commentaries:
2.8. Student responsibilities	Attendance of lectures and seminars.		

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Written exam		Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	2	(other)	
2.10. Grading and evaluating student work in class and at the final exam	The final exam is oral exam.					

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media)	Ciliga D. i Petrinović, L. (1996). Sportaši s invalidnošću i fitness. U D. Milanović (ur.), "Fitness", Međunarodno savjetovanje o fitnessu, Zagrebački sajam športa (str. IV25-IV25). Zagreb: FFK, ZV, ZŠS.	5	
	Ciliga, D. i L. Petrinović (1999). Sport osoba s invaliditetom. Medix (23).	1	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Ciliga, D. (1993). Organizacija športa i rekreacije za invalidne osobe u Hrvatskoj. U Zbornik radova Central-East European conference, Siofok. 2. Ciliga, D. (1993). Šport kao preduvjet povećane i produljene mobilnosti invalidnih osoba. U V. Findak (ur.), Zbornik radova Konferencije o športu Alpe-Jadran Rovinj (str. 278-280). Zagreb: HOO. 3. Ciliga, D., Omrčen D. i Petrinović, L. (1996). Uporaba trenažera u rehabilitaciji osoba s ozljedom kralježnice. Fizikalna medicina i rehabilitacija 13 (S1). 4. Ciliga, D. i B. Volčanšek (1994). Model kineziološke aktivnosti kod osoba s povredom leđne moždine. U Zbornik radova 9. alpsko-jadranskog simpozija za međunarodnu suradnju u rehabilitaciji, Luzern. 5. Ciliga, D. (1998). Preduvjeti u uključivanju osoba s invalidnošću u višu razinu sportskih natjecanja. Sport za sve 16 (14), 12-13.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Active participation in seminars.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dragan Milanović, Ph.D.	1.6. Year of the study programme	
1.2. Name of the course	**SPORT IN EUROPEAN COUNTRIES**	1.7. Credits (ECTS)	**2**
1.3. Associate teachers	Zrinko Čustonja, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	**30(15L+15S)** ***Actual teaching hours: 15L****
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	- to acquire basic knowledge about sports systems in European countries; - to acquire and comprehend comparative studies and analysis of sports systems in European countries and in Croatia and to implement those in professional coaching practice - to provide insights in and to comprehend the basic factors that influence the status of sports in certain countries as well as the sports results that they achieve - to autonomously analyze and address issues important for understanding sport systems in European countries as well as its role and significance in wider European context in a way to be useful to coaches in their professional work
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	- acquaintance with the organization systems and constitutions of sports in the European countries - acquaintance with the management system and decision making procedures in sports in the European union - acquaintance with the strategic and programme documents addressing sports at national levels in different European countries and at the European Union level - acquaintance with the position, role and systems of coach education in the European countries - acquaintance with the experiences of the coaches from the European counties in the context of social and work-juridical status - capacity to perform comparative analysis of sports in the European Union countries and Croatia
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- comprehending basic characteristics of sports systems in the European countries - knowing basic social, political and professional factors affecting further development of sport and coaching profession in the European countries - knowing the organization and the structure of sport in the European countries - knowing and understanding the position and the role of the coach in the European countries - the capacity to grade and evaluate the contributions, importance, status and results as well as the particularities and characteristics of the coach profession in the European countries - the capacity to deliberate analytically and comparatively
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures and seminars** 1. Sport in European Union: documents, country interconnection, European sports associations (2L+2S) 2. Examples of sport systems and coach professions in some western European countries (Great Britain, France, Finland, Germany, Belgium, Norway) (1L+1S) 3. Examples of sport systems and coach professions in some eastern European countries (Bulgaria, Russia, Poland, Ukraine) (1L+1S) 4. Sport system and coach profession systems in Alps-Adriatic region countries (Austria, Italy, Slovenia, Hungary) (1L+1S) 5. Sport and coach profession in none-European countries (USA, Australia, Japan) (1L+1S) 6. Comparison of sports results achieved by European countries on Olympic Games, World and European championships, European sports competitions (2L+2S) 7. Education, employment and improvement of coaches in the sport of the European countries. Vocational and university level of training and education of coaches in Europe and worldwide. (1L+1S) 8. Selection and sport schools system in the European countries (1L+1S) 9. Sports preparation technologies in the European countries (1L+1S)

