



**DETAILED PROPOSAL OF THE STUDY PROGRAMME**

1. GENERAL INFORMATION OF THE STUDY PROGRAMME			
1.1. Name of the study programme	<b>Sport Coach Education</b>		
1.2. Provider(s) of the study programme	University of Zagreb, Faculty of Kinesiology		
1.3. Type of study programme	Vocational study programme <input checked="" type="checkbox"/>	University study programme <input type="checkbox"/>	
1.4. Level of study programme	Undergraduate <input type="checkbox"/>	Graduate <input checked="" type="checkbox"/>	Integrated <input type="checkbox"/> Postgraduate specialist <input type="checkbox"/>
1.5. Manner of implementation of the study programme	Classical – Part-time <input checked="" type="checkbox"/>	Mixed (classical + <i>on line</i> ) <input type="checkbox"/>	<i>On line</i> in entirety <input type="checkbox"/>
1.6. Academic/vocational title earned at completion of study	<p>Upon completion of the specialist graduate professional study for sport coach training the graduates earn professional title of the professional specialist of sports coaching science from the chosen field of applied kinesiology:            Professional Specialist of Sports Coaching Science (either track-and-field, handball, football, swimming, judo, or artistic gymnastics, etc.);            Professional Specialist of Sports Coaching Science (physical conditioning of athletes);            Professional Specialist of Sports Coaching Science (fitness training);            Professional Specialist of Sports Coaching Science (physical recreation);            meaning that the graduates attained high education 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).</p>		

2. INTRODUCTION	
2.1. Reasons for starting the study programme	<p>At the Coach Education and Training Department of the Polytechnics of Social Sciences, Zagreb, the specialist graduate professional study for education of sport trainers was established in 2005. It is still executed in accordance with the existing study programme from March 2005 and valid accreditation of the Ministry of Science, Education and Sports of the Republic of Croatia, issued on June 25, 2005. Since then the Faculty has attained precious experience in the organization and implementation of the specialist graduate professional study for sport coaches training. Although the named provider of the programme was the Polytechnics of Social Sciences, the specialist graduate professional study programme for sport trainers' education has in fact been provided by the Faculty of Kinesiology, subject to the undersigned contract between these two institutions. The graduates from the three-year professional (vocational) study programme for sports coaches training enrol mostly on the specialist study programme.</p>

	<p>The actual specialist graduate professional study programme is structured and implemented as a three-semester (a year-and-a-half) study programme.</p> <p>Advancements in certain fields of applied kinesiology imposed the necessity to introduce changes in the study programme in the form of prolonging the study to a two-year study programme. Such a change will enable students to acquire additional knowledge, skills and competences, needed for the most complex jobs in sports. Therefore, the Faculty Council reached the decision on February 25, 2010, to initiate the procedure for the development of a new two-year specialist graduate professional study programme for sports trainers education. It should provide more quality additional further schooling of experts for sport, physical conditioning of athletes, fitness training, or physical (sports) recreation.</p> <p>Experience and actual curricula of the European higher education institutions were consulted when the new specialist graduate professional study for coaches education have being developed, which significantly influenced quality and applicability of the proposed specialist graduate professional study programme.</p>
<p>2.2. Assessment of the study programme's usefulness relative to the demand in the labour market in the public and private sectors</p>	<p>The Faculty of Kinesiology has undoubtedly proved by all its previous activities and operation as well as by its working conditions, characterized by quality of: personnel, premises, equipment, library, informatic technology and others conditions, its competence to educate and train professional specialists of coaching science as high qualified experts from 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.</p> <p>The graduates from the specialist graduate professional study programme for sport trainers education are qualified and competent to perform the most complex jobs of planning, programming, and monitoring processes in:</p> <ul style="list-style-type: none"> <li>- Sports preparation and training process of elite, high-quality, talented, and all other groups of athletes of all age groups in all branches of competitive sport;</li> <li>- Physical conditioning of athletes in sport schools and clubs;</li> <li>- Exercise processes in fitness centres;</li> <li>- Sports-recreational activities conducted in various sports-recreational centres, health-care organizations and tourist organizations, etc.</li> </ul> <p>The graduates from the specialist graduate professional study programme for sport trainers education are qualified and competent to perform various the most complex expert jobs in sport in government administration, as well as in national, county, town and municipality administration and sport associations.</p> <p>Labour market in public and private sector is interested in and open to accept the graduates of such competences.</p>
<p>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.</p>	<p>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. The Faculty of Kinesiology executed (delivered), in fact, the specialist graduate professional study from the very establishment of the study programme, even when its official provider was the Polytechnics of Social Sciences in Zagreb. In line with the Ordinance of the Government of the Republic of Croatia on incorporation of (merger with) the Polytechnics of Social Sciences into the University of Zagreb, the Faculty of Kinesiology officially assumes again the responsibility for trainers' study programmes, its structuring and implementation since the academic year 2011/12. In this way the specialist graduate professional study programme for sport trainers education, which is from this year onward going to be delivered as one of the University of Zagreb Faculty of Kinesiology study programmes again, becomes a part of the network of higher education in the Republic of Croatia.</p>

<p>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))</p>	<p>The insight into the curricula of numerous worldwide-recognised institutions of higher education in the European Union member countries revealed there are several curricula the structure of which is the same or very similar to the structure of the proposed specialist graduate professional study programme for sport trainers education. However, although similar in structure, they have diverse orientations and various contents, emerging from national traditions and specific actual needs for personnel.</p> <p>In this respect, the specialist graduate professional 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.</p> <p>Among the available curricula, out of which some have just passed, as is case with the curriculum presented here, through the phase of adjustment to the Bologna process, the Zagreb curriculum of the specialist graduate professional study for sport trainers education may be compared with the curricula of similar specialist graduate professional courses of study such as: 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).</p>
<p>2.5. Openness of the study programme to student mobility (horizontal, vertical in the Republic of Croatia, and international)</p>	<p>The specialist graduate professional study 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.</p> <p>And vice versa, the proposed specialist graduate professional study programme offers opportunities for students of other higher education institution from Croatia and abroad to enrol on certain study programme elective courses, which are in accord with their preferences and with the characteristics of their core study programme.</p> <p>The Coach Education Study Centre of the Faculty of Kinesiology University of Zagreb will expand its student exchange supply in the near future with the offer to students of other higher education institutions from Croatia and abroad to enrol on one or more semesters of the specialist graduate study programme.</p> <p>The graduates of the specialist graduate professional study programme for sport trainers education will be given opportunity, with the future legislative changes, to enrol, in the same vertical direction at the Faculty of Kinesiology, on the university specialist postgraduate study of certain areas of applied kinesiology.</p>
<p>2.6. Relationship with the local community (economy, entrepreneurship, civil society, etc.)</p>	<p>Local communities are interested in the graduates from the specialist graduate professional study programme for sport coaches training who adopt competences necessary for the most complex jobs performance in the areas of sport, physical conditioning of athletes, fitness training and physical (sports) recreation. The graduates from the specialist graduate professional study programme for sport trainers education are able to perform the most complex jobs in sport that are manifested in the following: the development of training programmes and in the management of human, financial and material resources being relevant to successful sports training processes as regards particular areas of application.</p> <p>In the private sector the graduates can find jobs in all the listed activities. The graduates with wide competences can become involved in entrepreneurial programmes and establish private companies in sport, tourism, physical (sports) recreation, fitness training and physical conditioning of athletes.</p> <p>It should be emphasized that the graduates from the specialist graduate professional study programme for sport trainers education can successfully perform the most complex jobs of management, control and inspection of professional work in sport with the authority of national and local administration.</p>

<p>2.7. Compatibility with requirements of professional organizations</p>	<p>The specialist graduate professional study programme for sport trainers education has been aligned sufficiently with the demands of vocational fellowships and associations in the Republic of Croatia and it is logically associated with the programmes of the Croatian Kinesiological Association, Croatian Olympic Committee and national sport federations, that is, with the programmes of all fellowship associations assembling sport trainers/coaches, trainers of physical recreation, physical conditioning trainers and fitness trainers.</p> <p>The students of the specialist graduate professional study for sport coach training participate actively during their study in traditional symposia and conferences organized by their vocational and professional fellowship associations. Their teachers, as a rule, participate in the same symposia and conferences as lecturers and speakers, thus contributing with their scientific and professional papers to the development of everyday sports practice, on which successful operation of particular fellowship associations is founded.</p> <p>Teachers and their associates of the specialist graduate professional study participate in many national and international vocational, professional and scientific symposia and conferences organized by, for example, the European Physical Conditioning Association, Croatian Physical Conditioning Coaches, Croatian Bodybuilding and Fitness Association, International Fitness Association (IFA), Croatian Sports Recreation Association Sport for All, associations of sport coaches of particular national sport federations.</p>
<p>2.8. Name possible partners outside the higher education system that expressed interest in the study programme</p>	<p>Main partners outside the higher educational system that are interested in the implementation of the specialist graduate professional study for sport trainers education are the following: Croatian Ministry of Science, Education and Sport, Croatian Olympic Committee, national sports federations, bodies of regional and local administration and self-government, sectors of tourism and health-care, Croatian Ministry of Defence and Ministry of Internal Affairs.</p> <p>The listed partners outside the academic system are those which might, due to their interest, assume responsibility and supply funds to provide scholarships for the student, their potential employees.</p>
<p>2.9. Other (as the proposer wishes to add)</p>	

<p><b>3. GENERAL INFORMATION</b></p>	
<p>3.1. Scientific/artistic area of the study programme</p>	<p>Kinesiology as a scientific field embraces several science branches in its structure which, aside their scientific foundations, involve a professional level of knowledge as well. The latter is a basis of professional trainers' work in certain areas of application (kinesiology of sport, kinesiological recreation as physical/sports recreation, physical conditioning of athletes, fitness training). In accord with the aforementioned, the proposed specialist graduate professional study programme for sport trainers' education pertains to the social sciences and within it to the field of kinesiology.</p> <p>The best indicators of professional activities of teachers and their associates involved in delivery of the specialist graduate professional study programme are their numerous scientific and professional papers, published in internationally recognized scientific publications and, especially important, in professional journals, which provide the most quality and quickest transfer of knowledge between teachers and coaches/trainers who work in sports practice. For example, the teachers and their associates directly engaged in delivery of the professional study and specialist graduate professional study programmes for sport coaches training have published more than 400 professional papers in a few past years.</p> <p>Further evidence of high-quality professional activity of the appointed teachers are actual data about their participation in international professional meetings, then the data about their work in professional associations and organizations, as well as about their participation in the publication of the professional journal from the area of physical conditioning of athletes. The Faculty of Kinesiology has also been the organizer of the traditional international scientific-professional conference 10 years in succession. It is a conference dedicated to physical conditioning of athletes and meant primarily for sports trainers/coaches. Each conference has its proceedings. Also, the Faculty is the organizer of annual meetings related to physical (sports) recreation; each conference is also provided with the proceedings.</p>

3.2. Duration of the study programme (is there an option of distance learning, part-time studying, etc.)	Specialist graduate professional study is structured and implemented as a four-semester (two-year) study programme. For the time being, it is realised exclusively as a part-time study. However, in the near future, it is planned to open alternative full-time study programme for particular categories of students.
3.3. The minimum number of ECTS required for completion of study	120 ECTS credits.
3.4. Enrolment requirements and admission procedure	<p>The enrolment of candidates into the specialist graduate professional study is done directly, without any entrance examination, provided that for all the applicants and for each study specialisation separately the ranking list of priorities for the enrolment is made according to:</p> <ul style="list-style-type: none"> <li>- the point grade average (PGA) of all the grades from the professional non-university higher coach bachelor study;</li> <li>- the PGA of the specialist-relevant subjects from the elective specialisation modules of the professional bachelor study;</li> <li>- the attained sports status and</li> <li>- other relevant facts.</li> </ul> <p>The Bachelors of sports coaching science can enrol on the specialist graduate professional study directly on the specialisation module which they have completed within the first level of the study, with no additional conditions. They can also enrol on a different specialisation module in the specialist graduate professional study provided that they pass the differential exams in those subjects they have not attained and in which they have not passed the exams previously, which is determined by the special decision of the Faculty of Kinesiology.</p> <p>The candidates who have graduated from the two-year undergraduate professional sports coaching study and attained higher qualification and the professional title of Higher Sports Coach in the chosen sports/sports recreation, as well as the candidates who have finished the two-and-a-half-year professional study for sports coach education (either outside the ECTS programme or within it) and with the attained professional title of Higher Sports Coach in the chosen sports/ of sports recreation/ of physical conditioning/ of fitness training may enrol on the specialist graduate professional study subject to the condition that they, prior to the enrolment on the specialist study programme, enrol partially on the three-year professional study and complete the respective number of differential courses (of either the 5<sup>th</sup> and 6<sup>th</sup> semester or only of the 6<sup>th</sup> semester) and pass all exams of the stipulated differential programme.</p>
3.5. Learning outcomes of the study programme (name 15-30 learning outcomes)	<p>Competences, learning outcomes, and skills the graduates should acquire by completing the specialist graduate professional study for sport coach training are based on the knowledge and skills previously adopted during the professional study programme for sports coach training and represent their further development and logical upgrade.</p> <p>The students will develop the following competences through successful adoption of teaching contents of both the mandatory and elective courses:</p> <ol style="list-style-type: none"> <li>1. Comprehension and competence to analyse biological regularities of growth and development of children and the young as well as of genetic foundations of talent recognition in sport;</li> <li>2. Knowledge on government and non-government structuring and functioning of sport and sports recreation at local, regional and national level;</li> <li>3. Knowledge and skills necessary for strategic development planning of sport and sports recreation at local, regional and national level;</li> <li>4. Communication skills needed for successful management in sports organizations and for management of transformational processes in certain areas of applied kinesiology;</li> <li>5. Expert knowledge of structural, biomechanical and physiological (energetic demands) analyses of kinesiological activities, which are contents of exercise process in all areas of applied kinesiology;</li> <li>6. Knowledge and skills for selection and implementation of assessment procedures with the aim to determine fitness status of participants in the processes of sports training, sports recreational exercise, physical conditioning and fitness training programmes;</li> <li>7. Application of adopted theoretical and methodological knowledge needed for design and improvement of technology of transformational process planning, programming and control in sport, sports recreation, physical conditioning of athletes and fitness training.</li> </ol>

	<p>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.</p> <p>The above-mentioned specialist knowledge and skills, adopted within mandatory and elective courses, as well as within enrolled elective module, will enable the graduates from the specialist graduate professional study the highest level of competence for work in the chosen sport, sports recreation, physical conditioning of athletes and fitness training. Upon completion of the specialist graduate professional study all graduates will be in command of competences, manifested in the following and needed for the most complex professional jobs in the chosen field:</p> <ol style="list-style-type: none"> <li>1. execution of organizational and managerial activities in sport and sports recreation administration at local, regional and national level;</li> <li>2. execution of organizational and managerial activities in sport and sports recreation associations at local, regional and national level;</li> <li>3. preparation of strategic development documentation for the fields of sport and sports recreation;</li> <li>4. selection and implementation of diagnostic procedures aimed at determining fitness status of athletes and of participants in sports recreational and fitness training programmes;</li> <li>5. comprehension of the diagnostic procedures results and their implementation in planning, programming and control of transformational processes in sport, sports recreation, physical conditioning of athletes and fitness training;</li> <li>6. creation of new teaching methods in a particular sports branch, physical (sports) recreation, physical conditioning of athletes and fitness training;</li> <li>7. training process design, execution and control in a chosen sport with persons of both genders and of different age and quality;</li> <li>8. special knowledge on economic exploitation and management of resources (personnel, premises, equipment, financial resources, etc.) necessary for effective process of sports preparation;</li> <li>9. design, execution and control of sports-recreational activity programmes for mainly adult persons;</li> <li>10. special knowledge on economic exploitation and management of resources (personnel, premises, equipment, financial resources, etc.) necessary for effective process of sports-recreational exercise;</li> <li>11. design, execution and control of physical conditioning programmes in various sports for athletes of both genders and of different age and quality, as well as with other participants in physical conditioning programmes;</li> <li>12. special knowledge on economic exploitation and management of resources (personnel, premises, equipment, financial resources, etc.) necessary for effective process of physical conditioning;</li> <li>13. design, execution and control of various exercise programmes within fitness training with different populations of users, especially those with health problems;</li> <li>14. special knowledge on economic exploitation and management of resources (personnel, premises, equipment, financial resources, etc.) necessary for effective execution of fitness programmes;</li> <li>15. qualification for the most complex jobs of management, control and inspection of professional work in sport with the authority of national and local administration.</li> </ol>
<p>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)</p>	<p>The Croatian Ministry of Science, Education and Sport, Croatian Ministry of Defence, Croatian Ministry of Internal Affairs, Croatian Olympic Committee, national sports federations, sport associations of municipalities, towns and counties, town and county administration responsible for sport, professional sport clubs, commercial companies in tourism oriented to health-related tourism, associations and clubs of persons with disabilities, physical recreation association and clubs, fitness centres, centres for physical conditioning of athletes and sports rehabilitation centres.</p> <p>In private sector the graduates can find their jobs as entrepreneurs who own and manage their private physical exercise and sport centres, sports schools and sports clubs.</p>

3.7. Possibilities of continuing studies at a higher level	The graduates of the specialist graduate professional study for sport trainers education will be able, in the future, to enrol on the university specialist postgraduate study or on the postgraduate professional study.
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	<p>The candidates who have completed either the two-year programme of study, the 2-and-a-half-year, or the three-year study at the then Teacher Training College or any other similar institution of higher education for physical education teacher can enrol on the specialist graduate professional study provided that, before enrolment, they enrol partially on the three-year professional study and complete the respective number of differential courses (of either the 5<sup>th</sup> and 6<sup>th</sup> semester or only of the 6<sup>th</sup> semester) and to pass all stipulated differential exams from the area of basic kinesiological disciplines.</p> <p>The candidates who have completed any university study or any other professional study lasting three years can enrol on the specialist graduate professional study for the attainment of the professional vocation of Sports Coaching Science Professional Specialist – the Coach Specialist in the Chosen Sport provided that they have, in that particular sports branch, attained the status of the top-level Croatian athlete (of the first, second or third category) according to the criteria of the Croatian Olympic Committee and that they enrol on the same sport speciality.</p>

<b>4. DESCRIPTION OF STUDY PROGRAMME</b>	
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)	<p>The specialist graduate professional study programme is structured and delivered through 4 semesters, that is, two academic years. The structure of the study is comprised of compulsory subjects, elective subjects and elective subjects – sports, as well as subjects of the sport specialisation (modules), arranged across all the semesters of the study. Such a structure of study 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.</p> <p>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.</p> <p>Due to specific nature of the specialist graduate professional study for sport trainers' education it should be emphasized here that size of classes for theoretical-practical lectures from the area of kinesiology of sport has radically been reduced (to 30) from the usual number of students attending theoretical lectures.</p>
4.4. Requirements for enrolment in successive semesters or trimesters	<p>The students of the specialist graduate professional study progress through the study by enrolling year by year as a unit (courses of both the winter and summer semester). 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.</p> <p>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).</p> <p>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.</p>

4.5. List of courses and/or modules that the student can take in other study programmes	Quality Management (Technical Polytechnics, SGPS – speciality Construction); Environment Management (Technical Polytechnics, SGPS – speciality Construction); Entrepreneurship (VERN, SGPS – speciality Entrepreneurial Management); Competitiveness, Innovativeness and Development (VERN, SGPS – speciality Entrepreneurial Management); Selected Topics of Organizational Behaviour (VERN, SGPS – speciality Entrepreneurial Management); Project Management (VERN, SGPS – speciality Entrepreneurial Management); Leadership (VERN, SGPS – speciality Entrepreneurial Management).
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: Physical Recreation, Biological Kinanthropology, Kinesiology of Sport, Communicology in Sport, Assessment Procedures in Sports, Management in Sports Organizations.
4.7. Completion of study:	
a. <i>Final requirement for completion of study</i>	Final thesis <input type="checkbox"/> Diploma thesis <input checked="" type="checkbox"/> Final exam <input type="checkbox"/> Diploma exam <input type="checkbox"/>
b. <i>Requirements for final/diploma thesis or final/diploma/exam</i>	The students complete the specialist graduate professional study for sport coaches training by passing all the exams stipulated by the study programme, by fulfilling other study-related obligations and by preparing and defending specialist diploma thesis.
c. <i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</i>	The contents and details regarding the process of diploma thesis evaluation and defence at the specialist graduate professional study will be 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 3. The list of mandatory and elective courses and/or modules with the number of contact hours and ECTS credits**

LIST of COURSES/MODULES								
Year of the study: <b>1.</b>								
Semester: I. (VII.)								
MODUL	COURSE	COURSE TEACHER	P	S	V	e-learning	ECTS	Mandatory/Elective/Specialty
Sport Physical Conditioning of Thletes Fitness Training	<b>Biological Kinanthropology<sup>1</sup></b>	Prof. Marjeta Mišigoj Duraković, Ph.D.	45		15		7	Mandatory
	<b>Kinesiology of Sport<sup>2</sup></b>	Prof. Dragan Milanović, Ph.D.	60	15			8	Mandatory
	Communicology in Sport	Assoc.Prof. Benjamin Perasović, Ph.D.	30	15			6	Mandatory
	Elective course/sport I		15	15			2	Elective
	Elective course/sport II		15		15		2	Elective
	Sport coaching internship*				30			Mandatory
		<b>TOTAL</b>		<b>165</b>	<b>45</b>	<b>60</b>		<b>25</b>