	10. Sport, science and professional practice in the European countries, transfer of technologies from the field of research to the field of professional coach practice, coach associations in Europe (1L+1S) 11. Strategies and national sport and coach profession development programmes in the European countries (1L+1S) 12. Comparison of sports system and coach practice in the European countries and Croatia (2L+2S) Topics introduced on lectures are widen, discussed and addressed on seminars. Seminars are conducted once in two weeks. On seminars students are obligated to present their seminar essays related to one of the chosen topics. Topics are chosen by students in accordance with the lecturers. Seminar essay must contain 6-8 pages and the presentation has to be 20 to 30 minutes long.

2.6. Format of instruction:			2.7. Commentaries:
	X lectures X seminars i workshops ☐ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	X independent assignments ☐ multimedia and internet ☐ laboratory ☐ work with mentor ☐ (other)	

2.8. Student responsibilities	Making and presenting seminar essay; regular lectures and seminar attendance; active participation in workshops and debates.

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)						
	Class attendance	0.5	Written exam		Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay	0.5	(other)	
			Oral exam	1.0	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Seminar essay 25% Oral exam 50%

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Milanović, D., Čustonja, Z., Bilić, D. (ur.) (2011) Temeljna načela i smjernice razvoja športa u Republici Hrvatskoj. Zagreb: Nacionalno vijeće za šport i Ministarstvo znanosti obrazovanja i športa Republike Hrvatske. (u tisku)	0	
	Milanović, D. Čustonja, Z. (2007). Sportska rekreacija – sport za sve u svijetu. Zbornik radova Međunarodne znanstveno-stručne konferencije Sport za sve u funkciji unapređenja kvalitete života. 19-30.	10	
	Milanović, D., Čustonja, Z. (2007). Sport kao čimbenik povezivanja država i regije RZ Alpe –Jadran. Zbornik radova VII. konferencije o športu Alpe-Jadran, Opatija, Hrvatska, 65-82.	5	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Čustonja, Z., Milanović, D., Sporiš, G. (2009). Kinesiology in the names of higher education institutions in Europe and the United States of America. Kinesiology, 41 (2): 136-146. 2. Bartoluci, Mato; Škorić, Sanela; Čustonja, Zrinko. Employees in sport in the European Union countries and Croatia. U: Puhak, Stjepan ; Kristić, Krešimir (ur.) Making sport attractive for all. Zagreb : Ministry of education and sport Republic of Croatia, 2003. 202-211. 3. European Council (2000). Nice Declaration: Declaration on the specific characteristics of sport and its social function in Europe. http://europa.eu/legislation_summaries/education_training_youth/sport/l35007_en.htm (15. 12. 2010.). 4. European Network of Sport Science in Higher Education (1999b). European Structure for the 5 Levels of Coaches Training http://www.ensshe.lu/documents/cahiers/levels.pdf (15. 12. 2010.) 5. European Observatoire of Sport and Employment (2004). Vocational Education and Training related to Sports in Europe: Situation, Trends and Perpectives http://www.eose.org/ktmlpro/files/uploads/Final%20Report%20English%20Version.pdf (15. 12. 2010.).

2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist.Prof. Asja Stipić Marković, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**ATHLETES WITH ALLERGY AND ASTHMA**	1.7. Credits (ECTS)	2
1.3. Associate teachers	Branko Pevec, Ph.D. Mira Radulović Pevec, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (24L + 6E) *Actual teaching hours: 15L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	20
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

2. COURSE DESCRIPTION	
2.1. Course objectives	Allergic diseases and asthma represent a significant public-health problem in the modern world. There is an increasing prevalence trend with a high number of affected persons in almost all populations, reaching epidemic proportions in some industrialized areas. Inevitably, these diseases also affect persons who participate in different sports, recreationally or professionally. The objective of this course is to acquaint the students with the basics of epidemiology and etiological factors of allergic diseases and to demonstrate the basic clinical forms of diseases, such as allergic rhinitis, allergic asthma, eczema and food hypersensitivity, and special forms of diseases related to intense physical activity. A further objective is to demonstrate (through practical work) diagnostic procedures – skin testing, provocative testing and *in vitro* allergology tests, as well as pulmonary function tests at rest and during exercise. Furthermore, the objective is to acquaint the students with the basic principles of treatment of allergic diseases and asthma, with special emphasis on therapeutic modalities that are considered doping in competitive sports. Finally, the objective is to acquire knowledge (through practical examples) and develop opinion and attitude necessary in work with persons affected by these diseases, whether they be children in schools, people engaged in recreational activities or professional athletes.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Organization of professional work with persons affected by allergic diseases and asthma, in schools, physical recreation clubs, sports clubs, etc. Professional work with professional athletes affected by these diseases. Participation in special programmes, e.g., rehabilitation of patients with more severe forms of diseases, as a member of the professional team (together with the physician, nurse, physiotherapist).
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will: - gain insight into the importance of the problem of allergic diseases and asthma, based on the epidemiological indicators. - understand etiological factors of different forms of these diseases. - acquaint diagnostic methods and the basic principles of treatment of these diseases. - apply simple diagnostic procedures, such as pulmonary function measurement by spirometry and peak flow meter. - be able to assess the volume of physical activity that an affected person can perform in particular situations. - differentiate between therapeutic modalities and misuse of antiallergic and antiasthmatic drugs.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures and exercises** 1. Introduction; Epidemiology of allergic diseases and asthma in Croatia and in the world; Hygiene hypothesis and factors of prevalence of allergies. (2L) 2. Anatomy and physiology of the respiratory system. (1L) 3. Clinical forms of allergic diseases and asthma; Pathophysiological mechanisms underlying these diseases. (3L) 4. Diagnostics of allergic diseases (allergens; skin testing; nasal, conjunctival, and oral provocative tests; *in vitro* tests). (1L+2E). 5. Diagnostics of asthma (pulmonary function tests - spirometer, peak flow meter; bronchial provocation tests). (1L+2E). 6. Allergy and asthma as limiting factors in sports activities; Exercise-induced asthma; Food-dependent exercise-induced anaphylaxis; Spiroergometry. (1L+2E)

	7. Principles of treatment of allergic diseases and asthma (ARIA guidelines, GINA guidelines, emergencies, specific immunotherapy). (3L) 8. Application of antiallergic and antiasthmatic drugs in professional athletes (WADA guidelines). (6L) 9. Misuse of antiallergic and antiasthmatic drugs; Doping-control of competitors. (3L) 10. Final discussion and conclusions. Exam. (3L)					
2.6. Format of instruction:	X lectures ☐ seminars and workshops X exercises ☐ on line in entirety X partial e-learning ☐ field work		X independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)		2.7. Commentaries:	
2.8. Student responsibilities	Regular class attendance. Active participation in class.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.25	Written exam	(1)	Project	0.25
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests	1	Seminar essay	0.25	(other)	
			Oral exam	0.25	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 12.5% Tests 50% Seminar essay 12.5% Oral exam 12.5% Project 12.5%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	Sportaš s alergijom i astmom - skripta za Elective course (u pripremi)		