LIST of COURSE/MODULES								
Year of the study: <b>1.</b>								
Semester: I. (VII.)								
MODUL	COURSE	COURSE TEACHER	P	S	V	e-learning	ECTS	Mandatory/Elective/Specialty
Physical Recreation	<b>Biological Kinanthropology</b>	Prof. Marjeta Mišigoj Duraković, Ph.D.	45		15		8	Mandatory
	Applied Research in Physical Recreation	Prof. Mirna Andrijašević, Ph.D.	30	15	15		6	Mandatory
	Sociology of Free Time	Prof. Benjamin Perasović, Ph.D.	30	15			5	Mandatory
	Elective course/sport I		15		15		2	Elective
	Elective course /sport II		15		15		2	Elective
	Psychology of midlife	Prof. Ksenija Bosnar, PhD	30		15		5	Specialty
	Sport coaching internship				30			Mandatory
		<b>TOTAL</b>		<b>165</b>	<b>30</b>	<b>105</b>		<b>28</b>

<sup>1</sup> *Biological Kinanthropology is a mandatory course obligatory for the students of the following modules: Sport, Physical Conditioning of Athletes, Fitness Training, and of the module Physical Recreation as well. It is taken in all the modules in the first year, I. semester.*

<sup>2</sup> *Kinesiology of Sport is also a mandatory course of the modules Sport, Physical Conditioning of Athletes, Fitness Training, and of the module Physical Recreation as well. The difference is that in the latter module it is taken in the second year, III. semester.*

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

LIST of COURSES/MODULES									
Year of the study: <b>1.</b>									
Semester: II. (VIII.)									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Mandatory/Elective/Specialty	
Sport	Kinesiological Analysis of a Chosen Sport		23	22			6	Specialty	
	Applicative Research in a Chosen Sport		16	14			4	Specialty	
	Modelling and Evaluating the Process of Physical Conditioning in a chosen Sport		23	22			6	Specialty	
	Modelling and Evaluating the Process of Technical-Tactical Preparation in a Chosen Sport		46	44			8	Specialty	
	Specifics of Working with Children in a Chosen Sport		30	30			6	Specialty	
	Sport coaching internship					45	5	Mandatory	
		<b>TOTAL</b>		<b>138</b>	<b>132</b>		<b>45</b>	<b>35</b>	

LIST of COURSES/MODULES									
Year of the study: <b>1.</b>									
Semester: II. (VIII.)									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Mandatory/Elective/Specialty	
Physical Conditioning of Athletes	Teaching Methods and Programming of Strength Training	Prof. Igor Jukić, Ph.D.	23		22		6	Specialty	
	Teaching Methods and Programming Metodika of Endurance Training	Prof. Igor Jukić, Ph.D.	23		22		6	Specialty	
	Teaching Methods and Programming Metodika of Speed and Agility Training	Prof. Igor Jukić, Ph.D.	23		22		6	Specialty	
	Teaching Methods and Programming of Coordination Training	Prof. Igor Jukić, Ph.D.	23		22		6	Specialty	
	Applicative Research in Physical Conditioning of Athletes	Prof. Igor Jukić, Ph.D.	23		22		6	Specialty	
	Sport coaching internship					45	5	Mandatory	
		<b>TOTAL</b>		<b>115</b>		<b>155</b>		<b>35</b>	

LIST of COURSES/MODULES								
Year of the study: <b>1.</b>								
Semester: II. (VIII.)								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Mandatory/Elective/Specialty
Fitness Training	Management and Entrepreneurship in Fitness Training Industry	Prof. Mato Bartoluci, Ph.D.	30	30			6	Specialty
	Marketing Management in Fitness Training Industry	Lecturer Sanela Škorić, Ph.D.	30	15			6	Specialty
	Psychology of Motivation and Leadership	Assist.Prof. Renata Barić, Ph.D.	32	4	9		6	Specialty
	Functional Resistance Training	Assist.Prof. Asim Bradić, Ph.D.	30		30		6	Specialty
	Modern Group Fitness Training Programmes fitnessa	Prof. Gordana Furjan-Mandić, PhD	35		25		6	Specialty
	Sport coaching internship				45		5	Mandatory
	<b>TOTAL</b>		<b>157</b>	<b>49</b>	<b>109</b>		<b>35</b>	

LIST of COURSES/MODULES								
Year of the study: <b>1.</b>								
Semester: II. (VIII.)								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Mandatory/Elective/Specialty
Physical Recreation	Programming and Evaluation of Physical Recreation in Leisure Time	Prof. Mirna Andrijašević, Ph.D.	30		30		7	Specialty
	Programming and Evaluation of Physical Recreation in Tourism	Assist.Prof. Drena Trkulja Petković, Ph.D.	40	10	10		7	Specialty
	Diagnostics in Physical Recreation	Prof. Stjepan Heimer, Ph.D.	20		10		5	Specialty
	Multi outdoor activities	Prof. Mirna Andrijašević, Ph.D.	30		30		8	Specialty
	Sport coaching internship				45		5	Mandatory
	<b>TOTAL</b>		<b>130</b>	<b>10</b>	<b>130</b>		<b>32</b>	

LIST of COURSES/MODULES								
Year of the study: <b>2.</b>								
Semester: III. (IX.)								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Mandatory/Elective/Specialty
Sport Physical Conditioning of Athletes Fitnes	Kinesiological Recreation	Prof. Mirna Andrijašević, Ph.D.	45		15		7	Mandatory
	Assessment Procedures in Sport	Prof. Igor Jukić, Ph.D. Lecturer Vlatko Vučetić, Ph.D.	40		20		7	Mandatory
	Management in Sports Organisations	Lecturer Sanela Škorić, Ph.D.	30	15			6	Mandatory
	Elective course /sport III		15	15			2	Elective
	Elective course/sport IV		15	15			2	Elective
	Elective course /sport V		15	15			2	Elective
	Sport coaching internship				60			Mandatory
	<b>TOTAL</b>		<b>160</b>	<b>60</b>	<b>95</b>		<b>26</b>	

LIST of COURSES/MODULES								
Year of the study: <b>2.</b>								
Semester: III. (IX.)								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Mandatory/Elective/Specialty
Physical Recreation	Physical Recreation - Sport for All in the World and in Croatia	Prof. Mirna Andrijašević, Ph.D.	30	15			6	Mandatory
	Kinesiology of SPort*	Prof. Dragan Milanović, Ph.D.	60	15			8	Mandatory
	Management in Physical Recreation	Prof. Mato Bartoluci, Ph.D. Lecturer Sanela Škorić, Ph.D.	30	30			8	Mandatory
	Elective course/sport III		15		15		2	Elective
	Elective course /sport IV		15		15		2	Elective
	Elective course /sport V		15		15		2	Elective
	Sport coaching internship				60			Mandatory
	<b>TOTAL</b>		<b>165</b>	<b>60</b>	<b>105</b>		<b>28</b>	

LIST of COURSES/MODULES								
Year of the study: <b>2.</b>								
Semester: IV. (X.)								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Mandatory/Elective/Specialty
Sport	Programming Transformational Procedures		30	30			7	Specialty
	Applied and Developmental Programs of a Chosen Sport		30	30			8	Specialty
	Sport coaching internship				75		5	Mandatory
	Specialty thesis		20	20			14	Mandatory
	<b>TOTAL</b>		<b>110</b>	<b>110</b>	<b>75</b>		<b>34</b>	

LIST of COURSES/MODULES								
Year of the study: <b>2.</b>								
Semester: IV. (X.)								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Mandatory/Elective/Specialty
Physical Conditioning of Athletes	Teaching Methods and Programming Physical Conditioning of Special Populations	Prof. Igor Jukić, Ph.D.	23		22		7	Specialty
	Preventive Conditioning Programmes	Prof. Igor Jukić, Ph.D.	23		22		8	Specialty
	Sport coaching internship				30		5	Mandatory
	Specialty thesis	Prof. Igor Jukić, Ph.D.	20	20			14	Mandatory
	<b>TOTAL</b>		<b>66</b>	<b>20</b>	<b>119</b>		<b>34</b>	

LIST of COURSES/MODULES								
Year of the study: <b>2.</b>								
Semester: IV. (X.)								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Mandatory/Elective/Specialty
	Fitness Training in Elderly Persons	Assist.Prof. Nejc Šarabon, Ph.D.	30		30		7	Specialty
	Fitness Training in Populations with Health Problems	Prof. Lana Ružić, Ph.D.	30		30		7	Specialty
	Sport coaching internship				75		5	Mandatory
	Specialty thesis	Prof. Goran Marković, Ph.D.	20	20			14	Mandatory
	<b>TOTAL</b>		<b>115</b>	<b>20</b>	<b>160</b>		<b>34</b>	

LIST of COURSES/MODULES								
Year of the study: : <b>2.</b>								
Semester: IV. (X.)								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Mandatory/Elective/Specialty
Physical Recreation	Psychology of Midlife	Prof. Ksenija Bosnar, Ph.D.	30		15		5	Specialty
	Modelling Outdoor Physical Recreation Activities	Assist.Prof. Drena Trkulja Petković, Ph.D.	40	10	10		6	Specialty
	Health and Prevention programmes in Tourism	Prof. Mirna Andrijašević, Ph.D.	30	30			7	Specialty
	Sport coaching internship				75		5	Mandatory
	Specialty thesis	Prof. Mirna Andrijašević, Ph.D.	20	20			14	Mandatory
	<b>TOTAL</b>		<b>120</b>	<b>60</b>	<b>100</b>		<b>37</b>	

LIST of the ELECTIVE COURSES/SPORTS								
Year of the study: 1. or 2.								
Semester: II. (VIII.) ili IV. (X.)								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Mandatory/ Elective
	Physiology of Exercise in Extreme Environment	Prof. Branka Matković, Ph.D.	15	15			2	Elective
	Functional and Biochemical Diagnostics	Prof. Branka Matković, Ph.D.	15	15			2	Elective
	Free-style an Grappling-style Wrestling	Senior Lecturer Čedomir Cvetković, M.Sc.	16		14		2	Elective
	Judo	Prof. Hrvoje Sertić, Ph.D.	16		14		2	Elective
	Kinesitherapy in Different Diseases*	Assist.Prof. Dubravka Ciliga, Ph.D.	15		15		2	Elective
	Motor Learning	Assist.Prof. Renata Barić, Ph.D.	22		8		2	Elective
	Advanced English in Sport	Senior Lecturer Darija Omrčen, Ph.D.	10		20		2	Elective
	Olympism and Olympic Movement	Lecturer Zrinko Čustonja, Ph.D.	15	15			2	Elective
	Application of Combat Sports Elements in Physical Conditioning of Athletes	Prof. Hrvoje Sertić, Ph.D.,	16		14		2	Elective
	Specific Physical Conditioning in Combat Sports	Prof. Hrvoje Sertić, Ph.D.	16		14		2	Elective
	Water Sports (Aquatics)	Prof. Nada Grčić-Zubčević, Ph.D.	18		12		2	Elective
	Sports Programmes for Preschool Childreni	Assist.Prof. Željko Hraski, Ph.D.	18		12		2	Elective
Strategic Planning and Programming in Sport	Prof. Dragan Milanović, Ph.D.	20	10			2	Elective	

\* Elective course for all the four modules.

## POPIS COURSEA/SPORTOVA

Godina studija: 1. ili 2.

Semester: II. (VIII.) ili IV. (X.)

MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Mandatory/ Elective
Physical Recreation	Društveno zabavne igre	Assist.Prof.Ph.D. Drena Trkulja Petković	16		14		2	Elective
	Napredni engleski u sportskoj rekreaciji	Senior Lecturer Darija Omrčen, Ph.D.	10		20		2	Elective
	Osnove prehrane	Assist.Prof. Ivančica Delaš, Ph.D.	20		10		2	Elective
	Planinarstvo	Assist.Prof. Drena Trkulja Petković, Ph.D.	16		14		2	Elective
	Sportska animacija	Prof. Mirna Andrijašević, Ph.D.	15		15		2	Elective
	Kinesitherapy in Different Diseases*	Assist.Prof. Dubravka Ciliga, Ph.D.	15		15		2	Elective

# **1<sup>st</sup> STUDY YEAR**

# 1<sup>st</sup> semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS
<b>MANDATORY SUBJECTS of the elective modules SPORT, PHYSICAL CONDITIONING OF ATHLETES, FITNESS TRAINING</b>						
Biological Kinanthropology <sup>3</sup>	Prof. Marjeta Mišigoj Duraković, Ph.D.	45		15		7
Kinesiology of Sport <sup>4</sup>	Prof. Dragan Milanović, Ph.D.	60	15			8
Communicology in Sport	Prof. Benjamin Perasović, Ph.D.	30	15			6
<b>MANDATORY SUBJECTS of the elective module PHYSICAL (SPORTS) RECREATION</b>						
Biological Kinanthropology	Prof. Marjeta Mišigoj Duraković, Ph.D.	45		15		8
Applied Research in Physical (Sports) Recreation	Prof. Mirna Andrijašević, Ph.D.	30	15	15		6
Sociology of Free Time	Prof. Benjamin Perasović, Ph.D.	30	15			5
<b>Specialty SUBJECTS of the elective module PHYSICAL (SPORTS) RECREATION</b>						
Psychology of midlife	Prof. Ksenija Bosnar, Ph.D.	30		<b>15</b>		5
<b>ELECTIVE SUBJECTS of the elective modules SPORT, PHYSICAL CONDITIONING OF ATHLETES, FITNESS TRAINING<sup>5</sup></b>						
Physiology of Sport in Extreme Environment	Prof. Branka Matkovi, Ph.D.	15	15			2
Functional and Biochemical Diagnostics	Prof. Branka Matković, Ph.D.	15	15			2
Free-style and Grappling-style Wrestling	Senior Lecturer Čedomir Cvetković, M.Sc.	16		14		2
Judo	Prof. Hrvoje Sertić, Ph.D.	16		14		2
Kinesitherapy in Different Diseases <sup>6</sup>	Assist.Prof. Dubravka Ciliga, Ph.D.	15		15		2
Motor Learning	Assist.Prof. Renata Barić, Ph.D.	22		8		2
Advanced English in Sport	Senior Lecturer Darija Omrčen, Ph.D.	10	2	20		2
Olympism And Olympic Movement	Lecturer Zrinko Čustonja, Mag.Kin.	15	15			2
Application of Combat Sports Elements in Physical Conditioning of Athletes	Prof. Hrvoje Sertić, Ph.D.	16		14		2
Specific Physical Conditioning in Combat Sports	Prof. Hrvoje Sertić, Ph.D.	16		14		2
Water Sports (Aquatics)	Prof. Nada Grčić-Zubčević, Ph.D.	18		12		2
Sports Programmes for Preschool Children	Assist.Prof. Željko Hraski, Ph.D.	18		12		2

<sup>3</sup> Biological Kinanthropology is a mandatory subject in all elective modules (Sport, Physical Conditioning of Athletes, Fitness training, Physical/Sports Recreation). It is scheduled as a subject of the 1<sup>st</sup> smester (1<sup>st</sup> year) for all the modules.

<sup>4</sup> Kinesiology of Sport is also a mandatory subject in all elective modules (Sport, Physical Conditioning of Athletes, Fitness training, Physical/Sports Recreation). The only difference is that it is in the module Physical (Sports) Recreation it is scheduled as a subject of the III<sup>rd</sup> semester (2<sup>nd</sup> year).

<sup>5</sup> Elective subjects of elective modules SPORT, PHYSICAL CONDITIONING OF ATHLETES, FITNESS TRAINING are scheduled as subjects of the 1<sup>st</sup> and III<sup>rd</sup> semester.

<sup>6</sup> Kinesitherapy in Different Diseases is an elective module in all four elective modules.

Strategic Planning and Programming in Sports	Prof. Dragan Milanović, Ph.D.	20	10		2
<b>ELECTIVE SUBJECTS of the elective module PHYSICAL (SPORTS) RECREATION<sup>7</sup></b>					
Social and Recreational Games	Assist.Prof. Drena Trkulja Petković, Ph.D.	16		14	2
Advanced English in Physical (Sports) Recreation	Senior Lecturer Darija Omrčen, Ph.D.	10		20	2
The Basics of Nutrition	Assist.Prof. Ivančica Delaš, Ph.D.	20		10	2
Mountaineering	Assist.Prof. Drena Trkulja Petković, Ph.D.	16		14	2
Sportsk Animation	Prof. Mirna Andrijašević, Ph.D.	16		14	2

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<sup>7</sup> Elective subjects of the elective module PHYSICAL (SPORTS) RECREATION are scheduled as the subjects of both the first and third semester (1<sup>st</sup> and 2<sup>nd</sup> year of the study, respectively).

## MANDATORY COURSES of the elective modules SPORTS, PHYSICAL CONDITIONING OF ATHLETES, and FITNESS

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Marjeta Mišigoj-Duraković, M.D., Ph.D. (T)	1.6. Year of the study programme	1.
1.2. Name of the course	<b>BIOLOGICAL KINANTHROPOLOGY</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Maroje Sorić, M.D., Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (45L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	100
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 the course is to acquire knowledge of application of kinanthropometric diagnostic procedures in sport, of biological changes that take place during growth and maturation of children and of sexual dimorphism of biological characteristics relevant for successfulness in sport. Furthermore, the objective of the course is acquiring the skill of performing kinanthropometric measurement procedures, body composition and body physique assessment and their application in selection of athletes, monitoring, and evaluation of training procedures.		
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	<ul style="list-style-type: none"> <li>- Performing morphological kinanthropometric measurements and using them in assessment of nutritional status and body composition;</li> <li>- understanding of the normal growth and development process;</li> <li>- assessment of differences in maturation of children and the consequential differences in abilities related to sports;</li> <li>- evaluation of the training processes in children and youth based on kinanthropometric diagnostic procedures.</li> </ul>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>- measure 50 morphological kinanthropometric measures;</li> <li>- assess body composition using the skinfold measurement method;</li> <li>- assess body physique of athletes;</li> <li>- understand dynamics of normal growth and development of children;</li> <li>- note the difference between the chronological and biological age of a child;</li> <li>- understand between-gender differences relevant for planning and programming of the training process;</li> <li>- understand the basics of genetics and heritability of different biological characteristics.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and exercises</b></p> <ol style="list-style-type: none"> <li>1. Morphological anthropometry in sport – definition and purpose. (2L)</li> <li>2. Measurement procedures in morphological anthropometry. (4L+3E)</li> <li>3. Measurement of longitudinal body dimensions. (2E)</li> <li>4. Measurement of transverse body dimensions. (2E)</li> <li>5. Measurement of circular body dimensions. (2E)</li> <li>6. Skinfold measurement. (2E)</li> <li>7. Body composition assessment – postulates and models. (3L+1E)</li> </ol>		

	8. Field and laboratory methods for body composition assessment. (4L+1E) 9. Methods of assessment of body physique in athletes. (2L+2E) 10. Factors determining body physique. (2L) 11. Variability of the human somatotype: somatotype of athletes. (2L) 12. Growth, maturation, and development – the basic scientific knowledge and laws. (4L) 13. Methods for monitoring growth. The general growth curve. (2L) 14. Factors influencing growth and maturation. (4L) 15. Secular trend. (2L) 16. Biological maturation. (4L) 17. The period of puberty and adolescence. (2L) 18. Methods for determining physiological age. (2L) 19. Sexual dimorphism in morphological characteristics of the body. (2L) 20. Sexual dimorphism in physique and body composition. (2L) 21. Sexual dimorphism in cardiorespiratory abilities. (2L)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Class attendance, active participation in class, problem task solving.				
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	6	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	Availability via other media
	Mišigoj-Duraković, M. (2008). Kinantropologija – biološki aspekti vježbanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			20	/
2.12. Optional literature (at the time of submission of study programme proposal)	Malina, R., Bouchard, C., Bar-Or, O. (ur.) (2004). Physical Activity, Growth, Maturation and Physical Activity. 2nd Edition. Champaign, Illinois: Human Kinetics.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dragan Milanović, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGY OF SPORT</b>	1.7. Credits (ECTS)	8
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)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	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%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	Students acquire knowledge regarding the status of sport in Croatia and in the World; procedures for analysis of sports activities; measurement and evaluation of conditioning status as well as the effective planning and programming of training in various groups of athletes. They will also acquire information necessary for devising the strategic documents for sport development on a state, regional and local level.		
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	Competencies, learning outcomes and skills which the students acquire upon graduation are based on previously acquired knowledge. They represent a logical upgrade of previously acquired knowledge. They will enable the students to, upon graduation, possess the highest level of organization, management and strategic planning in the area of sport, assessment procedures for objective evaluation of conditioning status as well as the advanced training and competition technologies and recovery procedures. In such way, the competencies for expertise in sports, physical conditioning, fitness and sports recreation will be acquired.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will acquire knowledge which will enable them to perform the most complex duties in the area of sport in general, and in the area of a chosen event in particular. Specifically, this pertains to: <ul style="list-style-type: none"> <li>• Knowledge regarding the governmental and non-governmental organization and functioning of sport and sports recreation on a local, regional and national level.</li> <li>• Knowledge necessary for the strategic planning of sport development on a local, regional and national level.</li> <li>• Performing the organization and management within the sport authority units on a local, regional and national level.</li> <li>• Devising the strategic documents for the development of sport and sports recreation on a local, regional and national level.</li> <li>• Sophisticated knowledge regarding the structural, biomechanical and functional analysis of kinesiological activities which represent means of exercises in all areas of application.</li> <li>• Knowledge and skills regarding the selection and implementation of assessment procedures with the aim of determining the level of preparedness of participants in the sports training, fitness, and physical conditioning processes.</li> <li>• Understanding and application of the results obtained by assessment procedures in the implementation of transformational procedures with various groups of participants.</li> <li>• Designing the advanced methodical procedures of exercising and teaching in sports preparation process.</li> <li>• The application of personal computers in planning, programming and control of transformational procedures in sport.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and seminars</b> <ol style="list-style-type: none"> <li>1. Kinesiology of sport: subject, scientific foundation and interdisciplinary nature. (2L)</li> <li>2. Applied research in the area of sport. (2L)</li> <li>3. Knowledge transfer in sport and training: science, theory, expertise and real-world setting. (2L)</li> <li>4. Anthropological, methodological and teaching methods-related research as a factor of expertise in the area of sport. (2L+1S)</li> </ol>		