2.12. Optional literature (at the time of submission of study programme proposal)	1. Stipić-Marković A, Čvorišćec B. Alergijske bolesti i pseudoalergijske reakcije. U: Vrhovac B, Jakšić B, Reiner Ž, Vucelić B, ur. Interna medicina. Medicinska biblioteka: Naklada Ljevak, 2008, 1355-9. 2. Tudorić N, Pavičić F. Astma. U: Vrhovac B, Jakšić B, Reiner Ž, Vucelić B, ur. Interna medicina. Medicinska biblioteka: Naklada Ljevak, 2008, 655-61. 3. http://allergycases.org/ 4. http://www.nhlbi.nih.gov/about/naepp/ 5. http://www.ginasthma.org/pdf/GINA_Pocket_2010a.pdf 6. http://www.whiar.org/docs/ARIA_PG_08_View_WM.pdf 7. http://www.wada-ama.org/
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist.Prof. Drena Trkulja-Petković, Ph.D.**	1.6. Year of the study programme	1st, 2nd and/or 3rd
1.2. Name of the course	**OUTDOOR PHYSICAL RECREATIONAL ACTIVITIES**	1.7. Credits (ECTS)	**2**
1.3. Associate teachers	Danijel Jurakić, Ph.D., Research Assistant Damir Vučić, Mag.Ed. (part-time associate) Vesna Širić, M.Sc. (part-time associate) Ead Bećirević, Mag.Ed. (part-time associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	**30 (16L+14E)** ***Actual teaching hours: 15******
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	25
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION	
2.1. Course objectives	The basic objective of the course is to acquire the fundamental theoretical and practical knowledge of numerous physical recreation programmes and contents carried out in natural environments (outdoors), and of the modalities and specificities of application of these programmes.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will gain insight into the complexity of outdoor physical recreation activities and advantages of exercise in natural environments. They will be able to organize and safely realize a large number of programmes and contents applicable in all areas of kinesiology (physical recreation, education, sport, and kinesitherapy) as well as in everyday life.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- acquire the fundamental theoretical and practical knowledge of outdoor physical recreation programmes; - understand the role and importance of outdoor physical recreation activities as the basic and additional programmes in the areas of kinesiology; - design plans and programmes of work, taking into account the barriers to participation in physical recreation activities in different subpopulations (children and youth, adults, elderly persons, persons with disabilities, children with developmental difficulties); - learn the methodics of application of different types of outdoor physical recreation activities and programmes; - learn behaviour rules in natural environments, as well as the individual's role in protection of flora, fauna, and natural rarities.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Theoretical lectures** 1. Outdoor physical recreation activities as the basic and additional programmes in the areas of kinesiology. (1L) 2. Participation in outdoor physical recreation activities – historical overview and modern trends. Individual, social, environmental, and economic benefits of physical exercise in natural environments. (1L) 3. Barriers to participation in physical recreation activities in different subpopulations (children and youth, adults, elderly persons, persons with disabilities, children with developmental difficulties). (1L) 4. Staying in natural environment. Human behaviour in natural environment. Overnight stay in the mountains, mountaineering and other facilities. Mountain Rescue Service and 'self-rescue'. (1L) 5. The man's role in protection and preservation of flora, fauna, and natural rarities (1L) 6. Technique and tactics of movement in natural environments – general terms and principles. The importance and structure of the preparation programmes for safe moving in natural environments. (1L) **Theoretical-practical lectures and exercises** 1. Methodics of application of different sports and physical recreation games in natural environments (garotke, beach volleyball, Indiaca, beach handball, speedminton, trim trails, traditional sports, foot volleyball, table tennis, hanging bowling, etc.). (4TPL+4E) 2. Methodics of applications of complex and modern programmes of outdoor activities: paintball, team building, rafting, and kayaking. (4TPL+4E) 3. Methodics of application of alpinism, amateur excursion mountaineering, cycling. (2TPL+6E)

2.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☒ field work		☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor		2.7. Commentaries: Most classes are planned to be held during a two-day field work.	
2.8. Student responsibilities	Regular class attendance and active participation in class, preparation and realization of independent assignments within the field work. Coverage of the field work expenses (500-600 HRK).					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Written exam		Project	
	Experimental work		Research		Practical training	0.3
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	0.7	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 50% Oral exam 35% Practical training 15%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Available via other media
	1. Poljak, Ž. (2004). Zlatna knjiga hrvatskog planinarstva. Zagreb: Planinarski savez Hrvatske.	3	
	2. Smerke, Z. (1989). Planinarstvo i alpinizam. Zagreb: Planinarski savez Hrvatske.	3	
	3. Širić, V., Trkulja Petković, D., Končarević, M. (2008). Sportsko rekreacijski sadržaji na otvorenom u funkciji unapređenja turističke ponude Osječko-baranjske županije. u: Neljak, B. (ur.) Zbornik radova 17. ljetne škole kineziologa Republike Hrvatske, Poreč: Hrvatski kineziološki savez. 395-401.	10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Trkulja Petković, D., Gobec, D. (2004). Planinarstvo i turizam. u: Bartoluci, M. (ur.) Zbornik radova Međunarodnog znanstvenog skupa „Menadžment u sportu i turizmu“, Zagreb: Kineziološki fakultet. 329-334. 2. Čaplar, A. (2011). Planinarski vodič po Hrvatskoj. Zagreb: Mozaik knjiga		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	**Professor Mirna Andrijašević, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**WELLNESS**	1.7. Credits (ECTS)	**3**
1.3. Associate teachers	Danijel Jurakić, Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	**30 (15L+15E)** ***Actual teaching hours: 15L****
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	40
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	/

2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to supplement the fundamental knowledge with modern models and programmes from the area of physical recreation and to acquire specialized knowledge of implementation and realization of the wellness system.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Organization of professional work in wellness centres; Team work with experts from other areas.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - understand the concept and factors involved in the development of wellness, - understand the function of wellness in modern urban lifestyle, - model wellness offer with special emphasis on kinesiological programmes, - create and conduct transformational and relaxation kinesiological programmes in wellness centres, - apply methods for valorization of wellness activities programme.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	**Lectures and exercises** 1. Definition and concept of wellness. The place and role of wellness in the world and in Croatia. Factors in development of wellness. Fundamental components of wellness. The function of wellness in modern urban lifestyle. (2L+2E) 2. Possibilities of implementation of wellness in different social-economic conditions. Wellness as selective touristic offer. (2L+2E) 3. Modelling of wellness offer. The role of kinesiological programmes in wellness offer. (2L+2E) 4. Wellness programmes as a new approach to quality leisure time. Differentiation between wellness and health tourism. (2L+2E) 5. Wellness as a model of acceptance of a new system of values for improvement of quality of life of the modern man. Technical-tactical principles for implementation of wellness programmes: facilities, interiers, professional level, communication, programme content selection. (2L+2E) 6. Transformational and relaxation kinesiological programmes as a basis of (kinesiological) wellness. Structure of participants of wellness programmes. (2L+2E) 7. Methods for valorization of wellness programmes. Methods for quality control of wellness programmes. (3L+3E)		
2.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	2.7. Commentaries:
2.8. Student responsibilities	Regular class attendance, active participation in class.		

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Written exam	1	Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	0.5	(other)	

2.10. Grading and evaluating student work in class and at the final exam	During the course: Class attendance – 25% Written exam – 50% Oral exam – 25%.

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media)	Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	
	Andrijašević M., Bartoluci, M. (2004). Uloga wellnessa u suvremenom turizmu, Acta turistica, 16(2), 125-143.	1	
	Andrijašević, M. (2004). Programi i sadržaji razvoja sportsko-rekreacijskog turizma u Hrvatskoj. u: Bartoluci, M.i sur. (ur.), Menedžment u sportu i turizmu, Zagreb: KF, EF, 347-357.	10	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Ivanišević G. i sur.(2004). Zdravstveni turizam, prehrana, kretanje i zaštita okoliša u Hrvatskoj, znanstveni skup Veli Lošinj, Zagreb: Akademija medicinskih znanosti Hrvatske. 2. Aerobics and Fitness Association of America (1997). Fitness Theory & Practice. California: Sherman Oaks. 3. Corbin, B.C., Lindsey, R., Welk, I. G., Corbin, R. W. (2002). Concepts of fitness and wellness. New York, USA: Mc Graw Hill Companies. 4. Andrijašević M. (2002). Raising the quality of the sports-recreational offer in Croatian tourism, u: 16th biennial International Congress, Hotel & tourism, University of Rijeka. 5. Andrijašević, M. (ur.). (2000). Slobodno vrijeme i igra. Zagreb: FFK, ZV.
3.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	**Assist. Prof. Dražen Harasin, Ph.D.**	1.6. Year of the study programme	
1.2. Name of the course	**LIFE IN THE NATURE AND SURVIVAL SKILLS**	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30(15L+15S) *Actual teaching hours: 15L**
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected enrolment in the course	70
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