	<ol style="list-style-type: none"> <li>5. Sport in European countries: characteristics of sport in the countries of the European Union. (2L+1S)</li> <li>6. The most important factors that influence the status and the development of sport: the experience of Croatia and the World. (2L+1S)</li> <li>7. Methods of analysis and MODELLING of the dimensions of athletes. Research findings regarding the success-related factors in sport. (2L+1S)</li> <li>8. Diagnostic in sport. The application of research findings in training planning and programming and in the control of training and competition effects. (2L+1S)</li> <li>9. Model values of characteristics of elite athletes as a criterion for selection. (2L+1S)</li> <li>10. Parameters of situational success of athletes in various sports. (2L+1S)</li> <li>11. Success-related factors of an athlete's career. (2L+1S)</li> <li>12. Sports training as a transformational process: shapes of trajectories of conditioning status. Types of transformational effects. (2L)</li> <li>13. Sports competitions: planning and implementation. (2L)</li> <li>14. Recovery of an athlete. The application and control of recovery measures in various cycles of sports preparation. Illegal pharmacological substances: doping. (2L)</li> <li>15. The transfer of knowledge regarding the biological and methodical principles in planning and programming of training of athletes varying in age and rank. (2L+1S)</li> <li>16. Physical conditioning of athletes. The structure and the development of conditioning abilities. (2L)</li> <li>17. Technical and tactical preparedness of athletes. Systems for the evaluation of technical-tactical knowledge. (2L)</li> <li>18. Means of sports preparation: the application of advanced means in training. (2L)</li> <li>19. Training load management. Methods for control of training and competition loads. (2L)</li> <li>20. Classification of conditioning programs. The influence of physical conditioning on an athlete's body. (2L)</li> <li>21. Periodisation and modelling of training of functional abilities of athletes. (2L+1S)</li> <li>22. Periodisation and modelling of training of motor abilities and morphological characteristics of athletes. (2L+1S)</li> <li>23. Programming of teaching of technical-tactical exercises. Identification and correction of motor errors. Programming the teaching process in annual and multi-annual cycles. (2L)</li> <li>24. Modelling the training process. Contemporary approach in training periodisation. (2L)</li> <li>25. Using the results of assessment procedures in planning, programming and control of training and competition effects.</li> <li>26. Block periodisation of an annual training cycle. The algorithm of a short-term planning and programming. Devising the training plan and program in an annual training cycle. (2L+2S)</li> <li>27. Block periodisation of training mezzo-cycles. Cumulative training effects. (2L)</li> <li>28. Managing the acute and extended effects of training. Operational planning and programming: microstructure of training. (2L+1S)</li> <li>29. New tendencies in sport: institute for sport research and development and applied training theory. The role of scientific and professional institutions in the affirmation of sport. (2L)</li> <li>30. Strategy of sport development: strategic planning of sport development at the level of a city, county, region and at a national level. (2L+1S)</li> </ol>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (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	1,2	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1,2	(other)	
	Tests		Oral exam	4,0	(other)	
	Written exam	1,6	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 6%, Seminar essay 15%, Written exam 20%, Oral 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	
	1. Milanović, D. (2010). Teorija i metodika treninga. Društveno veleučilište u Zagrebu, Kineziološki fakultet Sveučilišta u Zagrebu.					
	2. Milanović, D. (ur.) (2001). Stanje i perspektive zagrebačkog sporta. Zbornik radova stručnog skupa: Stanje i perspektive zagrebačkog sporta. Zagreb: Fakultet za fizičku kulturu, Zagrebački športski savez.					
	3. Milanović D., Heimer, S. (ur.) (1997). Dijagnostika treniranosti sportaša. Zbornik radova. Zagreb: Fakultet za fizičku kulturu.					
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Milanović, D., Jukić, I., Čustonja, Z., Šimek, S. (2004). Razvojni pravci hrvatskog sporta. U: Bartoluci, M. (Ur.). Sport u turizmu. Zbornik radova međunarodnog znanstvenog skupa „Menedžment u sportu i turizmu“. Zagrebački velesajam, 20. i 21. veljače, Kineziološki fakultet Sveučilišta u Zagrebu, 1-10.</li> <li>Milanović, D., Jukić, I., Šalaj, S. (2010). Individualizacija trenažnog procesa u sportu. Zbornik radova 19. ljetne škole kineziologa, 36-48.</li> <li>Milanović, D., Šalaj, S., Gregov, C. (2011). Nove tehnologije u dijagnostici pripremljenosti sportaša. Zbornik radova 20. ljetne škole kineziologa "Dijagnostika u područjima edukacije, sporta, sportske rekreacije i kineziterapije", 37-50.</li> <li>Milanović, D., Jukić, I. (ur.) (2003). Zbornik radova Međunarodnog znanstveno-stručnog skupa: Kondicijska priprema sportaša. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez.</li> <li>Milanović, D., Heimer, S., Matković, Br., Kulier, I. i Jukić, I. (ur.) (2002). Dopunski sadržaji sportske pripreme. Zbornik radova znanstveno-stručnog skupa „Dopunski sadržaji sportske pripreme“. Zagreb: Kineziološki fakultet, Zagrebački športski savez, Hrvatski olimpijski odbor, Zagrebački velesajam.</li> </ol>					
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 <sup>st</sup>
1.2. Name of the course	<b>COMMUNICOLOGY IN SPORT</b>	1.7. Credits (ECTS)	6
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)	45 (30L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional 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%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	Acquaint the students with importance of communication as a human activity with a special accent on the kinesiologists as an important communicator. The determination of the associations between professional and communication competences of kinesiologists, these associations being the fundamental tools of professional performance. The familiarization of the students with importance and social influence of the media and the adoption of techniques for successful performance in 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	<ul style="list-style-type: none"> <li>- Understanding of communication process;</li> <li>- The ability to identify and evaluate critically quality of various communication types;</li> <li>- Improving of the students' own communication skills in practice;</li> <li>- Understanding of the role of media.</li> </ul>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be empowered to:</p> <ul style="list-style-type: none"> <li>- understand communication phenomenon and diverse types of communication;</li> <li>- implement the acquired techniques of active listening of speech, of fear and stage-fright reduction, and of their own public appearance improvement;</li> <li>- understand the role of the media in kinesiological-related activities and professions;</li> <li>- speak publicly in front of the professional auditorium;</li> <li>- analyse and assess diverse forms of verbal and non-verbal messages.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and seminars</b> (each teaching topic is allocated 2L+1S)</p> <ol style="list-style-type: none"> <li>1. Introduction to kinesiological communicology.</li> <li>2. The definition of the concepts of communication and communicology as a scientific discipline.</li> <li>3. Types of communication (intrapersonal, interpersonal, communication within a small group, public communication, mass communication).</li> <li>4. The basic concepts: communication, communicator, communicologist, communicology.</li> <li>5. The role and importance of kinesiologists (teachers, athletes, coaches, referees, sports managers, sports journalists) in the process of communication.</li> <li>6. Verbal communication.</li> <li>7. The techniques of oral performance with the aim to reduce fear and stage-fright prior to public performance.</li> <li>8. Types of noises in the communication channel.</li> <li>9. Paralinguistic and extra-linguistic signs in communication (loudness, tempo of speaking, intonation, rhythm, pauses; the colour of voice; other forms of producing sounds).</li> <li>10. Non-verbal communication.</li> <li>11. Body language as a tool of kinesiologists. Facial expressions, gestures, and space.</li> <li>12. Listening as a communication phenomenon: types of non-listening, active listening, listening improvement techniques. „<i>Silenzio stampa</i>“ – no</li> </ol>		

	communication to the media. 13. Skills of public communication: public appearance skills, preparation, composition, and performance. 14. The media and sport. 15. Public relations (PR). Moral panic.				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	Regular class attendance, active participation in class 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	0,72	Written exam	1,9	Project
	Experimental work		Research		Practical training
	Essay		Report		(other)
	Tests		Seminar essay	1,4	(other)
			Oral exam	1,88	(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 12%. Written exam 32%. Seminar essay 23%. Oral exam 33%.				
2.11. Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>
	1. Bartoluci, S. (2008). Komunikacija i kondicijska priprema sportaša. Zbornik radova 6. godišnje međunarodne konferencije Kondicijska priprema sportaša 2008. Jukić, I., Milanović, D., Gregov, C. (ur.) Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 92-94.				
	2. Lucas, S. E. (2001). The art of Public Speaking. Boston: McGraw Hill.				
	3. Pease, A., Pease, B. (2007). Komunikacija za sva vremena. Ljubljana: Lisac i Lisac.				
2.12. Optional literature (at the time of submission of study programme proposal)	1. Bartoluci, S., Tomić, D. (2010). Komunikacijska priprema trenera ili zašto i kako „trenirati“ komunikacijske vještine?. Kondicijski trening. 8 (1): 19-23. 2. Bartoluci, S.; Tomić, D.. (2010). Aktivno slušanje – osnova komunikacijske pripreme trenera. Kondicijski trening: stručni časopis za teoriju i metodiku kondicijske pripreme. 8 (2): 6-11. 3. Miljković, D., Rijavec, M. (1999). Kako (se) dobro prezentirati? Zagreb: IEP-D2, MEP. 4. Rijavec, M., Miljković, D. (2001). Kako svladati tremu? Zagreb: IEP-D2, MEP. 5. Tomić, D., Bartoluci, S. (2011). Analiza komunikacijskih stilova hrvatskih nogometnih izbornika: Slaven Bilić i Miroslav Čiro Blažević. Kondicijski trening: stručni časopis za teoriju i metodiku kondicijske pripreme. 9 (1) 14-20.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

## MANDATORY COURSES of the elective module PHYSICAL RECREATION

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Marjeta Mišigoj-Duraković, M.D., Ph.D. (T)	1.6. Year of the study programme	1.
1.2. Name of the course	<b>BIOLOGICAL KINANTHROPOLOGY</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Maroje Sorić, M.D., Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	60(45L+15E) Performed hours: 30L*
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	50
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 the course is to acquire knowledge of application of kinanthropometric diagnostic procedures in sport, of biological changes that take place during growth and maturation of children and of sexual dimorphism of biological characteristics relevant for successfulness in sport. Furthermore, the objective of the course is acquiring the skill of performing kinanthropometric measurement procedures, body composition and body physique assessment and their application in selection of athletes, monitoring, and evaluation of training procedures.		
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	<ul style="list-style-type: none"> <li>- Performing morphological kinanthropometric measurements and using them in assessment of nutritional status and body composition;</li> <li>- understanding of the normal growth and development process;</li> <li>- assessment of differences in maturation of children and the consequential differences in abilities related to sports;</li> <li>- evaluation of the training processes in children and youth based on kinanthropometric diagnostic procedures.</li> </ul>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>- measure 50 morphological kinanthropometric measures;</li> <li>- assess body composition using the skinfold measurement method;</li> <li>- assess body physique of athletes;</li> <li>- understand dynamics of normal growth and development of children;</li> <li>- note the difference between the chronological and biological age of a child;</li> <li>- understand between-gender differences relevant for planning and programming of the training process;</li> <li>- understand the basics of genetics and heritability of different biological characteristics.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and exercises</b></p> <ol style="list-style-type: none"> <li>1. Morphological anthropometry in sport – definition and purpose. (2L)</li> <li>2. Measurement procedures in morphological anthropometry. (4L+3E)</li> <li>3. Measurement of longitudinal body dimensions. (2E)</li> <li>4. Measurement of transverse body dimensions. (2E)</li> <li>5. Measurement of circular body dimensions. (2E)</li> <li>6. Skinfold measurement. (2E)</li> <li>7. Body composition assessment – postulates and models. (3L+1E)</li> <li>8. Field and laboratory methods for body composition assessment. (4L+1E)</li> </ol>		

	<p>9. Methods of assessment of body physique in athletes. (2L+2E)  10. Factors determining body physique. (2L)  11. Variability of the human somatotype: somatotype of athletes. (2L)  12. Growth, maturation, and development – the basic scientific knowledge and laws. (4L)  13. Methods for monitoring growth. The general growth curve. (2L)  14. Factors influencing growth and maturation. (4L)  15. Secular trend. (2L)  16. Biological maturation. (4L)  17. The period of puberty and adolescence. (2L)  18. Methods for determining physiological age. (2L)  19. Sexual dimorphism in morphological characteristics of the body. (2L)  20. Sexual dimorphism in physique and body composition. (2L)  21. Sexual dimorphism in cardiorespiratory abilities. (2L)</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Class attendance, active participation in class, problem task solving.				
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	6	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	Availability via other media
	Mišigoj-Duraković, M. (2008). Kinantropologija – biološki aspekti vježbanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			20	/
2.12. Optional literature (at the time of submission of study programme proposal)	Malina, R., Bouchard, C., Bar-Or, O. (ur.) (2004). Physical Activity, Growth, Maturation and Physical Activity. 2nd Edition. Champaign, Illinois: Human Kinetics.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	<b>Prof. Mirna Andrijašević, Ph.D.</b>	1.6. Year of the study programme	<b>1.</b>
1.2. Name of the course	<b>APPLIED RESEARCH IN PHYSICAL RECREATION</b>	1.7. Credits (ECTS)	<b>6</b>
1.3. Associate teachers	Assist.Prof. Drena Trkulja-Petković, Ph.D. Danijel Jurakić, Ph.D., Research Assistant Sanja Ćurković, Ph.D. (part-time associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	<b>60 (30L+15E+15S)</b>
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	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 enable students to appoint and understand a task, based on knowing and understanding processes requiring research, with the aim of application of physical recreation. The lectures have the aim of acquainting students with the possibilities of application of plans and programmes of physical recreation in different conditions, for which preconditions should be investigated. This includes: current state analysis, recording, frequency of potential users, research of interests and preferences for different contents of physical recreation. Moreover, students will be enabled to keep log file with entry information, transitive status monitoring and evaluation of effects of conducted programmes. Students will be able to introduce programmes and contents of recreation in different social and economical areas and conditions and for systematic set up of basic criteria for application of various types of kinesiological recreation programmes. One of the aims is to enable students to organize and manage activities on different levels for realization of different goals.		
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 organization of professional work in physical recreation in different conditions and for different needs with the purpose and aim of education, promotion and protection of the participants' health, but also with the purpose and aim of social-economic evaluation. Team work with experts from other areas.		
2.4. Očekivani ishodi učenja na razini predmeta (4-10 ishoda učenja)	Students will be able to: - analyze interest and possibilities for implementation of physical recreation programmes; - integrate the scientific knowledge from physical recreation, and apply it in practice; - 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)	<b>Lectures, seminars and exercises</b> <ol style="list-style-type: none"> <li>1. The fundamentals of applied research based on quantitative and qualitative effects of physical recreation programmes. (6L+4S)</li> <li>2. The possibilities of affecting health status, based on use of measurement instruments for assessment of abilities of programme participants; tests (functional, motor, psychological, anthropometric). (4L+4E+2S)</li> <li>3. Research in physical recreation, research classification according to type and purpose. (2L+2S)</li> <li>4. Specificities of research related to children and their needs for physical recreation. (2L+2S)</li> <li>5. Applied research in physical recreation related to requirements of occupational and professional conditions. (2L+1S)</li> <li>6. Applied research for the needs of physical recreation in tourism (the current situation in Croatia and in the world, the role and function of physical recreation, models of implementation). (2L+1S)</li> <li>7. Specificities of research related to elderly persons and their needs for physical recreation. (2L+2S)</li> </ol>		

	8. Health & prevention programmes of physical recreation in tourism (programmed active rests). (2L+1S) 9. Research on new – selective programmes in tourism (health treatments, climatic, wellness, spa, team building, outdoors, etc.). (2L+4E) 10. Complementary programmes in physical recreation. (3L+2E) 11. Social-economic influence and further development of recreation. (2L+3E) 12. The possibilities of assessment of direct and indirect economic effects. (2L+2E) The seminar topics accompany the lecture topics.				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
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	3	Project
	Experimental work		Research		Practical training
	Essay		Report		(other)
	Tests		Seminar essay	1,2	(other)
			Oral exam	1,8	(other)
2.10. Grading and evaluating student work in class and at the final exam	During the course: Class attendance – 14%; Seminar essay – 17%; Written exam – 43%; Oral exam – 26%.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1.	Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		10	
	2.	Andrijašević, M., Jurakić, D (ur) (2011). Sportska rekreacija u funkciji unapređenja zdravlja. Zagreb: Kineziološki fakultet.		10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Bartoluci, M. i sur. (2004). Menadžment u sportu i turizmu. Zagreb: Kineziološki fakultet, Ekonomski 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. (ur). (2008). Kineziološka rekreacija i kvaliteta života. Zbornik radova međunarodne znanstveno-stručne konferencije, Kineziološki fakultet. Zagreb. 5. Ivanišević, G. (ur). (2004). Zdravstveni turizam, prehrana, kretanje i zaštita okoliša u Hrvatskoj. Knjiga izlaganja na znanstvenom skupu. Akademija medicinskih znanosti Hrvatske, Zagreb.				
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 <sup>st</sup>
1.2. Name of the course	<b>SOCIOLOGY OF FREE TIME</b>	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(30L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional 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%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	Adoption of knowledge on free time as a scientific and social phenomenon. Understanding of the society, social processes and institutions based on various paradigmatic perspectives, as well as of work, free time and leisure as components of modern, post-industrial society.		
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 social relationships and processes affecting quality component of free time of an individual and broader community as well is the key learning outcome 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 empowered to define, analyse and understand social role of free time, work and leisure as indispensable components of modern society. They will be able to contribute to the improvement of social relationships in their integrity. .		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and seminars</b> (each teaching topic is allocated 2L+1E)</p> <ol style="list-style-type: none"> <li>1. Sociology as a general social science on society.</li> <li>2. Sociology of free-time/leisure as a sub-discipline of sociology.</li> <li>3. Free time or leisure as a scientific and social phenomenon.</li> <li>4. Theoretical interpretations of sociology of leisure: functionalist theory, critical theories and interactionist theory.</li> <li>5. Work, free time and leisure as components of modern, post-industrial society.</li> <li>6. Socialization and free time.</li> <li>7. Family and free-time.</li> <li>8. Education and free-time.</li> <li>9. Religion and free-time.</li> <li>10. Sex, gender and free-time.</li> <li>11. Lifestyle and life quality.</li> <li>12. Subcultures and and social movements.</li> <li>13. Free time and cultures of the young.</li> <li>14. Physical exercise as a component of free time.</li> <li>15. Socioanthropological aspects of participation in kinesiological activities in free time / leisure.</li> </ol>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities	Regular class attendance, active participation in class 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	Written exam	1,5	Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay	1	(other)	
			Oral exam	1,5	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20%. Oral exam 30%. Seminar essay 20%. Written 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. Jarvie, G.; Maguire, J. (1994). Sport and Leisure in Social Thought. Routledge					
	2. Elaković, S. (2006). Sociologija slobodnog vremena i turizma. Beograd: Ekonomski fakultet u Beogradu.					
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Bartoluci, S. (2007). Socijalni aspekti rekreacijskog bavljenja tjelesnom aktivnošću. Andrijašević, M. (ur.) Sport za sve u funkciji unapređenja kvalitete života. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 57-61.</li> <li>Bartoluci, S., Perasović, B. (2007). Sport i slobodno vrijeme mladih. Zbornik radova VII. konferencije o športu RZ Alpe-Jadran. Zagreb : Ministarstvo znanosti, obrazovanja i športa RH, 243-250.</li> <li>Perasović, B., Mustapić, M., Bartoluci, S. (2011). Sport and Kinesiological Activities in Leisure Time Structure of Zagreb Students. in: Milanović, D., Sporiš, G. (eds.) 6th International Scientific Conference on Kinesiology. Integrative Power of Kinesiology. Proceedings Book. Zagreb: University of Zagreb, Faculty of Kinesiology, 403-406.</li> <li>Perasović, B., Bartoluci, S. (2008). Slobodno vrijeme i kvaliteta života mladih. u: Andrijašević, M. (ur.) Zbornik radova međunarodne znanstveno-stručne konferencije Kineziološka rekreacija i kvaliteta života, Zagreb: Kineziološki fakultet, 15-24.</li> <li>Žugić, Z., Bartoluci, S. (2004). Slobodno vrijeme i sport. Bartoluci, M. (ur.) Menedžment u sportu i turizmu/Management in Sport and Tourism. Zagreb: Kineziološki fakultet, Ekonomski fakultet, 58-69</li> <li>Mišigoj-Duraković, M. (2003). Značaj tjelesne aktivnosti i sporta za zdravlje, U: Vrhovac, B. i sur., (ur.) Interna medicina, 3. obnovljeno izdanje. Zagreb: Naprijed, 12-14.</li> </ol>					
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	2 <sup>nd</sup>
1.2. Name of the course	<b>PSYCHOLOGY OF MIDLIFE</b>	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)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional 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 objective is to acquaint the students with: the psychological characteristics of the midlife population, changes of the psycho-physical status as opposed to the younger adult age, and with the life quality in the old adulthood prognoses based on the middle adulthood behaviour.		
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)	<p>The students will adopt knowledge about:</p> <ul style="list-style-type: none"> <li>- the idea of middle adulthood ; they will be able to recognize a person in that developmental phase regardless of his/her chronological age;</li> <li>- the changes that occur in motor and sensory systems and what influence these changes have on behaviour;</li> <li>- the changes in the system of values and their repercussions for attitudes and behaviour;</li> <li>- 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).</li> <li>- The students will be able to establish any kind of quality cooperation with the midlife persons due to the adopted knowledge</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures i exercises</b> (each teaching topic is allocated 4L+2E, except for the topic number 8 which is delivered during 2L+1E)</p> <ol style="list-style-type: none"> <li>1. Introduction, chronological and contextual definition of middle adulthood/midlife. Difficulties in the chronological definitions of midlife.</li> <li>2. What is development, investigations of development; the concepts of quantitative and qualitative changes, the concept of cohort.</li> <li>3. Basic characteristics of developmental period; the relationship of middle adulthood to younger adulthood and older adulthood.</li> <li>4. Changes in middle adulthood (appearance, motor abilities and performance, sensory systems, health, self-perception of health, nutrition, sexual behaviour, attention, intellectual functioning)</li> <li>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)</li> <li>6. Mission of the development in midlife (according to Havighurst).</li> <li>7. Erikson's approach to the development; the concept of generativity.</li> <li>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.</li> </ol>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:

	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (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	1	Written exam		Project	
	Experimental work		Research	1	Practical training	1
	Essay		Report		(other)	
	Tests	1	Seminar essay		(other)	
			Oral exam	1	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20%. Tests 20%. Research 20%. Oral exam 20%. Practical training 20%. The final exam is oral.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Shaie, K. W., Willis, S. L. (2001). Psihologija odrasle dobi i starenja. Jastebarsko: Naklada „Slap“. (Selected chapters)					
2. 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.						
2.12. Optional literature (at the time of submission of study programme proposal)	Lachman, M. E. (2001) Handbook of midlife development. New York: John Wiley & Sons. Papalia, D. E., Olds, S. W. i Feldman, R. D. (2004). Human Development. 9th ed. New York, NY: McGraw-Hill. (Selected chapters).					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

**ELECTIVE COURSES of the elective modules SPORT, PHYSICAL CONDITIONING OF ATHLETES and FITNESS TRAINING**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Branka Matković, M.D., Ph.D.	1.6. Year of the study programme	1 <sup>st</sup> & 2 <sup>nd</sup>
1.2. Name of the course	<b>PHYSIOLOGY OF SPORT IN EXTREME ENVIRONMENT</b>	1.7. Credits (ECTS)	2
1.3. Associate teachers	Assoc. Prof. Lana Ružić, M.D., Ph.D. Antonela Nedić, M.D., Junior Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S) Performed hours: 14L*
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate 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	During the elective course Physiology of Sport in Extreme Environment students acquire knowledge of influence of different environmental conditions on physiological processes in the human organism. The objective of the course is to acquaint students with neuromuscular, metabolic, cardiovascular, and respiratory adaptations of the human organism to different environmental conditions, and with possible negative and positive influences of extreme environmental conditions on adaptation processes important for 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 acquire knowledge of basic acute and chronic adjustments and adaptation of the human organism to different environmental conditions. Students will be able to implement this knowledge in programming of sports training or recreational physical activity. Students will learn the possible negative influences of certain environmental changes on successfulness of training, but also which environmental factors can be used to enhance the effects of physical activity on the human body.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- understand the influence of environment on the human body;</li> <li>- understand adaptations of different organ systems to extreme environmental conditions;</li> <li>- recognize negative effects of environment on the organism;</li> <li>- adequately react to negative environmental effects;</li> <li>- recognize positive possibilities of change of environment in terms of enhancement of the training process.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and seminars</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the field of environmental physiology, literature, sources, history, environment taxonomy (normal, ideal, optimal, extreme, exotic). (2L)</li> <li>2. Environment and its changes (climate, atmospheric pressure, temperature, humidity, wind, physical and chemical pollutants, radiation, gravity), adaptation, acclimatization, habituation, training, cross-adaptations. (2L+1S)</li> <li>3. Physical activity in the cold. (1L)</li> <li>4. Physical activity in the heat. (1L)</li> <li>5. Effects of humidity and wind on the human body. (1L+1S)</li> <li>6. Physiology of diving: apnea diving. (1L+1S)</li> <li>7. Scuba diving. (1L)</li> <li>8. Pathophysiology of diving. (2L)</li> <li>9. Effects of altitude on the human body – physiology and pathophysiology. (2L+1S)</li> <li>10. Physiological basis and advisability of altitude training in different sports. (2L+1S)</li> </ol>		

	11. Changes in the human body during hypoxic or hyperbaric training. (2S) 12. Effects of acceleration on the human body – physiology of flying. (2S) 13. Effects of microgravity on the human body. (2S) 14. Physical activity and atmospheric pollution. (2S) 15. Biorhythm and biorhythm disorders. (2S)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	Attendance of all classes, preparation of a 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	0.45	Written exam	0.55	Project
	Experimental work		Research		Practical training
	Essay		Report		(other)
	Tests		Seminar essay	0.45	(other)
			Oral exam	0.55	(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 22.5 %. Written exam 27.5%. Seminar essay 22.5%. Oral exam 27.5%.				
2.11. Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>
	1. Matković, B., Ružić, L.(2009). Fiziologija sporta i vježbanja. Zagreb: KIF, DVOIT.			10	
	2. Guyton, A. C., Hall, J. E. (2006). Medicinska fiziologija. 11. izd. (odabrana poglavlja). Zagreb: Medicinska naklada.			3	
	3. Šarić, M., Žuškin, E. i sur.(2002). Medicina rada i okoliša (odabrana poglavlja). Zagreb: Medicinska naklada.			2	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Cheung, S. (2010). Advanced environmental exercise physiology. New York: Human Kinetics. 2. Reilly, T., Waterhouse, J., Budgett, R. (2005). Sport, Exercise and Environmental Physiology. Churchill&Livingstone.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Branka Matković, M.D., Ph.D.	1.6. Year of the study programme	1 <sup>st</sup> & 2 <sup>nd</sup>
1.2. Name of the course	<b>FUNCTIONAL AND BIOCHEMICAL DIAGNOSTICS</b>	1.7. Credits (ECTS)	2
1.3. Associate teachers	Assoc. Prof. Lana Ružić, M.D., Ph.D. Antonela Nedić, M.D., Junior Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate 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 main objective of the course is to acquaint students with the basics of functional diagnostics and with the basic principles of testing of athletes of different ages and of different sports activities. Special attention will be given to the interpretation of the 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 will be acquainted with the possibilities offered by functional and biochemical diagnostics in terms of monitoring athletes' training status and providing aid in planning and programming of training and in the process of orientation and selection of athlete.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be acquainted with and learn</p> <ul style="list-style-type: none"> <li>- the basic principles of functional and biochemical diagnostics,</li> <li>- application of some of the basic procedures in practice,</li> <li>- interpretation of the results of testing,</li> <li>- possibilities of application of diagnostics in orientation of children in the choice of different sports activities,</li> <li>- possibilities of application of diagnostics in selection of athletes,</li> <li>- application of diagnostics in planning and programming of training.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and seminars</b></p> <ol style="list-style-type: none"> <li>1. Functional diagnostics: definition, goal. Laboratory, equipment, sport-specific ergometers, athletes' preparation. (1L)</li> <li>2. Laboratory vs. field testing: advantages and disadvantages. (1L)</li> <li>3. Morphological anthropometry. (2L+2S)</li> <li>4. Body composition. (2L+2S)</li> <li>5. Measurement of cardiorespiratory parameters. (2L+2S)</li> <li>6. Determining aerobic capacity of athletes: direct tests, assessment, field testing. (2L+2S)</li> <li>7. Methods for determining anaerobic threshold. Determining anaerobic capacity. Lactates. (2L+2S)</li> <li>8. Hormones. (2L)</li> <li>9. Monitoring of physiological indicators during training and competitions. Interpretation of the results. (1L+3S)</li> <li>10. Normatives. (2S)</li> </ol>		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
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	0.45	Written exam	(0.55)	Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests	0.55	Seminar essay	0.45	(other)	
			Oral exam	0.55	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 22,5%. Colloquium/ Written exam 27,5%. Seminar essay 22,5%. Oral exam 27,5%. The students who failed to meet the required grading criteria during the course, take the integral final exam (written 50% and oral 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	
	1. Matković, Br., Matković, B., Ružić, L., Knjaz, D., Mišigoj-Duraković, M. (2010). Dijagnostika – kontrola treniranosti košarkaša. U: Matković, B. i sur. Antropološka analiza košarkaške igre. Zagreb: Kineziološki fakultet.					
	2. Ružić, L. (2004). Određivanje koncentracije laktata u krvi u treningu športaša. U: Pečina i sur. Sportska medicina. Zagreb: Medicinska naklada, 11-16.					
	3. Matković, Br., Ružić, L., Matković, B., Leko, G. (2004). Funkcionalna dijagnostika. u: Pečina i sur. Sportska medicina. Zagreb: Medicinska naklada, 5-10.					
	4. 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)	1. McArdle, D. W., Katch, F. I., Katch, V. L. (2010) <a href="#">Exercise Physiology: Nutrition, Energy, and Human Performance, Seventh Edition</a> . Baltimore, MD: LWW. 2. Australian Sports Commission (2000). Physiological tests for elite athletes. Human Kinetics.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	<b>Senior Lecturer Čedomir Cvetković, M.Sc.</b>	1.6. Year of the study programme	<b>1<sup>st</sup> and 2<sup>nd</sup></b>
1.2. Name of the course	<b>FREE-STYLE AND GRAPPLING-STYLE WRESTLING</b>	1.7. Credits (ECTS)	<b>2</b>
1.3. Associate teachers	Mario Baić, Ph.D. Igor Kolakušić, Mag.Cin. (external associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	<b>30 (16L+14E) Performed hours: 14L*</b>
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	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 free-style and grappling-style wrestling and their application to 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 (free-style and grappling-style wrestling). 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)	<p>The students will:</p> <ul style="list-style-type: none"> <li>- attain knowledge regarding the basic characteristics of polystructural acyclic wrestling activity;</li> <li>- understand the influence of wrestling on anthropological status of those involved in wrestling;</li> <li>- acquire knowledge on specific teaching methods and exercises used in wrestling;</li> <li>- acquire knowledge on specific wrestling content transfer on the military, police and security services training;</li> <li>- be acquainted with and understand biomechanical characteristics of wrestling technique in the classical wrestling standing and ground positions;</li> <li>- be acquainted with and understand biomechanical characteristics of wrestling technique in the free-style and grappling-style wrestling standing and ground positions;</li> <li>- attain specific wrestling skills (falls, bridge exercises, and exercises in pairs);</li> <li>- attain the organization skills necessary for simplified wrestling types.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and exercises</b></p> <ol style="list-style-type: none"> <li>1. Historical development of wrestling in the world and in Croatia; rules and organization of wrestling. (2L)</li> <li>2. Kinesiological and anthropological analysis of wrestling. (2L)</li> <li>3. Teaching methods in free-style and grappling-style wrestling. Warm-up exercises, assisting. (2L+2E)</li> <li>4. Means and methods of learning. (2L+2E)</li> <li>5. Teaching basic wrestling standing and mat technique elements from free-style and grappling-style wrestling from the point of their application in education, sport, sports recreation, police, military and security forces. (4L+5E)</li> <li>6. 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. (4L+5E)</li> <li>7. Modified style of wrestling. Organizing practice sessions and competitions with simpler forms of wrestling (2L + 2E)</li> </ol>		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures	2.7. Comments:		
2.8. Student responsibilities	Attending classes is mandatory. Students are obliged to take notes during all forms 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	0.46	Research		Practical training
	Experimental work		Report		Practical exam 0.80
	Essay		Seminar essay		(other)
	Tests		Oral exam	0.74	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Practical exam – 40%. Oral exam – 37% . Active involvement during classes – 23%.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima.			40	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Marić, J., Baić, M., Aračić, M. (2003). Kondicijska priprema hrvača. U: Milanović, D., Jukić, I. (ur.) Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“ &lt;u sklopu&gt;12. zagrebačkog sajma sporta i nautike, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu; Zagrebački športski savez, 339-346.</li> <li>Marić, J., Cvetković, Č., Kuleš, B., Jerković, S., Lucić, J., Aračić, M. (1997). Značaj hrvackog mosta u nastavi hrvanja studenata fizičke kulture. U: Milanović, D. (ur.) Zbornik radova 1. međunarodne znanstvene konferencije „Kineziologija – sadašnjost i budućnost“, Dubrovnik, Zagreb: Fakultet za fizičku kulturu, 122-124.</li> <li>Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Medicina i fizkultura, Sofija (prijevod na hrvatski s bugarskog).</li> <li>Shahmuradov, Jn. A. (1996). Free style wrestling. Rome: FILA.</li> </ol>				
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 <sup>st</sup> & 2 <sup>nd</sup>
1.2. Name of the course	<b>JUDO</b>	1.7. Credits (ECTS)	2
1.3. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30(16L+14E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate 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%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective is to educate high quality professionals with special knowledge and skills necessary for teaching judo as a competitive sport and for teaching judo in PE by utilizing all teaching principles and methods available for teaching judo elements listed in the Croatian National Educational Standard (CNES). Another goal of this course is to provide knowledge about implementing judo techniques in specific combat situations and in physical recreation when practicing without a kimono.		
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 master judo-specific knowledge and skills and competence for its application in: <ul style="list-style-type: none"> <li>• physical education – compulsory and extracurricular,</li> <li>• sport,</li> <li>• physical recreation,</li> <li>• military, police and security forces.</li> </ul>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will: <ul style="list-style-type: none"> <li>• attain knowledge about basic characteristics and specificities of judo as a polystructural acyclic activity;</li> <li>• be able to understand the influence of practicing judo on the individual's anthropological status;</li> <li>• be acquainted with the processes of education and training in specific environment – judo mats (tatami);</li> <li>• be acquainted with and understand the biomechanical characteristics and usefulness of judo falling techniques;</li> <li>• be acquainted with and understand biomechanical characteristics of throwing techniques, holding techniques, joint lock techniques and strangling techniques in judo as a competitive sport;</li> <li>• attain knowledge about transferring specific judo exercises into military, police and security forces training.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> <ol style="list-style-type: none"> <li>1. History, official rules and organization of judo. (2L)</li> <li>2. Kinesiological and anthropological analysis of judo. (2L)</li> <li>3. Ukemi waza – break falls. Teaching and practicing technique exercises of specific judo break falls. (2L+3E)</li> <li>4. Stance techniques, movement techniques and kimono holding techniques in judo. Execution, principles and utility of auxiliary structural elements in judo sport. (2L+2E)</li> <li>5. Osaekomi waza – pinning or mat holds techniques – principles and escaping judo pinning or holding technique. (2L+2E)</li> <li>6. Kansetsu waza – joint locking techniques – rules, principles and training methodology of joint locking techniques. (2L+2E)</li> <li>7. (2L+2E)</li> <li>8. Shime waza – carotid, respiratory and combined strangling techniques in judo – rules, principles and training methods. (2L+2E)</li> <li>9. Nage waza – throwing techniques – execution, principles and teaching methods. (2L+3E)</li> </ol>		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved 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	0,46	Research		Practical training	0,77
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	0,77	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25%. Oral exam 37,5% Practical training 37,5%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.				300	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci. Zagreb: Ministarstvo obrane Republike Hrvatske. 2. Lucić, J., Gržeta, M. (2006). Judo u hrvatskoj vojsci – knjiga druga. Zagreb: Ministarstvo obrane Republike Hrvatske.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Continuous comprehensive checks. Follow-up and evaluation of a student's work. Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	<b>Assist.Prof. Dubravka Ciliga, Ph.D.</b>	1.1. Year of the study programme	<b>1<sup>st</sup> &amp; 2<sup>nd</sup></b>
1.2. Name of the course	<b>KINESITHERAPY IN DIFFERENT DISEASES</b>	1.2. Credits (ECTS)	<b>2</b>
1.3. Associate teachers	Lidija Petrinović Zekan, Ph.D., Research Assistant Tatjana Trošt Bobić, Mag.Cin., Research Assistant	1.3. Type of instruction (number of hours L + S + E + e-learning)	<b>30(15L+15E)</b>
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate 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 different diseases and impairments and to acquire methodical knowledge necessary for planning and programming of kinesitherapeutic procedures.		
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 specific knowledge from the field of kinesitherapy and enabling students to plan, organize, and perform kinesitherapeutic treatments in physical recreation.		
2.4. Očekivani ishodi učenja na razini predmeta (4-10 ishoda učenja)	Students will be able to define and analyze: <ul style="list-style-type: none"> <li>- various conditions and insufficiencies of different systems,</li> <li>- characteristics of different diseases or impairments,</li> <li>- diagnostic procedures aimed at defining the status of a disease,</li> <li>- methodical procedures within the targeted kinesitherapeutic programme.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> (2L+2E are allocated to each topic except for the topic number 1 to which 3L+3E are allocated) <ol style="list-style-type: none"> <li>1. The basics of kinesitherapeutic procedures for persons with cerebral palsy.</li> <li>2. The basics of kinesitherapeutic procedures for persons with progressive muscle dystrophy.</li> <li>3. The basics of kinesitherapeutic procedures for persons with myasthenia gravis.</li> <li>4. The basics of kinesitherapeutic procedures for persons with multiple sclerosis.</li> <li>5. The basics of kinesitherapeutic procedures for persons with poliomyelitis.</li> <li>6. The basics of kinesitherapeutic procedures for cervicobrachial pain syndrome.</li> <li>7. The basics of kinesitherapeutic procedures for lumbar pain syndrome.</li> </ol>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (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	0,46	Written exam		Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	1,54	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 23% Oral exam 77%.					
2.11. Required literature (available in the library and via other media)	<b>Title</b>				<b>Number of copies in the library</b>	<b>Availability via other media</b>
	1.	Filipović, V., Klaić, I. (2001). Važnost propriocepcije za normalnu funkciju ramena. U: Zbornik radova OTŠD Hrvatskog zbora fizioterapeuta, Zagreb.			5	
	2.	Kosinac, Z. (2002). Kineziterapija lokomotornog sustava. (Udžbenik). Split: Sveučilište u Splitu.			7	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Trošt Bobić, T., Ciliga, D., Petrinović Zekan, L. (2009). Radiogoniometrija kao rekreacijska aktivnost za slijepe osobe. U: Andrijašević, M. (ur.) Zbornik radova međunarodne znanstveno-stručne konferencije „Upravljanje slobodnim vremenom sadržajima sporta i sportske rekreacije“, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 345-351.</li> <li>2. Petrinović Zekan, L., Ciliga, D. (2008). Sportske aktivnosti za osobe s oštećenjem vida. U: Andrijašević, M. (ur.) Zbornik radova Međunarodnome znanstveno-stručne konferencije „Kineziološka rekreacija i kvaliteta života“, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 351-362.</li> <li>3. Trošt, T., Ciliga, D., Petrinović Zekan, L. (2007). Dobrobit redovitog bavljenja sportsko-rekreativnim aktivnostima u odrasla čovjeka. U: Findak, V. (ur.) Zbornik radova 16. ljetne škole kineziologija Republike Hrvatske „Antropološke, metodičke, metodološke i stručne pretpostavke rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije“, Poreč, Zagreb: Hrvatski Kineziološki savez, 540-546.</li> <li>4. Ciliga, D., Petrinović Zekan, L., Trošt, T. (2007). Boćanje kao rekreativna aktivnost za osobe s cerebralnom paralizom. U: Andrijašević, M. (ur.) Zbornik radova konferencije „Sport za sve u funkciji unapređenja kvalitete života“, Zagreb: Kineziološki fakultet, 105-112.</li> <li>5. Ciliga, D., Andrijašević, M., Petrinović Zekan, L. (2006). Novi pristup u primjeni kineziterapijskog programa za osobe s cerebralnom paralizom. Odgojne znanosti, 8 (2): 497-513.</li> </ol>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	<b>Assist. Prof. Renata Barić, Ph.D.</b>	1.2. Year of the study programme	<b>1<sup>st</sup> &amp; 2<sup>nd</sup></b>
1.2. Name of the course	<b>MOTOR LEARNING</b>	1.3. Credits (ECTS)	<b>2</b>
1.3. Associate teachers	Prof. Vladimir Medved, Ph.D.	1.4. Type of instruction (number of hours L + S + E + e-learning)	<b>30 (22L+8E)</b>
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.5. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.6. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2. (5%)
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective is to give the students basic knowledge about the area of motor teaching/learning and familiarize them with the mechanisms and principles lying in the background of motor learning, motor performance and motor control with the aim to empower them to utilize the adopted knowledge in more efficient motor knowledge and skills teaching in the areas of sports, physical recreation, or kinesitherapy. Also, to acquaint the students with information processing and decision making in the background of motor performance of simple and complex movement patterns. Further, to enable the students to understand certain socio-psychological mechanisms of motor learning that can facilitate acquisition and performance of motor tasks.		
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	<ul style="list-style-type: none"> <li>- To understand the difference between: motor abilities, motor knowledge and motor skills and their common contribution to the process of learning new motor tasks of variable complexity in diverse contexts (transfer of motor learning, interference in the process of motor learning);</li> <li>- To define, classify and explain motor learning concepts and motor control models;</li> <li>- To understand the role of attention in the processes of motor learning and motor performance as well as the factors that have influence on reaction time and decision-making;</li> <li>- To understand importance of instruction styles and feedback in the process of motor learning in order to correct motor errors/mistakes and/or to reinforce correct performance; to get an idea how to use these information and knowledge in practice;</li> <li>- To implement the adopted knowledge in the process of designing and analysing motor tasks, exercise process and training process.</li> </ul>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will:</p> <ul style="list-style-type: none"> <li>- gain knowledge about the factors influencing motor learning; they will understand the role of specific sensory and perception processes, fundamental biomechanical regularities and memory, attention and motor control in the processes of learning and performing motor skills;</li> <li>- be able to classify motor skills; they will understand motor programmes formation and will be able to define their components and their function;</li> <li>- understand the role of physical arousal in the process of motor learning and the principles of its differential influence on attention in the process of learning motor skills and tasks of variable levels of complexity;</li> <li>- know how to differentiate between two basic models of motor control in the background of motor tasks performance of variable complexity and duration;</li> <li>- acquire the body of basic theoretical knowledge on the development of efficacious strategies for teaching motor skills within the contexts of physical education classes and diverse sports branches;</li> <li>- acquire the principles of feedback giving in the process of motor learning and skills of their efficient implementation.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and exercises</b></p> <ol style="list-style-type: none"> <li>1. Introduction class – familiarization with the course contents and students' work monitoring and evaluation. (2L)</li> <li>2. Motor learning and motor skills. (2L)</li> <li>3. Individual differences and motor abilities. (2L)</li> <li>4. Information processing and decision making. (2L)</li> </ol>		