2. COURSE DESCRIPTION	
2.1. Course objectives	To provide students with theoretical knowledge and practical skills that will enable safe stay in the nature and survival.
2.2. Course enrolment requirements and entry competences required for the course	No particular enrolment requirements
2.3. Learning outcomes at the level of the programme to which the course contributes	After successfully passes exam students will understand the theoretical background of primary human needs and the role of particular skills in satisfying basic biological needs in the natural environment. They will attain practical skills important for efficient satisfying of primary human needs in the natural environment. They will attain organizational knowledge necessary for conducting multiday tours and camps. Passing the exam they will attain theoretical and practical base knowledge for risk management, decision making and problem solving in real situation during organization of camps or tour guidance through the nature as well as for optimal reaction in unplanned situations during the stay in the nature.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - Plan and organize a stay of larger group of people in the natural environment, set up a camp in the nature - Avoid unwanted interaction with the nature. Give first aid in the nature. - Orient themselves in the nature using a map or compass, hand GSP device or natural landmarks. Communicate in the nature using international audio and visual signs. - Plan water requirements in the natural surroundings in relation to outside temperature, the volume and intensity of physical work; react optimally in unplanned situations in relation to water requirement; use water collection techniques and treatments for making the water drinkable. - Light the fire using feroccerium rod, control open flame of different campfire sites and use it safely for heating, illuminating, water treatments and food preparations, use different fuel types burners. - Set up and take down a tent, set up tent-half shelter, set up temporary wooden shelter, use natural shelters. - Plan food requirements in the nature; choose groceries appropriate for feeding in the nature; react optimally in unplanned situations related to food needs - Use tools and equipment correctly and safely
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures 1. Physiology and psychology of survival. Understanding life in the natural environment (2L) 2. Primitive skills and knowledge in satisfying human needs in natural environment (1L) 3. Planning tours and stay in the nature. Location, organization and camp infrastructure (1L) 4. Clothes and footwear for stay in the nature. Backpack (2L) 5. Tools in survival. Half tent and rope in survival (2L) 6. Food and water in survival (3L) 7. Fire and shelter in survival (3L) 8. Safety in the nature. Orientation and navigation. First aid in the wilds (1L) Seminars 1. Backpack packing, putting on and taking off a backpack. Correct and safe use of tools, tool maintenance. Use of ropes, useful knots, use of canvas. (2S)

	2. Locating and collecting water from surface watercourses, treatments of water for making it drinkable; transpiration and condensation trap (2S) 3. Types of campfire sites, wood selection, campfire site arrangement, fire starting with matches, correct fire extinguishing. Fire starting using ferocerrium rod. Setting up fire using primitive methods of fire starting – bow drilling. Solid, liquid and gas burners. (2S) 4. Types and characteristic of tents, setting up and taking down a tent. Making shelter using tent-half. Using natural shelters. Making shelters using natural materials at hand. (2S) 5. Food supplies in the nature. Wild growing edible plants; Edible mushrooms; Hunting; Fishing. (2S) 6. Orientation and navigation (2S) 7. Travelling with different vehicles through nature. Techniques of moving in the nature. (1S) 8. Physical fitness in life and surviving in the nature. Avoiding unwanted interaction with the nature. Basics of weather forecast. Overcoming dangerous terrains (1S) 9. Visual and audio signalization. First aid in the nature. (1S)

2.6. Format of instruction:	x lectures ☐ on line in entirety x partial e-learning x field work	☐ independent assignments ☐ multimedia and internet ☐ laboratory ☐ work with mentor x theoretical practical lectures	2.7. Commentaries: Classes will partially be conducted in the natural environment in the form of theoretical practical lectures.

2.8. Student responsibilities	Regular class attendance and active participation in work.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.6	Written exam	0.4	Project	
	Experimental work		Research		Practical training	0.2
	Essay		Report		(other)	
	Tests	0.6	Seminar essay		(other)	
			Oral exam	0.2	(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance - 20% Seminar essay – 20% Practical tests - 30% Oral exam – 30% Students who do not fulfil necessary evaluation criteria during the class will have to undertake final integral exam (written exam – 50% and oral exam – 50%).

	Title	Number of copies in the library	Available via other media
2.11. Required literature (available in the library and via other media)	1. Harasin, D., Smode, B., i Milinović, I. (2010) Strukturalna analiza izviđačkog taborovanja. 19. Ljetna škola kineziologa, 2010. 19. ljetna škola kineziologa RH "Individualizacija rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije"/ Findak, Vladimir (ur.). Zagreb : Hrvatski kineziološki savez, 2010. 461-465.	10	
	2. Mears, R. (2003) Essential bushcraft. Hodder & Stoughton. London.	2	

2.12. Optional literature (at the time of submission of study programme proposal)	1. Kochanski, M. (1988) Bushcraft: Outdoor Skills and Wilderness Survival, Lone Pine Publishing, Canada. 2. Mears, R. (2001) Outdoor Survival Handbook: A Guide To The Resources And Materials Available In The Wild And How To Use Them For Food, Shelter,Warmth And Navigation, Ebury Press, London. 3. Wiseman, J. (2003) SAS Survival Handbook, Collins, London.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survay