	5. Arousal and attention – the impact on information processing and performance. (2L) 6. Theories of motor control. (2L) 7. Theories of motor learning. (2L) 8. The role of sensory information in motor skill performance. (2L) 9. Movement performance and motor programmes. (2L) 10. Biomechanics and motor learning. (2L) 11. Empirical indicators of motor learning in biomechanical space. Sensory-motor systems modelling. (Laboratory, exercise) (2E) 12. The analysis of sports skills from the aspects of motor learning. (2L) 13. The influence of information sources on motor learning performance (experiment demonstration and exercise). (4E) 14. Feedback in the process of motor learning. (1L) 15. Motor instruction structuring. Closing information. (1L)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	To write a seminar essay (a requirement to take an 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	0,46	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,69	(other)	
	Tests		Oral exam		(other)	
	Written exam	0.85	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attending classes 15%. Written exam 50%. Seminar essay 35%.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Schmidt, R. A., Wrisberg, C. A. (2004). Motor learning and Performance, 4th Edition, Human Kinetics.			2		dostupno
	2. Horga, S. (2009). Psihologija sporta. Zagreb: Kineziološki fakultet (poglavlje 6).			20		široko dostupno
	3. Sažeci s predavanja (skripta)					dostupno (web str. predmeta)
2.12. Optional literature (at the time of submission of study programme proposal)	1. Barić, R. (2011). Motoričko učenje i poučavanja složenih motoričkih vještina. u: Jukić, I., Gregov, C., Šalaj, S., Milanović, L., Bobić-Trošt, T., Bok, D. (ur.) Zbornik radova 9. međunarodne konferencije Kondicijska priprema u sportu. Zelina: Tiskara Zelina, 63-76. 2. Čoh, M., Jovanović-Golubić, D., Bratić, M. (2004). Motor learning in sport. Physical Education and Sport, 2 (1): 45-59. 3. Magill, R. A. (2007). Motor learning and control. Concepts and Applications. New York: McGraw-Hill. 4. Meved, V. (2001). Measurement of Human locomotion. Boca Raton, FL, USA: CRC Press. 5. Milanović, D., Barić, R., Jukić, I., Vuleta, D. (2002). Osnove motoričkog učenja u rukometu. Zbornik radova 15. i 16. seminara trenera, Pula: Udruga trenera.					
2.13. 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	1 <sup>st</sup> & 2 <sup>nd</sup>
1.2. Name of the course	<b>ADVANCED ENGLISH IN SPORT</b>	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (10L+20E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional 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	The goal is to discuss certain kinesiological terms by working on a technical text.		
2.2. Course enrolment requirements and entry competences required for the course	Intermediate level of knowledge of the English language		
2.3. Learning outcomes at the level of the programme to which the course contributes	Receptive level of the knowledge of English as a foreign language for specific purposes Application, at receptive level, of discussed terminology – ability to accurately understand technical terms in English (receptive level)		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will: <ul style="list-style-type: none"> <li>- develop the ability to understand technical terms in the English language;</li> <li>- learn kinesiological terminology in the English language according to the topics in the curriculum;</li> <li>- be able to understand written technical text in the English language</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> <ol style="list-style-type: none"> <li>1. Getting acquainted with the aim of the subject, with the outline of the subject's programme and with the way of exam realization. (1L)</li> <li>2. By working on a written text English terminology connected with the differences between the term <i>kinesiology</i> and <i>sport</i> will be analysed and discussed. (1L)</li> <li>3. By working on a written text English terminology connected with the difference between the terms <i>body type</i>, <i>body structure</i> and <i>body composition</i> will be analysed and discussed. (1L)</li> <li>4. By working on a written text English terminology connected with muscles in human body will be analysed and discussed. (1L)</li> <li>5. By working on a written text English terminology connected with conditioning exercises will be analysed and discussed. (2L)</li> <li>6. By working on a written text English terminology connected with injuries in sport will be analysed and discussed. (2L)</li> <li>7. By working on a written text English terminology connected with nutrition of athletes will be analysed and discussed. (2L+2E)</li> <li>8. By working on a written text the usage of English terminology connected with sport for people with a disability will be practised. (2E)</li> <li>9. By working on a written text English terminology connected with sports training will be practised. (4E)</li> <li>10. By working on a written text English terminology connected with sports marketing will be practised. (2E)</li> <li>11. By working on a written text English terminology connected with sports management will be practised. (2E)</li> <li>12. By working on a written text English terminology connected with sports tourism will be practised. (2E)</li> <li>13. By working on a written text basic statistical terms in English will be practised. (2E)</li> <li>14. By working on a written text English terminology connected with glandular system in human body will be practised. (2E)</li> <li>15. By working on a written text English terminology connected with energy production in human body will be practised. (2E)</li> </ol>		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (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	0,46	Written exam	1.54	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	During the course teaching: 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. (2000). English for Kinesiology. Zagreb: Fakultet za fizičku kulturu.				10	
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	Zrinko Čustonja, Lecturer	1.6. Year of the study programme	1 <sup>st</sup> & 2 <sup>nd</sup>
1.2. Name of the course	<b>OLYMPISM AND OLYMPIC MOVEMENT</b>	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)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional 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	<ul style="list-style-type: none"> <li>- The acquisition of new cognitions on the Olympic movement as a global phenomenon;</li> <li>- The acquisition and understanding of the key concepts of contemporary Olympic movement;</li> <li>- Independent analyses and deliberation of issues relevant to the understanding of the Olympic Games, International Olympic Committee, Croatian Olympic Committee and other factors of the Olympic movement.</li> </ul>		
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	<ul style="list-style-type: none"> <li>- The familiarization with and adoption of Olympic values;</li> <li>- Understanding of the Olympic movement as an educational movement that promotes universal ethical values of friendship, solidarity, understanding, diversity respect and fair-play;</li> <li>- The familiarization and understanding of the Olympic movement and all influencing factors;</li> <li>- Knowing and understanding of specific attributes and comparative advantages of the Olympic movement in the contemporary system of sports.</li> </ul>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> <li>- The familiarization with and understanding of the idea and ideology of the Olympic movement ;</li> <li>- The familiarization with the system of organization and hierarchy of the Olympic movement;</li> <li>- The familiarization with the system of management and decision making in the Olympic movement;</li> <li>- Understanding of the Olympic Games and Olympic movement importance for the development of contemporary sport;</li> <li>- knowing and understanding of the Olympic Charter as the fundamental document of the world sport;</li> <li>- the insight into basic social, political, economical, mass media-related, ethical, educational and other factors that have influence on the further development of Olympism and Olympic movement in the world;</li> <li>- the insight into the organization, hierarchy and operation, activities of the Croatian Olympic Committee.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and seminars (each teaching topic is allocated 1L+1S)</b></p> <ol style="list-style-type: none"> <li>1. The idea of Olympism.</li> <li>2. The revival of the Olympic movement – causes and effects.</li> <li>3. The Olympic Charter – the fundamental document of the Olympic movement.</li> <li>4. The hierarchy and organization of the International Olympic Committee.</li> <li>5. The management and decision-making in the Olympic movement.</li> <li>6. The Paralympics movement.</li> <li>7. Commercialization of the Olympic Games – good and bad effects.</li> <li>8. The organization of the Olympic Games.</li> <li>9. Olympic education – objectives and implementation.</li> <li>10. The Olympic Games and mass media.</li> </ol>		

	11. Olympism and ethical principles – moral values of the Olympic movement. 12. Olympism and doping – is there a cure? 13. The Olympic Games and arts. 14. Olympism and politics. <b>15. Olympism in Croatia.</b>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Seminar paper preparation and presentation, regular class attendance (lectures and seminars), active participation in class work and, 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	0.46	Written exam		Project
	Experimental work		Research		Practical training
	Essay		Report		(other)
	Tests		Seminar essay	0.46	(other)
			Oral exam	1,08	(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 23%. Seminar essay 23%. Oral exam 54%.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Čustonja, Z. (2005). Olimpizam je životna filozofija. Olimp, 15, 22-24.			1	internet
	2. Čustonja, Z. (2006). Zaboravljena intelektualna priroda olimpijskog pokreta. Olimp, 18, 16-17.			1	internet
	3. Čustonja, Z. (2006). Ispunjava li olimpijski pokret sve svoje potencijale. Olimp, 19, 12-13.			1	internet
2.12. Optional literature (at the time of submission of study programme proposal)	1. Čustonja, Z. (2005). Promijenjena su pravila, ali ne i filozofija olimpizma. Olimp, 16, 20-21.				
	2. Čustonja, Z. (2006). Pierre de Coubertin ipak nije prvi Olimp, 20, 16-17.				
	3. Čustonja, Z. (2007). Sport bez ograničenja – paraolimpijski pokret, Olimp, 22, 10-11.				
	4. Međunarodni olimpijski odbor (2007) Olimpijska povelja 2007. <a href="http://www.hoo.hr/downloads/Olimpijska_povelja2007.pdf">http://www.hoo.hr/downloads/Olimpijska_povelja2007.pdf</a> .				
	5. 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)				
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 <sup>st</sup> & 2 <sup>nd</sup>
1.2. Name of the course	<b>APPLICATION OF COMBAT SPORTS ELEMENTS IN PHYSICAL CONDITIONING OF ATHLETES</b>	1.7. Credits (ECTS)	2
1.3. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (16L+14E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	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 aim of this course is to apply the elements of combat sports in the physical conditioning process. In other words, the aim is to familiarize the students with the appropriate means applicable in the process of basic physical conditioning in other sports/events.		
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	Students will acquire knowledge regarding the various possibilities, methods and types of physical conditioning of athletes.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will:</p> <ul style="list-style-type: none"> <li>• acquire knowledge regarding the application of specific combat sports structures in the field of basic conditioning in other sports,</li> <li>• acquire knowledge regarding the specific methods used in combat sports, and which may be implemented in conditioning process in other sports/events,</li> <li>• acquire knowledge regarding the laws of practicing with a partner.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> <li>1. The application of elements of falls in the physical conditioning of athletes. (2L+2E)</li> <li>2. The application of elements of grabs in the physical conditioning of athletes. (2L+2E)</li> <li>3. The application of elements of throws in the physical conditioning of athletes. (2L+2E)</li> <li>4. The application of elements of punches in the physical conditioning of athletes. (2L+2E)</li> <li>5. The application of elements of standing combat in the physical conditioning of athletes. (2L+2E)</li> <li>6. The application of elements of mat combat in the physical conditioning of athletes. (2L+2E)</li> <li>7. Basic characteristics of combat. (2L+2E)</li> <li>8. Basic characteristics of specific exercises in combat sports. (1L+1E)</li> </ol>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved 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	0.46	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	1,54	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 35%. Oral exam 65%.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.				300	
	Kuleš, B. (1997). Trening karatista. Zagreb: SN Liber.				5	
2.12. Optional literature (at the time of submission of study programme proposal)						
1.13. Quality assurance methods that ensure the acquisition of exit competences	Continuous comprehensive checks. Follow-up and evaluation of a student's work. Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup> & 2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFIC PHYSICAL CONDITIONING IN COMBAT SPORTS</b>	1.7. Credits (ECTS)	2
1.3. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (16L+14E) Performed hours 14L*
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate 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 aim of this course is to enable the students to acquire basic theoretical and practical knowledge regarding the physical conditioning in combat sports as well as the influence of physical conditioning on performance in combat sports.		
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	Following the completion of the course, the students will gain basic knowledge regarding the division, implementation and control of the physical conditioning process of athletes in combat sports in relation to age, weight category and rank.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will gain insight into the differences in physical conditioning between punching- and wrestling-style combat sports. Students will gain insight into the hierarchy of motor and functional abilities important for success in punching- and wrestling-style combat sports. Students will gain insight into the specificities of physical conditioning with regard to motor abilities in combat sports. Students will gain insight into the specificities of physical conditioning with regard to functional abilities in combat sports. Students will gain insight into the specificities of physical conditioning with regard to weight category of an athlete.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> <ol style="list-style-type: none"> <li>Hypothetical specification equation in combat sports. (2L)</li> <li>Specificities of exercising methods in combat sports. (2L+2E)</li> <li>Development of strength and speed in combat sports. (2L+2E)</li> <li>Development of coordination, flexibility, precision and balance in combat sports. (2L+2E)</li> <li>Development of aerobic capabilities in combat sports. (2L+2E)</li> <li>Development of anaerobic capabilities in combat sports. (2L+2E)</li> <li>Specificities of physical conditioning in combat sports with regard to a weight category of a competitor. (2L+2E)</li> <li>Specificities of physical conditioning in combat sports with regard to an annual training cycle. (2L+2E)</li> </ol>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved 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	0,46	Written exam		Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay		(other)	
			Oral exam	1,54	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 35%. Oral exam 65%.					
2.11. Required literature (available in the library and via other media)	Naslov			Broj primjeraka u knjižnici	Dostupnost putem ostalih medija	
	Sertić, H. (2004). Osnove borilačkih sportova. Kineziološki fakultet, Zagreb.			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)	<ol style="list-style-type: none"> <li>1. Krstulović, S., Sekulić, D., Sertić, H. (2005). Anthropological determinants of Success in young Judoists. Collegium Antropologicum 29 (2): 315-322.</li> <li>2. 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.</li> <li>3. Baić, M., Sertić, H., Cvetković, Č. (2006). Differences in physical fitness level of variably successful greco-roman wrestlers. Kinesiologia Slovenica, Vol 12 (2): 5-13.</li> <li>4. Sertić, H., Segedi, I., Segedi, S. (2008). Analiza nekih dimenzija snage u judu, karateu i boksu. u: Jukić, I., Milanović, D., Gregov, C. (ur.) Zbornik radova 6. godišnja međunarodna konferencija Kondicijska priprema sportaša 2008, 22-23. veljače, Zagreb, 141-144.</li> </ol>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey					

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Željko Hraski, Ph.D.	1.6. Year of the study programme	1st & 2nd
1.2. Name of the course	<b>SPORTS PROGRAMMES FOR PRESCHOOL CHILDREN</b>	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18P+12V) <b>Performed hours 14L*</b>
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional 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	Adopt necessary theoretical and practical knowledge on diverse types of sports programmes for the children of preschoolage as well as of the effects of those programmes on motor and overall growth and development of children.		
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	<p>The students will be empowered to:</p> <ul style="list-style-type: none"> <li>- implement qualitatively the contents of physical exercise programmes in children day-care centres (kindergartens);</li> <li>- execute assessments (tests) of motor status of preschool children and to interpret their results.</li> </ul>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be trained to:</p> <ul style="list-style-type: none"> <li>- create various sports programmes for preschool children;</li> <li>- realize sports programmes in kindergartens;</li> <li>- work with preschool children within the framework of training process of various sports;</li> <li>- assess motor status of preschool children;</li> <li>- design and implement various games the goal of which is the development of specific sports competences in preschool children.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Theoretical lectures</b> (each teaching topic is allocated 2 contact hours)</p> <ol style="list-style-type: none"> <li>1. Characteristics of motor development of preschool children. Impact of physical exercise and sports on healthy, active and productive life of children. Current situation and development trends.</li> <li>2. Specific attributes of children's world of sports. Diverse kinds of sports programmes for preschool children and their characteristics. Objectives of the preschool sports programmes. Peculiarities of the preschool sports programmes for the children with special needs.</li> <li>3. Assessment of motor progression. Transformations of children's anthropological characteristics under the influence of diverse sports programmes. The development of motor abilities and skills in the function of cognitive, social and emotional development of children.</li> </ol> <p><b>Theoretical-practical lectures and exercises</b> (2TPP+2E hours are allocated to each topic):</p> <ol style="list-style-type: none"> <li>1. The didactic design: organizational forms, teaching techniques and methods, contents distribution – specific features of work with preschool children.</li> <li>2. Motor skills development – natural movement patterns.</li> <li>3. Motor skills development – gymnastics, athletics, swimming.</li> <li>4. Motor skills development – ball sports.</li> <li>5. Motor skills development – other sports.</li> <li>6. Games aimed at the development of specific kinesiological competences in preschool children.</li> </ol>		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> TP lectures		2.7. Comments:	
	A part of the instruction will be delivered at the Zagreb Faculty of Kinesiology premises, whereas the other part will be conducted at the premises of the Kindergarten Jarun (gymnasium, multimedia room), pursuant to the cooperation agreement.					
2.8. Student responsibilities	Regular class attendance and active participation in theoretical-practical lectures and seminars. Individual and group presentation of new knowledge and skills adopted during the course.					
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	0,46	Written exam		Project	
	Experimental work		Research		Practical training	0,74
	Essay		Report		(other)	
	Tests		Seminar essay	0,40	(other)	
			Oral exam	0,40	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 23%. Practical training (presentation) – 37%. Seminar essay – 20%. Oral exam – 20%.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Hraski, Ž. (2002). Utjecaj programiranih tjelesnih aktivnosti na rast i razvoj djece predškolske dobi. u: Findak, V. (ur.) Zbornik radova 11. ljetne škole kineziologa Republike Hrvatske „Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije“, Rovinj, 22. – 26. lipnja 2002. Zagreb: Hrvatski kineziološki savez, 242-243.					
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Hraski, Ž. (2003). Integrating sport into kindergarten curriculum. u: Puhak, S., Kristić, K. (ur.) Proceedings Book of the XVIth European Sports Conference „Making Sport Attractive for All“, Dubrovnik, September 24 – 26, 2003, Zagreb: Ministry of Education and Sport of the Republic of Croatia, 108-112.</li> <li>Hraski, M., Kijuk, M., Hraski, Ž. (2008). Differences in motor efficiency of girls and boys involved in the kindergarten sports program. u: Prskalo, I., Findak, V., Strel, J. (ur) Proceedings of the 2nd International Conference on Advances and Systems Research – 2nd Special Focus Symposium on Kinesiological Education – the answer of the contemporary school, Zadar, Noveber 12 – 16, 2008, Zagreb: Faculty of Teacher Education, 176-182.</li> <li>Hraski, Ž. (2005). Načela realizacije sportskih programa za djecu predškolske dobi. u: Kunstek, M. i sur. (ur.) Zbornik radova Međunarodnog skupa „Dijete u kretanju“, Dani dječjih vrtića grada Zagreba, 2005, Zagreb: Gradski ured za obrazovanje i šport, 20-24.</li> <li>Hrvoj, J., Fočić, B., Vrbanić, Lj., Bujanić, R., Hraski, Ž. (2005). Športski vrtić Jarun. u: Kunstek, M. i sur. (ur.) Zbornik radova Međunarodnog skupa „Dijete u kretanju“, Dani dječjih vrtića grada Zagreba, 2005., Zagreb: Gradski ured za obrazovanje i šport, 149-155.</li> <li>Hraski, Ž., Hraski, M., Stojavljević, V. (2011). Razvoj koordinacije kod djece predškolske dobi. u: Jukić, I., Gregov, C., Šalaj, S., Milanović, L., Trošt-Bobić, T., Bok, D. (ur.) 9. godišnja međunarodna konferencija „Kondicijska priprema sportaša 2011 – Trening koordinacije“, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 101-104.</li> </ol>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Nada Grčić-Zubčević, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup> & 2 <sup>nd</sup>
1.2. Name of the course	<b>WATER SPORTS (AQUATICS)</b>	1.7. Credits (ECTS)	2
1.3. Associate teachers	Dajana Zoretić, Mag.Cin. Dubravko Šimenc, Mag.Cin. (external associate) Iva Gričar, Mag.Cin. (external associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	30(18L+12 E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	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 water sports (swimming, water polo, synchronized swimming, apnea diving, water rescue), and with the possibilities of application of these sports in other sports 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	The students will be provided an insight into the basics of various sports that can be implemented in the water. They will be able to organize and implement various activities in the water in the area of applied kinesiology.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will:</p> <ul style="list-style-type: none"> <li>• acquire basic theoretical and practical knowledge from water sports;</li> <li>• understand the basic principles and laws of a body's behavior in the water;</li> <li>• apply a specific water sport in the area of education, recreation and kinesiotherapy;</li> <li>• recognize a person in the water requiring assistance, and be able to provide the assistance.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Theoretical lectures</b></p> <ol style="list-style-type: none"> <li>1. Swimming (history, laws of a body in the water, swimming techniques, competitions). (2L)</li> <li>2. Water polo (history, rules of the game, movements without the ball, basic technique elements with the ball, game elements, basic tactics). (2L)</li> <li>3. Synchronized swimming (history, equipment, basic postures and transitions, figures, choreography, rules, training). (2L)</li> <li>4. Apnea diving (history, events, equipment, basic physics, dangers, diving techniques, training). (2L)</li> </ol> <p><b>Theoretical-practical lectures</b></p> <ol style="list-style-type: none"> <li>1. Swimming techniques (front crawl, backstroke, breaststroke, and butterfly). (2L)</li> <li>2. Teaching front crawl, backstroke and butterfly techniques. (2E)</li> <li>3. Relay competitions in the water. (2E)</li> <li>4. Water polo – basic movements without the ball, basic technique elements with the ball. (2L)</li> <li>5. Technique of the game. (2E)</li> <li>6. Synchronized swimming – basics of synchronized swimming technique, basic postures and transitions, figures. (2L)</li> <li>7. Teaching basic synchronized swimming techniques, postures and transitions. (2E)</li> <li>8. Apnea diving – diving techniques, pressurizing, underwater movement, using the fins. (2L)</li> <li>9. Teaching diving techniques, pressurizing, underwater movement, using the fins. (2E)</li> <li>10. Water rescue with and without a buoy. (2L)</li> <li>11. Teaching water rescue. (2E)</li> </ol>		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved during classes and during 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	046	Research		Practical training	046
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	1,08	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Active involvement during classes – 23%. Practical exam – 23%. Oral exam – 54%.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Volčanšek, B. (1996). Sportsko plivanje. Zagreb: Fakultet za fizičku kulturu.			10		
	Pleša, K. (2001.) Metodika učenja osnovnih položaja i osnovnih zaveslaja u sinkroniziranom plivanju. (Diplomski rad) Zagreb: Kineziološki fakultet.			1		
	Lozovina, V. (2001). Sportovi na vodi. Split: autorsko izdanje.			2		
	Paulin, D. (2004). Tečaj ronjenja na dah, HRS.			2		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Šarenac, D. (1981). Randevu na bazenu. Beograd: Sportska knjiga.</li> <li>Trumbić, I. (2010). Vaterpolo. Zagreb: Hrvatska olimpijska akademija.</li> <li>Volčanšek D., Vočlanšek, B. (1994.) Priručnik za trenere i suce sinkroniziranog plivanja. Zagreb: Fakultet za fizičku kulturu</li> <li>Spasilačka služba na plažama (2004). Hrvatski Crveni križ.</li> </ol>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dragan Milanović, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup> & 2 <sup>nd</sup>
1.2. Name of the course	<b>STRATEGIC PLANNING AND PROGRAMMING IN SPORT</b>	1.7. Credits (ECTS)	2
1.3. Associate teachers	Research Assist. Sanja Šalaj, Ph.D. Research Assist. Zrinko Čustonja, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (20L+10S) Performed hours 14L*
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate 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	Empower the students to be able to strategically contemplate the current problems and perspectives of sport development. Furthermore, the students must learn how to devise a strategic plan and program concerning the development of sport on a local, county, national and global level.		
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	Be familiar with the basic elements of organization and functioning of sports on local, county and national levels. Using acquired knowledge, the students will be able to substantially contribute to the development of school- and club-level sport, sport for all and sport for people with disabilities. Also, they will master the contemporary algorithms and methods used for planning and programming of the training process. Finally, they will be empowered to be a part of expert teams which aim to devise the strategic documents on all levels of sport.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To identify and to analyze the basic characteristics of sport in Croatian society. To explain and critically evaluate the elements used for devising the sport development strategy. To apply the knowledge in devising the sport development programs while respecting all the necessary resources: athletes, sport preparation technology, coaches, infrastructure and equipment, international collaboration and research.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures</b></p> <ol style="list-style-type: none"> <li>1. Sport in the modern day Croatian society: the organization of sport and the legislature. (2L)</li> <li>2. Athletes: selection, categorization, stimulation and compensation for the achievements. (2L)</li> <li>3. Coaches and other experts in Croatian sport: education, finding a job, social and working status, professional development. (2L)</li> <li>4. Objects and equipment for sport: planning, building, maintenance, usage. (2L)</li> <li>5. International collaboration: international sports associations, international scientific associations, Croatian representatives on an international level. (2L)</li> <li>6. Formal education of athletes: athletes in elementary and high schools, athletes in higher-education system, elementary and high schools for athletes. (2L)</li> <li>7. Women in sport: their percentage in relation to men. Specifics of their training routines. (2L)</li> <li>8. Sports preparation technology: advancement of assessment procedures. (2L)</li> <li>9. Methods and algorithms for planning and programming of the training process; contemporary methods for the assessment of training effects. (2L)</li> <li>10. Strategic directions of sport development and development of sports preparation. (2L)</li> </ol> <p><b>Seminars</b></p> <ol style="list-style-type: none"> <li>1. Devising the sport development program on a local, regional and national level. (1S)</li> <li>2. Local-, regional-, and national-level school- and university-level sport development programs. (1S)</li> <li>3. Local-, regional-, and national-level sport for all development programs. (1S)</li> <li>4. Local-, regional-, and national-level top-level sport development programs. (1S)</li> </ol>		

	5. Local-, regional-, and national-level sport for people with disabilities development programs. (1S) 6. Advancement of the assessment procedures and application of the findings. (2S) 7. Application of the modern-day planning-, programming- and assessment methods/procedures in sport. (2S) 8. New directions in the development of knowledge transfer in the area of sport. (1S)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (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	0,46	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0,46	(other)
	Tests		Oral exam	1,08	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 15% Seminar essay 15% Oral exam 70%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. 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)				internet
	2. Milanović, D. i sur. (2009) Strategija razvoja školskoga športa u Republici Hrvatskoj 2009. – 2014. Zagreb: Ministarstvo znanosti obrazovanja i športa Republike Hrvatske.			5	
	3. Milanović, D. (ur.) (2001). Stanje i perspektive zagrebačkog sporta. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu i Zagrebački športski savez.			5	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Milanović, D. (2000). Strategija razvoja sporta u Hrvatskoj. Olimp, 4, 4-7. 2. Milanović, D. (2000). Hrvatski sportski model za 21. stoljeće. Olimp, 5, 8-11. 3. Milanović, D., Jukić, I., Šimek, S. (2007). Antropološka, metodološka i metodička istraživanja kao čimbenik stručnog rada u području sporta, Zbornik radova 16. ljetne škole kineziologa, 32-48. 4. Milanović, D., Jukić, I., Šimek, S. (2003). Role of the sport profession and qualified personnel. Proceedings book of XVI European Sport Conference Making sport attractive for all, Dubrovnik, Croatia.175-183. 5. Milanović, D., Šalaj, S., Gregov, C. (2011). Nove tehnologije u dijagnostici pripremljenosti sportaša. Zbornik radova 20. ljetne škole kineziologa "Dijagnostika u područjima edukacije, sporta, sportske rekreacije i kineziterapije", 37-50.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				



## ELECTIVE 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 <sup>st</sup> & 2 <sup>nd</sup>
1.2. Name of the course	<b>SOCIAL AND RECREATIONAL GAMES</b>	1.7. Credits (ECTS)	2
1.3. Associate teachers	Damir Vučić, Mag.Ed., 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)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional 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 students should adopt basic theoretical and practical knowledge necessary for quality planning, programming and implementation of wide range of social and recreational games, suitable for application in all fields of applicable 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	The students will gain insight into the complexity of social and recreational as well as in the opportunities to utilize them in the fields of applied kinesiology (physical recreation, sport and kinesitherapy) and in everyday life. The students will be able (regarding the participants' structure) to conduct contents selection, to organize and execute suitable social and recreational games programmes. Learning various social and recreational games that can be applied individually or as recreation in leisure and in tourism.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The student will be empowered to: - Apply basic theoretical and practical knowledge on social and recreational games. - Understand the role and significance of social and recreational games as primary and supplementary contents in the field of kinesiology. - Design plans and programmes regarding the goal of implementation and characteristics of participants (age, sex, interests, needs, and probable limitations for participation). - Apply didactical principles in social and recreational games conduction. - Understand influence and importance of social and recreational contents on socio-psychological characteristics of participants in the primary programme.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> 1. Definition, purpose and role of social and recreational games (1L) 2. Historical overview of the role of game in human life (1L) 3. The role of social and recreational games in physical (sports) recreation, sport and kinesitherapy. (1L) 4. Preconditions for successful programme implementation (communication skills, characteristics of the moderator, professional competences, premises, equipment and requisites). (2L) 5. Game selection criteria as regards participants' characteristics (children, adults, elderly, persons with disabilities; structure of a group, preferences). (2L) 6. Classification of social and recreational games. Resourcefulness games, indoor and outdoor games. (1L) 7. Games as a supplement to the basic exercise programmes (during recovery between two activities, while travelling and commuting). (1L+2E) 8. Social and recreational games as a separate unit in the evening (1L+1E) 9. Paper-pencil games, „systems“. (2E) 10. Quizzes modelling (questions-answers, associations, pantomime, mystical stories, item identification, profession guessing, etc.), (1L+2E) 11. Standard social games (card games, yumb, master mind, monopoly, bingo, domino...). (1L+2E) 12. Music games, games with music, amusement games, diplomas, etc. (1L+2E)		

	13. Tournament modelling. (1E) 14. Communication and animation skills necessary for successful implementation of activity programmes. (1L+2E) 15. Specific methods for: contents selection, organization, rules and protocol of social and recreational games. (2L)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor		2.7. Comments:
2.8. Student responsibilities	Regular class attendance and active participation in class 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	0,46	Written exam	0,77	Project
	Experimental work		Research		Practical training
	Essay		Report		(other)
	Tests		Seminar essay		(other)
			Oral exam	0,77	(other)
2.10. Grading and evaluating student work in class and at the final exam	Regular class attendance – 30%, Written exam – 40%, 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. Allue, J.M. (2008). Velika knjiga igara – 250 igara za sve uzraste. Zagreb: Profil International d.o.o.			5	
	2. Ravkin, R. i sur. (1999). Animacija u hotelijersko-turističkoj ponudi. Opatija: Hrvatska udruga hotelijera i restoratora.			10	
	3. Trkulja Petković, D. (1999). Osobine voditelja sportske rekreacije. U: Findak, V., Delija, K. (ur.) Zbornik radova 8. ljetne škole pedagoga fizičke kulture Hrvatske, Rovinj, 26. – 30. 06. 1999., Rovinj: Savez pedagoga fizičke kulture RH, 134-137.			10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Trkulja Petković, D., Delibašić, Z., Podvalej, L. (2003). Preferencije osoba starije dobi prema sadržajima sportske rekreacije. Sport za sve, 21 (33-34): 81-84. 2. Trkulja, D., Radaković, S. (1993). Neka obilježja komunikacije u sportskoj rekreaciji. U: Zbornik radova Konferencije o športu Alpe-Jadran, Rovinj, 24. -26. 06. 1993. Zagreb: Ministarstvo kulture i prosvjete RH.				
2.13. 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	1 <sup>st</sup> & 2 <sup>nd</sup>
1.2. Name of the course	<b>ADVANCED ENGLISH IN PHYSICAL (SPORTS) RECREATION</b>	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (10L+20E) <i>Performed hours</i> 14L*
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study	1.9. Expected enrolment in the course	50
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 is to discuss certain kinesiological terms by working on a technical text.		
2.2. Course enrolment requirements and entry competences required for the course	Intermediate level of knowledge of the English language		
2.3. Learning outcomes at the level of the programme to which the course contributes	Receptive level of the knowledge of English as a foreign language for specific purposes Application, at receptive level, of discussed terminology – ability to accurately understand technical terms in English (receptive level)		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will: - develop the ability to understand technical terms in the English language; - learn kinesiological terminology in the English language according to the topics in the curriculum; - be able to understand written technical text in the English language		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> 1. Getting acquainted with the aim of the subject, with the outline of the subject's programme and with the way of exam realization. (1L) 2. By working on a written text English terminology connected with the term <i>physical</i> recreation will be analysed and discussed. (1L) 3. By working on a written text English terminology connected with the differences between the terms <i>body type</i> , <i>body structure</i> and <i>body composition</i> will be analysed and discussed. (1L) 4. By working on a written text English terminology connected with muscles in human body will be analysed and discussed. (1L) 5. By working on a written text English terminology connected with physical exercise for the elderly will be analysed and discussed. (2L) 6. By working on a written text English terminology connected with injuries will be analysed and discussed. (2L) 7. By working on a written text English terminology connected with nutrition will be analysed and discussed. (2L+2E) 8. By working on a written text the usage of English terminology connected with physical exercise for people with a disability will be practised. (2E) 9. By working on a written text English terminology connected with the type of physical exercise will be practised. (4E) 10. By working on a written text English terminology connected with pieces of apparatus and requisites used in fitness centres will be practised. (2E) 11. By working on a written text English terminology connected with marketing in physical recreation will be practised. (2E) 12. By working on a written text English terminology connected with sports management will be practised. (2E) 13. By working on a written text basic statistical terms in English will be practised. (2E) 14. By working on a written text terminology connected with glandular system in human body will be practised. (2E) 15. By working on a written text English terminology connected with energy production in human body will be practised. (2E)		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular class attendance, active participation in class 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	0.46	Written exam	1.54	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	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. (2000). English for Kinesiology. Zagreb: Fakultet za fizičku kulturu.				10	
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	<b>Assist.Prof. Ivančica Delaš, Ph.D. (part-time associate)</b>	1.6. Year of the study programme	<b>1<sup>st</sup> and 2<sup>nd</sup></b>
1.2. Name of the course	<b>THE BASICS OF NUTRITION</b>	1.7. Credits (ECTS)	<b>2</b>
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	<b>30 (20L+10E) Performed hours 14L*</b>
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate 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%)	/
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective is to complete theoretical knowledge about the role of nutrition in health preservation and improvement. The students are expected to adopt basic knowledge of nutrition planning in the process of enhanced physical activity.		
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 health protection and promotion. 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 of physiology of nutrition and apply it in practice; - assess nutritional status; - assess energy needs and needs for different nutritional ingredients; - plan balanced diet; - recognize eating disorders; - analyze and assess expected advantages and potential risks of dietary supplements.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> 1. Importance and role of nutrition in protection of health. (2L) 2. Assessment of nutritional status. (2E) 3. Utilization of food by the organism: digestion, resorption, metabolism. (2L) 4. Balance of energy needs and intake. (2E) 5. Carbohydrate metabolism. (2L) 6. Protein metabolism. (2L) 7. Lipid metabolism. (2L) 8. Vitamins. (2L) 9. Water and minerals. (2L) 10. Planning the optimal diet. (2L+2E) 11. Qualitative and quantitative analysis of meals. (4E) 11. Eating disorders and how to recognize them. (2L) 12. Dietary supplements. (2L)		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular class attendance, active participation in class, preparation of a 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	0.46	Written exam		Project	
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay	0.54	(other)	
			Oral exam	1	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 23% Seminar essay 27% Oral exam 50%					
2.11. Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	Živković, R. (2002). Dijetetika. Zagreb: Medicinska naklada, Zagreb.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Delaš, I. (2011). Prehrana i sportska rekreacija – zajedno u službi zdravlja. u: Andrijašević, M., Jurakić, D. (ur.) Sportska rekreacija u funkciji unapređenja zdravlja, zbornik, Osijek: Kineziološki fakultet Sveučilišta u Zagrebu. 2. <a href="http://www.who.int/nutrition/topics/en/">http://www.who.int/nutrition/topics/en/</a>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	<b>Assist.Prof. Drena Trkulja Petković, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup> & 2 <sup>nd</sup>
1.2. Name of the course	<b>MOUNTAINEERING</b>	1.7. Credits (ECTS)	2
1.3. Associate teachers	Damir Vučić, Mag.Cin. (part-time associate) Damir Gobec (part-time associate) Ead Bečirević, Mag.Cin. (part-time associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (16L+14E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	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 mountaineering, as a very appreciable sport, extremely popular in the world (as well as in Croatia), i.e., a very popular leisure-time (physical recreation) activity.		
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 complexity of mountaineering, advantages and dangers of the mountain environment. They will be able to organize and safely realize a large number of programmes and contents in the area of applied kinesiology (recreation, sport, and kinesiotherapy), as well as in everyday life.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> <li>- Acquire fundamental theoretical and practical knowledge of mountaineering;</li> <li>- understand the role and importance of mountaineering disciplines as the basic and additional programmes in the areas of kinesiology;</li> <li>- design plans and programmes of work, taking into account the purpose and goals and specificities of participants (age, gender, interests, needs, as well as possible barriers to participation);</li> <li>- learn the methodics of application of different types of mountaineering activities;</li> <li>- learn behaviour rules in natural environments, as well as the individual's role in protection of flora, fauna, and natural rarities.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and exercises</b></p> <ol style="list-style-type: none"> <li>1. The definition and short history of mountaineering. Specificities and systematization of mountaineering activities. (1L)</li> <li>2. Mountaineering equipment (summer and winter) and its characteristics. (1L)</li> <li>3. Mountaineering as the basic and additional programme in the areas of kinesiology. (1L)</li> <li>4. Dangers in the mountains (objective and subjective), precautionary measures. Overview of the causes of the most common injuries in the mountains (natural environments). (1L)</li> <li>5. Marking paths and trails, types and techniques of marking. (1L)</li> <li>6. Participation in mountaineering (mountaineering disciplines) – historical overview and modern trends. (1L)</li> <li>7. Individual, social, environmental, and economic benefits of physical exercise in natural environments. (1L)</li> <li>8. Barriers to participation in mountaineering in different subpopulations (children and youth, adults, elderly persons, persons with disabilities, children with developmental difficulties). (1L)</li> <li>9. 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)</li> <li>10. The man's (mountaineer's) role in protection and preservation of flora, fauna, and natural rarities. (1L)</li> <li>11. Foot orienteering, competitive disciplines of orienteering, disciplines for improvement of field movement technique. (1L)</li> <li>12. Methodics of application of orienteering navigation and movement, the use of map and compass. (1L+2E)</li> </ol>		

	13. Organization system of mountaineering, area of work of the organization units related to the safety of staying in mountain areas. (1L+2E)				
	14. Technique and tactics of movement in mountains and natural environments – general terms and principles. The importance and structure of the preparation programmes for safe mountaineering. (1L+4E)				
	15. Methodics of application of alpinism and amateur excursion mountaineering. (2L+6E)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:	
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> on line in entirety	<input type="checkbox"/> multimedia and the internet		
	<input type="checkbox"/> partial e-learning	<input checked="" type="checkbox"/> field work	<input type="checkbox"/> laboratory	Most classes are planned to be held during a two-day field work.	
			<input type="checkbox"/> work with mentor		
			<input type="checkbox"/> (other)		
2.8. Student responsibilities	Regular class attendance and active participation in class (especially during the field work). Coverage of the eventual field work expenses (cca 100 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	0.46	Written exam	0.77	Project
	Experimental work		Research		Practical training
	Essay		Report		(other)
	Tests		Seminar essay		(other)
			Oral exam	<b>0.77</b>	(other)
2.10. Grading and evaluating student work in class and at the final exam	Regular class attendance – 23% Written exam – 38,5% Oral exam – 38,5%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Poljak, Ž. (2004). Zlatna knjiga hrvatskog planinarstva. Zagreb: Planinarski savez Hrvatske.			10	
	2. Smerke, Z. (1989). Planinarstvo i alpinizam. Zagreb: Planinarski savez Hrvatske.			10	
	3. Gobec, D., Trkulja Petković, D. (2004). Mogućnosti orijentacijskog sporta u turizmu. U: Bartoluci, M. (ur.) Zbornik radova Međunarodnog znanstvenog skupa „Menedžment u sportu i turizmu“, Zagreb: Kineziološki fakultet. 312-317.			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 „Menedžment u sportu i turizmu“, Zagreb: Kineziološki fakultet, 329-334. 2. Čaplar, A. (2011). Planinarski vodič po Hrvatskoj. Zagreb: Mozaik knjiga 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.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mirna Andrijašević, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup> & 2 <sup>nd</sup>
1.2. Name of the course	<b>SPORTS ANIMATION</b>	1.7. Credits (ECTS)	2
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) <i>Performed hours</i> 14P*
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	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 basic knowledge with modern models and programmes from the field of kinesiological recreation and to acquire specialized knowledge of introducing and performing sports animation.		
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 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 of sports animation; - understand the function of sports animation for different needs; - integrate the basic knowledge from the field of animation and apply it practically; - design and conduct animation programmes in different centres.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> <ol style="list-style-type: none"> <li>1. Definition, tasks and aims of the animation as a general term. (2L+2E)</li> <li>2. The importance of animation for the needs of recreation. (1L+1E)</li> <li>3. Areas of application of animation in recreation. (1L+1E)</li> <li>4. Types and contents of animation in recreation. (2L+2E)</li> <li>5. Principles of animation as a form of motivating participants in different physical recreation activities. (1L+1E)</li> <li>6. Animation as a factor of improvement of physical recreation activities. (1L+1E)</li> <li>7. Different types and methodical procedures of application of animation in physical recreation. (2L+2E)</li> <li>8. Methodical procedures of application of animation in relation to the structure of recreation participants. (1L+1E)</li> <li>9. Animation in physical recreation in tourism. (2L+2E)</li> <li>10. The importance of animation in application of supplementary programmes of physical recreation. (1L+1E)</li> <li>11. Potential of animation for the needs of recreation within the framework of other programmes in different centres: retirement homes, kindergartens, schools, university student youth, companies, persons with disabilities, tourism, etc. (1L+1E)</li> </ol>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:

	<input type="checkbox"/> field work				
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	0.46	Written exam	1.0	Project
	Experimental work		Research		Practical training
	Essay		Report		(other)
	Tests		Seminar essay		(other)
			Oral exam	0.54	(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%.				
2.11 Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			10	
	2. 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.				
	3. Andrijašević, M. (2000). Slobodno vrijeme i igra. Zagreb: ZV, FFK.				
2.12 Optional literature (at the time of submission of study programme proposal)	1. Corbin, B. C., Lindsey, R., Welk, I. G., Corbin, R.W. (2002). Concepts of fitness and wellness. New York, USA: Mc Graw Hill Companies. 2. Andrijašević, M. (2000). Rekreacijom do zdravlja i ljepote. Zagreb: FFK. 3. Andrijašević, M. (2001). Riječnik turizma. u: Vukonić, B., Čavlek, N. (ur.) Zagreb: Masmedia, Nacionalna i sveučilišna knjižnica.				
2.13 Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

## II<sup>nd</sup> semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS
<b>SPECIALTY SUBJECTS of the elective module SPORT</b>						
Kinesiological Analysis of a Chosen Sport		23	22			6
Applicative Research in a Chosen Sport		16	14			4
Modelling and Evaluatng the Process of Physical Conditioning in a Chosen Sport		23	22			6
Modelling and Evaluating the Process of Technical-Tactical Preparation in a Chosen Sport		46	44			8
Specifics of Working with Children in a Chosen Sport		30	30			6
<b>SPECIALTY SUBJECTS of the elective module PHYSICAL CONDITIONING OF ATHLETES</b>						
Teaching Methods and Programming of Strength Training	Prof. Igor Jukić, Ph.D.	23		22		6
Teaching Methods and Programming of Endurance Training	Prof. Igor Jukić, Ph.D.	23		22		6
Teaching Methods and Programming of Speed and Agility Training	Prof. Igor Jukić, Ph.D.	23		22		6
Teaching Methods and Programming of Coordination Training	Prof. Igor Jukić, Ph.D.	23		22		6
Applicative Research in Physical Conditioning of Athletes	Prof. Igor Jukić, Ph.D.	23		22		6
<b>SPECIALTY SUBJECTS of the elective module FITNESS TRAINING</b>						
Management and Entrepreneurship in Fitness Training Industry	Prof. Mato Bartoluci, Ph.D.	30	30			6
Marketing Management in Fitness Training Industry	Lecturer Sanela Škorić, Ph.D.	30	15			6
Psychology of Motivation and Leadership	Assist.Prof. Renata Barić, Ph.D.	32	4	9		6
Functional Resistance Training	Assist.Prof. Asim Bradić, Ph.D.	30		30		6
Modern Group Fitness Training Programmes fitnessa	Prof. Gordana Furjan-Mandić	35		25		6
<b>SPECIALTY SUBJECTS of the elective module PHYSICAL (SPORTS) RECREATION</b>						
Programing and Evaluation of Physical Recreation in Leisure Time	Prof. Mirna Andrijašević, Ph.D.	30		30		7
Programing and Evaluation of Physical Recreation in Tourism	Assist.Prof. Drena Trkulja Petković, Ph.D.	40	10	10		7
Diagnostics in Physical Recreation	Prof. Stjepan Heimer, Ph.D.	20		10		5
Multi Outdoor Activities	Prof. Mirna Andrijašević, Ph.D.	30		30		8

## SPECIALTY COURSE of the elective module SPORT

### KINESIOLOGICAL ANALYSIS OF A CHOSEN SPORT

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Vesna Babić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF TRACK-AND-FIELD</b>	1.7. Credits (ECTS)	6
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. <u>Externa associates:</u> Prof. Milan Čoh, Ph.D. Assist. Prof. Katja Tomažin, Ph.D. Marinko Šipoš, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S) Izvdbeni
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Senior Lecturer Čedomir Cvetković, M.Sc.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF WRESTLING</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Mario Baić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Goran Oreb, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF SAILING</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Nikola Prlenda, M.Sc. Damir Barac, Mag.Cin. Cebalo Ivana, Mag.Cin. Ivan Oreb, Mag.Cin. Dr.med Mihajlo Strelec Danijela Kostanić	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Hrvoje Sertić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>

1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF JUDO</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Ivan Segedi, Ph.D. Nenad Kuštro, mag.cin Mladen Budinščak Davor Rožac	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Hrvoje Sertić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF KARATE</b>	1.7. Credits (ECTS)	6
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 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Bojan Matković, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Nazivi predmeta	<b>KINESIOLOGICAL ANALYSIS OF BASKETBALL</b>	1.7. Credits (ECTS)	6
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 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Valentin Barišić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF FOOTBALL</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Dario Bašić, Mag.Cin. Mr.sc.Branko Ivanković Vatroslav Mihačić, mag.cin Zoran Joksović, prof. Željko Pogadi	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Nenad Marelić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF VOLLEYBALL</b>	1.7. Credits (ECTS)	6
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 (23L+22S)

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Goran Oreb, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF DANCE</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Jadranka Vlašić, Ph.D. Latica Čačković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)

	Melita Kolarec, Mag.Cin. Tvrtko Zebec, Ph.D.		
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Goran Leko, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF SWIMMING</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Dajana Zoretić, Mag.Cin. Dr.sc. Klara Šiljeg Mag. Pero Kuterovac	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Gordana Furjan-Mandić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF ARTISTIC GYMNASTICS</b>	1.7. Credits (ECTS)	6
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 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Lecturer Ivan Drviš, M.Sc.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF DIVING</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Darko Kovačević, MD. Igor Glavičić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Dinko Vuleta, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF HANDBALL</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, M.Sc. Nenad Rogulj, Ph.D. Marko Šibila, Ph.D. Marta Bon, Ph.D. Vladimir Canjuga, prof.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Bojan Matković, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF SKIING</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D. Doc. dr.Tomislav Krističević Krešimir Šamija, prof	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Kamenka Živčić Marković, Ph.D.</b> <b>Assist. Prof. Željko Hraski, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF SPORTS GYMNASTICS</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Assist. Prof. Tomislav Krističević, Ph.D. <u>External associates:</u> Ratko Vuković, M.Sc. Bojan Šinkovec, Mag.Cin. Željko Jambrović, Mag.Cin. Aida Badić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Hrvoje Sertić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF SHOOTING</b>	1.7. Credits (ECTS)	6
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 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Franjo Prot, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF TAEKWON-DO</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Branimir Blečić, prof. Lidija Katalinić-Špoljarić, prof.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assist. Prof. Aleš Filipčić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>KINESIOLOGICAL ANALYSIS OF TENNIS</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Andrej Tonejc, M.Sc. Ass. prof. Petar Barbaros Tudor	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22E)

1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	
1.5. Status of the course	Vocational	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
<b>2. COURSE DESCRIPTION</b>			
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 a 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 sport as well as the level of their importance in education and sports preparation in a chosen sport.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will acquire:</p> <ul style="list-style-type: none"> <li>• knowledge regarding the modelling of the sport in qualitytive and quantitative form;</li> <li>• knowledge regarding the importance of defining the structure of the sport, relationships between movement structures and situations;</li> <li>• knowledge regarding the mutual relationships of anthropological characteristics, motor and functional characteristics, and which can form the basics for planning and programming of a training process;</li> <li>• knowledge regarding the registration and analysis of the most important biomechanical parameters of a chosen sport.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and seminars</b></p> <ol style="list-style-type: none"> <li>1. Sport development analysis. (2L)</li> <li>2. Analysis of trends of the achieved results, developmental models, prognosis of model development. (2L+2S)</li> <li>3. Classification of structures of the situations in a sport, interrelationship of the movement structures and situation structures; hiararchical classification of movement in sport. (2L+2S)</li> <li>4. Analitical decomposition of phases, sub-phases and structural units of sport. (2L+2S)</li> <li>5. Registration of biomechanical parameters of sport, approaches to analyses and interpretation of the registered biomechanical parameters, comparison of biomechanical parameters of various sports. (2L+2S)</li> <li>6. Model characteristics of movement in the area of biomechanical parameters. (2L+2S)</li> <li>7. The influence of anthropological characteristics on the biomechanical parameters. (2L+2S)</li> <li>8. Interrelationship between anthropological characteristics, movement structures and situations in sport. (2L+2S)</li> <li>9. Structural analysis of technical and technical-tactical elements of sport. (2L+2S)</li> <li>10. Taxonomical analysis of groups of athletes, the analysis of taxons within a team, homogenization of a team. (2L+2S)</li> <li>11. Technical characteristics and usage of the device for registration and presentation of certain parts of motor structures of the phases and sub-phases of sport. (3L+4S)</li> </ol>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved during classes, undertaking independent research tasks.		

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	1,0	Research	1,0	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	4,0	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Class attendance 15%.  Research 15%.  Oral exam 70%.</p>					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media) <b>TRACK-AND-FIELD</b>	1. Babić, V. (2010). Atletika hodanja i trčanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 2. Čoh, M. (2008). Biomechanical diagnostic methods in athletic training. Ljubljana: Faculty of sport, Institute of Sport, Institute of kinesiology. 3. Milanović, D., Hofman, E., Puhanić, V., Šnajder, V. (1986). Atletika – znanstvene osnove. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.	20   10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Harasin, D., 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. Kinesiologija 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: Neljak, B. (ur.) Zbornik radova 18. ljetne škole kineziologa Republike Hrvatske „Metodički organizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije“, Poreč od 23. do 27. lipnja 2009., 88-92. 4. Antekolović, Lj., Ostojić, I., Marić, A. (2009). Interakcija kinematike zaleta, odraza i rezultata skoka u dalj. U: Neljak, B. (ur.) Zbornik radova 18. ljetne škole kineziologa Republike Hrvatske „Metodički organizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije“, Poreč od 23. do 27. lipnja 2009., 93-99. 5. Baković, M. (2011). Kinematička analiza hrvatskog rekorda u skoku uvis za žene - 208 cm (završni rad - diplomski/integralni studij). Zagreb : Kineziološki fakultet.		

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media) <b>WRESTLING</b>	1. Marić, J., Baić, M., & Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	40	
	2. Marić, J. (1990). Rvanje slobodnim načinom. Zagreb: Sportska tribina.	15	
	3. 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). Technical efficiency of wrestlers in relation to some anthropometric and motor variables. <i>Kinesiology</i> , 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. <i>Med. Sci. Sports. Exerc.</i> , 33 (8): 1367-1378. 4. Shahmuradov, Jn. A. (1996). Free style wrestling. Rome: FILA. 5. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Medicina i fizikultura, Sofija (prijevod na hrvatski s bugarskog).		
2.11. Required literature (available in the library and via other media) <b>SAILING</b>	Title	Number of copies in the library	Availability via other media
	1. Bond, B. (1980). Sve o jedrenju. Zagreb: Mladost.	5	X
	2. Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.	5	X
	3. 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. <i>Journal of Sports Medicine and Physical Fitness</i> , 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. <i>Kineziologija</i> , 16 (2):185-192.		
2.11. Required literature (available in the library and via other media) <b>JUDO</b>	Title	Number of copies in the library	Availability via other media
	1. Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.	300	
	2. Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci. Zagreb: Ministarstvo obrane Republike Hrvatske.	5	
	3. 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. 1 <sup>st</sup> 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, D. (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, D. (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) <b>KARATE</b>	Title	Number of copies in the library	Availability via other media
	1. Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.	300	
	2. 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)	Sertić, H., Vidranski, T., Segedi, I. (2010). Individualizacija rada u karate disciplini kate. U: Findak, V. (ur.) Zbornik radova 19. ljetne škole kineziologa Republike Hrvatske, Poreč, 22. – 26. 06. 2009. Zagreb: Hrvatski kineziološki savez, 379-384.		

2.11. Required literature (available in the library and via other media) <b>BASKETBALL</b>	Title	Number of copies in the library	Availability 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. Krause, J., Meyer, D., Meyer, J. (1999). Basketball skills and drills. Human Kinetics. USA.		
	3. Dežman, B. (1997). Košarka v osnovnoj šoli. Ljubljana: VŠTK.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Knjaz, D. (2009). Otvaranje za prijem lopte. Hrvatska košarka. Hrvatski košarkaški savez. Zagreb. 36:81-83. 2. Knjaz, D. (2009). Vođenje lopte u mjestu i pravocrtnom kretanju. Hrvatska košarka. Hrvatski košarkaški savez. Zagreb. 25: 79-81. 3. Knjaz, D. (2008). Skok šut. Hrvatska košarka. HKS. Zagreb. Broj 021, str.:86-87. 4. Matković, B. (2006). Napad blokadama i igra protiv blokada u obrani. Time out, VII (12): 3-9. 5. Matković, B. (2006). Skok za odbijenom loptom od koša – dio taktike igre u obrani i napadu. Time out, VII (13): 2-3.		
2.11. Required literature (available in the library and via other media) <b>FOOTBALL</b>	Title	Number of copies in the library	Availability via other media
	1. Barišić, V. (2007). Kineziološka analiza taktičkih sredstava u nogometnoj igri. Kineziološki fakultet, Zagreb: Doktorska disertacija.		
	2. Dujmović, P. (2006). Škola suvremenog nogometa. Zagreb: Zagrebački nogometni savez.		
	3. 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)	1. Talović, M., Fiorentini, F., Sporiš, G., Jelešković, E., Ujević, B., Jovanović, M. (2011). Notacijska analiza u nogometu. Fakultet sporta i tjelesnoga odgoja, Sarajevo. 2. Pravila nogometne igre (1994). Zagreb: Hrvatski nogometni savez.		
2.11. Required literature (available in the library and via other media) <b>VOLLEYBALL</b>	Title	Number of copies in the library	Availability via other media
	1. Janković, V., Marelić, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.		
	2. 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.		
2.11. Required literature (available in the library and via other media) <b>DANCING</b>	Title	Number of copies in the library	Availability via other media
	Ivančan, I. (1964). Narodni plesovi Hrvatske. Zagreb: savez muzičkih društava Hrvatske.		
	Wainwright, L. (2007). Zaplešimo. Zagreb: Kugen		
	Ivančan, I. (1964). Narodni plesovi Hrvatske. Zagreb: savez muzičkih društava Hrvatske.		
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 rhythmic 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) <b>SWIMMING</b>	Title	Number of copies in the library	Availability via other media
	1. Volčanšek, B. (2002). Bit plivanja. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.		
	2. Leko, G. (2008). Slobodni način plivanja: Sveučilišni priručnik. Zagreb: Promo FIT.		
	3. 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. <a href="http://www.swim.ee">www.swim.ee</a>		
2.11. Required literature (available in the library and via other media) <b>RHYTHMIC GYMNASTICS</b>	Title	Number of copies in the library	Availability via other media
	1. FIG Pravilnik za ocjenjivanje ritmičko-sportske gimnastike. Federation International of Gymnastic.		Da
	2. Furjan-Mandić, G. (2000). Klasifikacija elemenata tehnike u ritmičkoj gimnastici. (Disertacija), Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.		
	3. Wolf-Cvitak, J. (2004). Ritmička gimnastika. Kugler.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Jastrjemskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics. 2. Furjan-Mandić, G. (2000). Klasifikacija elemenata tehnike u ritmičkoj gimnastici. (Disertacija). 9-44, 130-140. 3. Furjan-Mandić, G. (2007). Ritmička gimnastika. Priručnik. 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) <b>DIVING</b>	Title	Number of copies in the library	Availability via other media
	Milanović, D. (2007). Teorija treninga. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
	Milanović, D. (2009). Teorija i metodika treninga. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu.		
	Pelizzari, U., Tovadleri, S. (2004). Manual of Freediving. Reddick, USA: Idelson-Gnocchi.		
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: Milanović, D. (ur.) Priručnik za sportske trenere, Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu, 435-480. 3. Bumpa, T. (2006). Periodizacija – Teorija i metodologija treninga. Zagreb: Gopal.		
2.11. Required literature (available in the library and via other media) <b>HANDBALL</b>	Title	Number of copies in the library	Availability via other media
	Vuleta, D., Milanović, D. i sur. (2004). Znanstvena istraživanja u rukometu. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.		
	Šimenc, Z., Pavlin, K., Vuleta, D. (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. Gruić, I., Vuleta, D., Milanović, D. (2006). Performance indicators of teams at the 2003 Men's World Handball Championship in Portugal. Kinesiology, 38 (2): 164-175. 2. Ohnjec, K., Vuleta, D., Milanović, D., Gruić, I. (2008). Performance indicators of teams at the 2003 World Handball Championship for woman in Croatia. Kinesiology, 40 (1): 69-79. 3. Rules of the Game (Indoor Handball) (2010). službene stranice International Handball Federation IHF ( <a href="http://ihf.info/files/Uploads/NewsAttachments/0_RuleGame_GB.pdf">http://ihf.info/files/Uploads/NewsAttachments/0_RuleGame_GB.pdf</a> ) na hrvatskom dostupno: Međunarodna pravila rukometne igre (2010). <a href="http://www.uhrs.hr/pravila.pdf">http://www.uhrs.hr/pravila.pdf</a> 4. Vuleta, V., Vuleta, D. Ml., Vuleta, D. (2008). Analiza učinkovitosti vratara Hrvatske rukometne reprezentacije na Svjetskom prvenstvu 2003. u Portugalu. U: Findak, V. (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., 585-590. 5. Vuleta, D., Milanović, D., Rataj, I. (2007). Vrednovanje tehničko-taktičkih elemenata srednjih vanjskih napadača u rukometu. U: Findak, V. (ur.) Zbornik radova 16. ljetne škole kineziologa Republike Hrvatske: „Antropološke, metodičke, metodološke i stručne pretpostavke rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije“, Zagreb: Hrvatski kineziološki savez.		

2.11. Required literature (available in the library and via other media) <b>SKIING</b>	Title	Number of copies in the library	Availability via other media
	1. Matković, B., Ferenčak, S., Žvan, M. (2004). Skijajmo zajedno. Zagreb: Europapress holding i FERBOS inženjering.		
	2. Lešnik, B., Žvan, M. (2007). Naše smučine, teorija in metodika alpskega smučanja. Ljubljana: SZS-ZUTS.		
	3. 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)	1. Rađenović, O. i sur. (2008). Alpsko skijanje. Zagreb: Hrvatski zbor učitelja i trenera skijanja. 2. Jurković, N., Jurković, D. (2003). Skijanje, tehnika, metodika i osnove treninga. Zagreb: Graphis 3. Guček, A., Videmšek, D. (2002). Smučanje danas. Ljubljana: ZUTS.		
2.11. Required literature (available in the library and via other media) <b>ARTISTIC GYMNASTICS</b>	Title	Number of copies in the library	Availability via other media
	1. Živčić, K. (2007). Akrobatska abeceda u sportskoj gimnastici. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	Školska knjiga Dorsum d.o.o.
	2. Živčić, K., Breslauer, N., Stibilj-Batinić, T. (2008). Dijagnosticanje i znanstveno verificiranje metodičkog postupka učenja u sportskoj gimnastici. <i>Odgojne znanosti</i> , 1(15), 159-180.	1	<a href="http://hrcak.srce.hr/">http://hrcak.srce.hr/</a>
	3. Omrčen, D., Živčić Marković, K. (2009). The discourse of the epistemic community of artistic gymnastics: The analysis of articles' titles. <i>Science of gymnastics journal</i> , 1(1), 41-53.	1	Internet
2.12. Optional literature (at the time of submission of study programme proposal)	1. Živčić, K., Furjan-Mandić, G., Horvatin-Fučkar, M. (2007). The Kinematic Model of the Bounce off Phase in some Acrobatic Elements with Forward Body Rotation. <i>Facta Universitatis, Series Physical Education and Sport, University of Niš</i> , 1 (5): 9-18. 2. Živčić Marković, K., Omrčen, D. (2009). The analysis of the influence of teaching methods on the acquisition of the landing phase in forward handspring. <i>Science of gymnastics journal</i> , 1 (1): 21-30. 3. Živčić, K., B. Trajkovski-Višić, M., Sentderdi (2008). Changes in some of the motor abilities of preschool children (age four). <i>Facta Universitatis, Series: Physical Education and Sport, University of Niš</i> , 1 (6): 41-50. 4. Marinšek, M., Čuk, I. (2007). Theoretical model for the evaluation of somersault landings in floor exercise. V: Smajlović, N. (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 anatomski 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.		
2.11. Required literature (available in the library and via other media) <b>SHOOTING</b>	Title	Number of copies in the library	Availability 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. Stanojević, M. (1977). Streljaštvo. U: Enciklopedija fizičke kulture. Svezak 2. Zagreb: JLZ, 331-356. 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.		