SPORT COACHING INTERNSHIP

1. COURSE DESCRIPTION			
1.1. Course teacher	**Module Head Teachers:** **SPORT:** **Assoc.Prof. Vesna Babić, Ph.D. (TRACK-AND-FIELD)** **Marko Žaja, Mag.Cin. (BOXING)** **Senior Lecturer Čedomir Cvetković, M.Sc. (WRESTLING)** **Prof. Goran Oreb, Ph.D. (SAILING)** **Prof. Hrvoje Sertić, Ph.D. (JUDO)** **Prof. Hrvoje Sertić, Ph.D. (KARATE)** **Prof. Bojan Matković, Ph.D. (BASKETBALL)** **Assist.Prof. Valentin Barišić, Ph.D. (FOOTBALL)** **Prof. Nenad Marelić, Ph.D. (VOLLEYBALL)** **Prof. Goran Oreb, Ph.D. (DANCING)** **Assoc.Prof. Goran Leko, Ph.D. (SWIMMING)** **Assoc.Prof. Gordana Furjan-Mandić, Ph.D. (RHYTHMIC GYMNASTICS)** **Prof. Nada Grčić-Zubčević, Ph.D. (DIVING)** **Prof. Dinko Vuleta, Ph.D. (HANDBALL)** **Prof. Bojan Matković, Ph.D. (SKIING)** **Assoc.Prof. Kamenka Živčić Marković, Ph.D. (ARTISTIC GYMNASTICS)** **Andrea Čižmek, Mag.Cin. (ARCHERY)** **Prof. Hrvoje Sertić, Ph.D. (SHOOTING)** **Prof. Franjo Prot, Ph.D. (TAEKWONDO)** **Assoc.Prof. Boris Neljak, Ph.D. (TENNIS)** **PHYSICAL CONDITIONING OF ATHLETES** **prof.dr.sc. Igor Jukić, Ph.D.** **FITNESS TRAINING** **Assoc.Prof. Goran Marković, Ph.D.** **PHYSICAL RECREATION** **Prof. Mirna Andrijašević, Ph.D.**	1.6.Year of the study programme	**1, 2, 3**
1.2. Name of the course	**SPORT COACHING INTERNSHIP**	1.7.Credits (ECTS)	**10 (5 + 5)**
1.3. Associate teachers		1.8.Type of instruction (number of hours L + S + E + e-learning)	
1.4. Study programme (undergraduate, graduate, integrated)	Professional study programme	1.9.Expected enrolment in the course	30

1.5. Status of the course	Compulsory	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. OPIS PREDMETA						
3.1. Course objectives	The objective is to enable students to acquire practical knowledge from their sport coaching specialty.					
3.2. Course enrolment requirements and entry competences required for the course	No enrolment requiremenets.					
3.3. Learning outcomes at the level of the programme to which the course contributes	The students will be empowered to design, programme and execute independently training/exercie process respective to their specialties.					
3.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student's abilities: • Athletes and exercise participants' anthropological status assessment procedures implementation and execution respective to their specialty • Methodological design of training process under practical conditions • Planning and programming of a particular training process in various time periods and cycles • Execute a training process					
3.5. Course content broken down in detail by weekly class schedule (syllabus)	• Observing training sessions led by the coach specialists (30E) • Assistiing to the coach specialists in training process implementation/session execution (60E) • Independent training process/sessions execution under mentor supervision (90E)					
3.6. Format of instruction:	☐ lectures ☐ seminars and workshops ☒ exercises ☐ on line in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	3.7. Comments:			
3.8. Student responsibilities	Regular class attendance, active participation in class work, problem tasks solving.					
3.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical work	X
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam		Project		(other)	
3.10. Grading and evaluating student work in class and at the final exam	Expert team will evaluate the students' independent performance in sport training session coaching.					
3.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	LITERATURE IS ADJUSTED TO SPECIALTIES.					
3.12. Optional literature (at the time of submission of study programme proposal)	OPTIONAL LITERATURE IS ADJUSTED TO SPECIALTIES..					
3.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					