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media) <b>TAEKWONDO</b>	Kukkiwon (2006). Taekwondo Textbook, O-Seong Publishers (English / Korean), 782 pages	1	
	Šiliki, J. A., Koločnikova, E. J. (redaktori) (2007). Tekvondo – teorija i metodika. Rostov na Donu: Feniks, (ruski), 797. Str.	1	
	Hyun, Y. K., Hyun, L. K. (2003). WTF Standard Taekwondo poomsae DVD, Darfish, recognized by WTF, DVD 1-6 full-set.	1	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Pečko, N. (1978). Te kvon do: od početnika do crnog pojasa. Zagreb: N. Pečko.</li> <li>2. Mađarević, D. (2007). Hrvatski taekwondo sport od 1992. do 2007. godine (kroz ostvarenje sportskih dosega i djelatničkih uloga). Prot, F. (mentor) Zagreb: Kineziološki fakultet, (Diplomski rad, VI stupanj).</li> <li>3. Uskok, M. (1988). Komparativna enumeracija tehnika napada i obrane taekwondoa i karatea. Prot, F. (mentor), Zagreb: Fakultet za fizičku kulturu, (Diplomski rad stud. VII stupnja na FFK).</li> <li>4. Strmo, B. (1989). Klasifikacija udarnih površina i vitalnih točaka u Tae Kwon Dou obzirom na međusobne relacije. Prot, F. (menor) Zagreb: Fakultet za fizičku kulturu, (Diplomski rad stud. VII stupnja na FFK).</li> <li>5. Prot, F. (2009). Curriculum Development for the Four Year Taekwondo Majors at Colleges and Universities a Giant Qualitative Leap. 3<sup>rd</sup> International Taekwondo Symposium The Curriculum Development the World of Taekwondo Academy, University of California Berkeley, Berkeley, California, USA, August 14-15 2009.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>TENNIS</b>	Title	Number of copies in the library	Availability via other media
	1. DTB (1992). TENIS – od početnika do majstora. Zagreb: Mladinska knjiga. (Redigirao: Neljak, B.).	3	
	2. Bordy, H., Cross, R., Lindsey, C. (2002). The Physics and Technology of Tennis, Solana Beach: Racquet Tech Publishing.	10	
	3. Filipčić, A., Filipčić, T. (2003). Tenis: učenje. Dopolnjena izd. Ljubljana: Fakulteta za šport, Inštitut za šport.	20	
2.12. Optional literature (at the time of submission of study programme proposal)	Cross, R., Lindsey, C. (2005). Technical Tennis, Vista: Racquet Tech Publishing.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Continuous comprehensive checks. Follow-up and evaluation of a student's work. Anonymous student survey.		

## SPECIALTY COURSES of the elective module SPORT

### APPLICATIVE RESEARCH IN A CHOSEN SPORT

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Assist. Prof. Dražen Harasin, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN TRACK-AND-FIELD</b>	1.7. Credits (ECTS)	4
1.3. Associate teachers	Prof. Dragan Milanović, Ph.D. Assoc. Prof. Vesna Babić, Ph.D. Assist. Prof. Ljubomir Antekolović, Ph.D. Marijo Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (16L+14S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Mario Baić, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN WRESTLING</b>	1.7. Credits (ECTS)	4
1.3. Associate teachers	Senior lecturer Čedomir Cvetković, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (16L+14S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN SAILING</b>	1.7. Credits (ECTS)	4
1.3. Associate teachers	Nikola Prlenda, M.Sc. Ivan Oreb, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (16L+14S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN JUDO</b>	1.7. Credits (ECTS)	4
1.3. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (16L+14S)

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN KARATE</b>	1.7. Credits (ECTS)	4
1.3. Associate teachers	Ivan Segedi, Ph.D. Tihomir Vidranski, Ph.D. Danijel Bok, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (16L+14S)

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Bojan Matković, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Nazivi predmeta	<b>APPLICATIVE RESEARCH IN BASKETBALL</b>	1.7. Credits (ECTS)	4
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)	30 (16L+14S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assist. Prof. Valentin Barišić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN SOCCER</b>	1.7. Credits (ECTS)	4
1.3. Associate teachers	Dario Bašić, Mag.Cin. Vatroslav Mihačić, mag.cin. Marino Bašić, prof.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (16L+14S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Nenad Marelić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN VOLLEYBALL</b>	1.7. Credits (ECTS)	4
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)	30 (16L+14S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Jadranka Vlašić, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN DANCE</b>	1.7. Credits (ECTS)	4
1.3. Associate teachers	<b>Prof. Goran Oreb, Ph.D.</b> 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)	30 (16L+14S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Goran Leko, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN SWIMMING</b>	1.7. Credits (ECTS)	4
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)	30 (16L+14S)

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Gordana Furjan-Mandić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN ARTISTIC GYMNASTICS</b>	1.7. Credits (ECTS)	4
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)	30 (16L+14S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Nada Grčić-Zubčević, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN DIVING</b>	1.7. Credits (ECTS)	4
1.3. Associate teachers	Ivan Drviš, M.Sc.Ph.D. Igor Glavičić Dajana Zoretić, Mag.Cin. Domagoj Jakovac, MD.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (16L+14S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Dinko Vuleta, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN HANDBALL</b>	1.7. Credits (ECTS)	4
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, M.Sc. dr.sc. Nenad Rogulj prof.dr.sc. Dragan Milanović	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (16L+14S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Bojan Matković, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN SKIING</b>	1.7. Credits (ECTS)	4
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D. Krešimir Šamija	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (16L+14S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assist. Prof. Željko Hraski, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN SPORTS GYMNASTICS</b>	1.7. Credits (ECTS)	4
1.3. Associate teachers	Assoc. Prof. Kamenka Živčić Marković, Ph.D. Assist. Prof. Tomislav Krističević, Ph.D. <u>External associates:</u> Tigran Gorički, Mag.Cin. Igor Krijimski, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (16L+14S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Hrvoje Sertić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN SHOOTING</b>	1.7. Credits (ECTS)	4
1.3. Associate teachers	Krešimir Vrančić	1.8. Type of instruction (number of hours L + S)	30 (16L+14S)

	Krešimir Loborec Tomislav Lazić, Mag.Cin. Ivan Segedi, Ph.D.	+ E + e-learning)	
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Franjo Prot, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN TAEKWON-DO</b>	1.7. Credits (ECTS)	4
1.3. Associate teachers	Branimir Blečić, prof. Lidija Katalinić-Špoljarić, prof.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (16L+14S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Boris Neljak, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN TENNIS</b>	1.7. Credits (ECTS)	4
1.3. Associate teachers	Research Assist. Petar Barbaros Tudor, Ph.D. Assoc. Prof. Aleš Filipčič, Ph.D. (External Associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (16L+14S)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	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%)	
<b>2. COURSE DESCRIPTION</b>			
2.1. Course objectives	To acquaint the students with directions and structures of scientific and professional research in a selected sport as well as the importance of implementing the new findings in the process of sport preparation. Also, the aim is to encourage the students to independently conduct research and to proactively consider the application of the new knowledge in education, training and recreation.		
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 learn to evaluate the importance of research as an integral part of sports preparation process as well as the mutual relationship between implementation of research results in the real-world setting of sport.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Studets will acquire: <ul style="list-style-type: none"> <li>• knowledge regarding the different methodology of scientific and professional research in sport,</li> <li>• knowledge regarding the structure of the scientific and professional research in sport,</li> <li>• knowledge regarding the research plan,</li> <li>• knowledge that will enable them to independently conduct research in sport,</li> <li>• knowledge regarding the interpretation of findings and their application in sport.</li> </ul>		

2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and seminars</b> <ol style="list-style-type: none"> <li>1. Structure of scientific and professional research in sport. (2L)</li> <li>2. Methodology of scientific and professional research in sport. (2L+2S)</li> <li>3. Registration, interpretation and application of the results of biomechanics-related research. (2L+2S)</li> <li>4. Registration, interpretation and application of the research results regarding the structural characteristics. (2L+2S)</li> <li>5. Registration, interpretation and application of the research results regarding the anthropological characteristics. (2L+2S)</li> <li>6. Registration, interpretation and application of the research results regarding the characteristics of conditioning of athletes varying in age. (2L+2S)</li> <li>7. Registration, interpretation and application of the research results regarding the characteristics of conditioning of athletes varying in rank. (2P+2S)</li> <li>8. Research regarding the construction and validation of specific assessment procedures in sport and some possibilities of application of new assessment procedures aimed at assessment of the conditioning level in sport. (2L+2S)</li> </ol>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved during classes, undertaking independent research tasks.				
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	1,0	Research	1,0	Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam	2,0	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25%. Research 25%. Oral exam 50%.				
2.11. Required literature (available in the library and via other media) <b>TRACK-AND-FIELD</b>	Title			Number of copies in the library	Availability via other media
	1. Milanović, D., Hofman, E., Puhanić, V., Šnajder, V. (1986). Atletika – znanstvene osnove. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.				
	2. Babić, V., Blažević, I., Radetić-Paić, M. (2011). Sprintersko trčanje djece predškolske i mlade školske dobi. Napredak, 152 (1): 49-60.				
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Babić, V., Harasin, D., Dizdar, D. (2007). 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 (1): 28-39.</li> <li>3. Čoh, M., Milanović, D., Kampmiller, T. (2001). Morphological and kinematic characteristics of Elite sprinters. Collegium antropologicum. 25 (2): 605-610.</li> <li>4. Marković, G., Jukić, I., Milanović, D., Metikoš, D. (2007). Efekti sprinta i pliometričkog treninga na mišićnu funkciju i atletske sposobnosti. // Journal of strength and conditioning research. 21, 543-549.</li> <li>5. Milanović, D., Harasin, D. (2005). Budućnost bacanja kugle: rotaciona ili linearna tehnika. u: Findak, Vladimir (ur.) Zbornik radova 14. ljetne škole kineziologa Republike Hrvatske „Informatizacija u područjima edukacije, sporta i sportske rekreacije“, Zagreb: Hrvatski kineziološki savez, 323-327</li> </ol>				

2.11. Required literature (available in the library and via other media) <b>WRESTLING</b>	Title	Number of copies in the library	Availability via other media
	Marić, J., Baić, M., & Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	40	
	Marić, J. (1985). Rvanje klasičnim načinom. Zagreb: Sportska tribina.	15	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Baić, M., Sertić, H., Cvetković, Č. (2006). Differences in physical fitness levels of greco-roman wrestlers with varying degrees of success. <i>Kinesiologia Slovenica</i>, 12 (2): 5-12.</li> <li>2. Cvetković, Č., Marić, J., Marelić, N. (2005). Technical efficiency of wrestlers in relation to some anthropometric and motor variables. <i>Kinesiology</i>, 37 (1): 74-83.</li> <li>3. Karminčić, H., Baić, M., Belošević, D. (2010). Razlike laktatne krivulje tijekom borbe u kickboksu i hrvanju grčko-rimskim načinom. <i>Hrvatski športskomedicinski vjesnik</i>, 25 (2): 111-116.</li> <li>4. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Sofija: Medicina i fizkultura. (prijevod na hrvatski s bugarskog).</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>SAILING</b>	Title	Number of copies in the library	Availability via other media
	Medved, R., Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. <i>Journal of Sports Medicine and Physical Fitness</i> , 24 (3): 234-237.	5	
	Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebačkog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez.	5	
	Mikulić, P., Oreb, G. (2007). Dijagnostika kondicijskih sposobnosti veslača mlađih dobnih kategorija. U: Jukić, I., Milanović, D., Šimek, S. (ur.) Zbornik radova 5. godišnje međunarodne konferencije „Kondicijska priprema sportaša“, 2007, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu; Udruga kondicijskih trenera, Hrvatske, 312-314.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Miloš, D. (2001). Pod jedrima krstaša. Opatija: Preluk.</li> <li>2. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. Konferencija o sportu Alpe-Jadran, Rovinj, 374-375</li> <li>3. Oreb, G., Mikulić, P., Oreb, I. (2006). Konstrukcija i validacija jednog mjernog instrumenta za procjenu relativne repetitivne snage. U: Findak, V. (ur.) Zbornik radova 15. ljetne škole kineziologa RH, Rovinj, 180-185.</li> <li>4. Prienda, N., Oreb, G., Oreb, I., Tvorek, A. (2008). Povezanost motoričkih sposobnosti s uspješnosti u jedrenju. Zbornik radova 17. ljetne škole kineziologa Republike Hrvatske. Poreč, 2008., Zagreb: Hrvatski kineziološki savez, 172-177.</li> <li>5. Oreb, G. Prižmić, D., Marelić, N. (2008). Utjecaj nekih primarnih motoričkih sposobnosti na uspješnost u jedrenju. Zbornik radova 17. ljetne škole kineziologa Republike Hrvatske. Poreč, 2008., Zagreb: Hrvatski kineziološki savez, 158-165.</li> </ol>		

2.11. Required literature (available in the library and via other media) <b>JUDO</b>	Title	Number of copies in the library	Availability via other media
	Sertić, H. (2004). Osnove boričkih 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)	<ol style="list-style-type: none"> <li>1. Sertić, H., Vuleta, D. (1997). Utjecaj varijabli za procjenu repetitivne i eksplozivne snage sa uspjehom u judo borbi kod djece od 11 godina. Kineziologija, 29 (2): 54-60.</li> <li>2. Krstulović, S., Sekulić, D., Sertić, H. (2005): Anthropological determinants of Success in young Judoists. Collegium Antropologicum 29:(2), 315-322.</li> <li>3. Sertić, H., Segedi, I., Žvan, M. (2007). Relations of certain anthropometric variables with the performance quality of throwing techniques in judo. Kinesiology Slovenica, Vol 13 (1), 48-60.</li> <li>4. Sertić, H., Sterkowicz, S., Vuleta, D. (2009). Influence of latent motor abilities on performance in judo. Kinesiology, Vol. 41 (1): 76-87.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>KARATE</b>	Title	Number of copies in the library	Availability via other media
	Sertić, H. (2004). Osnove boričkih sportova. Zagreb: Kineziološki fakultet.	300	
	Vidranski, T. (2010). Strukturna analiza pokazatelja situacijske efikasnosti u karate borbama. (Doktorska disertacija, Sveučilište u Zagrebu). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	3	
	Kuleš, B. (1997). Trening karatista. Zagreb: SN Liber.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>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.</li> <li>2. Sertić, H., Vidranski, T., Segedi, I. (2010). Construction and Validation of a Measurement Instrument for Evaluation of Specific Agility in Karate. IDO-Movement for Culture, Vol. 11 (1): 37-41.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>BASKETBALL</b>	Title	Number of copies in the library	Availability via other media
	Mejovšek, M. (2003). Uvod u metode znanstvenog istraživanja. Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu, Naklada Slap.		
	Matković, Br., Matković, B., Knjaz, D. (2005). Fiziologija košarkaške igre. Hrvatski športsko medicinski vjesnik, 20 (2): 113-124.		
	Matković, B., Matković, Br., & Knjaz, D. (1997). <a href="#">Anthropological characteristics of female junior basketball players</a> . In F. de Freitas (Ed.), Proceedings book of the 9 <sup>th</sup> European Congress on Sports Medicine, Porto, September 23-26, 1997 (pp. 100-101). Porto: International Federation of Sports Medicine.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Swalgin, K., Knjaz, D. (2007). The euro-basketball evaluation system, a computerized seamless model to grade player performance. in: Katz, L. (ed.) 6th International Symposium on Computer Science in Sport. Calgary: University of Calgary, Canada, 292-299</li> <li>2. Peršić, D., Knjaz, D. (2005). Razlike u nekim testovima za procjenu specifičnih motoričkih znanja i sposobnosti košarkaša kadetskog i juniorskog uzrasta. Edukacija – rekreacija - sport. 13 (30): 31-33.</li> <li>3. Rupčić, T., Knjaz, D., Matković, Bo. (2011). Analiza efekata treninga za razvoj agilnosti i eksplozivne snage kod košarkaša. U: Jukić, Milanović, Gregov, Šalaj (ur.) Zbornik radova 9. godišnje međunarodne konferencije Kondicijska priprema sportaša, 2011. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske</li> <li>4. Matković, B., Matković, Br., Knjaz, D., Krističević, T., Blašković, M. (1999). Morfološke karakteristike košarkaša juniora. Milanović, D. (ur.) 2. međunarodna znanstvena konferencija „Kineziologija za 21. stoljeće“, Zagreb: Fakultet za fizičku kulturu, 412-415.</li> </ol>		

2.11. Required literature (available in the library and via other media) <b>FOOTBALL</b>	Title	Number of copies in the library	Availability via other media
	Mišigoj-Duraković, M. i sur. (1995). Morfološka antropometrija u športu. Zagreb: Fakultet za fizičku kulturu.		
	Reilly, T., Williams, M. A. (2003). Science and soccer. Taylor and Francis, e-Library.		
	Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Weineck, E.J. (1999). Optimalni nogometni trening. (materijal za internu upotrebu).</li> <li>2. Milanović, D. (2010). Teorija i metodika treninga. Zagreb: Kineziološki fakultet.</li> <li>3. Dujmović, P. (1997). Fizička priprema nogometaša. Zagreb: Zagrebački nogometni savez – zbor trenera.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>VOLLEYBALL</b>	Title	Number of copies in the library	Availability via other media
	Janković, V., Marelič, 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)	<ol style="list-style-type: none"> <li>1. Marelič, N. (1998). Kineziološka analiza karakteristika ekipne igre odbojkaša juniora. (Disertacija). Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.</li> <li>2. Đurković, T. (2009). Razlike među skupinama odbojkaša u morfološkim, motoričkim i funkcionalnim obilježjima s obzirom na kvalitetu, ekipni status i uloge u igri. (Disertacija). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>3. Rešetar, T. (2011). Situacijska efikasnost odbojkašica različitih dobnih skupina. (Disertacija). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>DANCING</b>	Title	Number of copies in the library	Availability via other media
	1. Oreb, G., Ružić, L., Matković, Br., Mišigoj-Duraković, M., Vlašić, J., Ciliga, D. (2006). Physical fitness, menstrual cycle disorders and smoking habit in national ballet and national folk dance ensembles. Collegium Antropologicum. 30 (2): 279-283.		
	2. Oreb, G. (1989). Analiza povezanosti primarnih motoričkih sposobnosti i sistema za procjenu uspješnosti u plesu. Kineziologija, 20 (1): 55-60.		
	3. Oreb, G., Kilibarda, S. (1996). The role of rhythmic abilities in dance. Kinesiology, 28 (1), 58-63.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Vlašić, J., Oreb, G., Leščić, S. (2009). Povezanost motoričkih i morfoloških obilježja s uspjehom u društvenim plesovima. Hrvatski športskomedicinski vjesnik, 24,30-37.</li> <li>2. 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.</li> <li>3. Vlašić, J., Oreb, G., Zeković, Z. (2004). Examples of the elementary games in work with preschoolers at dance school. In: Pišot, R., Štamberger, V., Zorc, J., Obid, A. (ur.) Abstracts and Proceedings 3. International Symposium „A child in motion“, Kranjska gora, Slovenija, 30. 09. – 02. 10. 2004., Koper: University of Primorska, 178.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>SWIMMING</b>	Title	Number of copies in the library	Availability via other media
	1. Kjendlie, P. L., Stallman, R. K. Cabri, J.(2010). Biomechanics and Medicine in Swimming XI. Norwegian School of Sport Science.		
	2. Leko, G. (2001). Definiranje odnosa motoričkih sposobnosti i antropometrijskih karakteristika plivača. Zagreb: Fakultet za fizičku kulturu. Doktorski rad.		
	3. Vilas-Boas, J. P., Alves, F., Marques, A. (2006). Biomechanics and Medicine in Swimming X. Portuguese Journal of Sport Science, Vol 6, Suppl 2.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Milanović, D. i sur. (1997). Priručnik za sportske trenere. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>2. Maglischo, E. W. (2003) Swimming Fastest. California: Human Kinetics.</li> <li>3. <a href="http://www.swim.ee">www.swim.ee</a></li> </ol>		

2.11. Required literature (available in the library and via other media) <b>RHYTHMIC GYMNASTICS</b>	Title	Number of copies in the library	Availability via other media
	Furjan-Mandić, G. (2000). Klasifikacija elemenata tehnike u ritmičkoj gimnastici. (Disertacija), Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.		
	Jastrjemskaia, 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. Furjan, G. (1990). Prognošička valjanost situacionih i nekih testova koordinacije za uspjeh u ritmičko-sportskoj gimnastici. (Magistarski rad), Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.		
	2. Vajngerl, B., Wolf-Cvitak, J. (2000). Motivational structure of the girls involved in sports with a distinct esthetic component. Kinesiology, 32 (1): 55-66.		
	3. Wolf-Cvitak, J. (1993). Odnosi između nekih morfoloških i motoričkih karakteristika i osnovnih elemenata tehnike u ritmičko-sportskoj gimnastici. Disertacija. Zagreb: Fakultet za fizičku kulturu, 148-185.		
	4. Kolarec, M., Furjan-Mandić, G., Jurinec, J. (2009). Razvoj izdržljivosti u ritmičkoj gimnastici. Zbornik radova 7. godišnje međunarodne konferencije Kondicijska priprema sportaša, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 446-447.		
2.11. Required literature (available in the library and via other media) <b>DIVING</b>	Title	Number of copies in the library	Availability via other media
	Predavanja u ppt prezentaciji – pregled istraživanja u ronjenju		web stranica
	Gošović, S., Gošović, G. (2008). Priručnik za komercijalna i mornarička dubinska ronjenja. Zagreb: Laurana.	1	
	Drviš, I., Katović, D., Viskić-Štalec, N., Grčić-Zubčević, N. (2006). Detekcija rizičnih ronilaca u apneji. u: Findak, V. (ur.) Zbornik radova 15. ljetne škole kineziologa RH, Hrvatski kineziološki savez, 431-435.	5	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Andersson, J. P. A., Liner, M. H., Rünnow, E., Schagatay, E. K. A. (2002). Diving response and arterial oxygen saturation during apnoea and exercise in breath-hold divers. Journal of Applied Physiology, 93, 882-886.		
	2. Andersson, J., Schagatay, E. (1998). Effects of the human diving response on oxygen consumption. U: Gennser, M. (ur.) XXIV Annual Scientific Meeting of the European Underwater and Baromedical Society. National Defence Research Establishment, Stockholm, Sweden, 84-87.		
	3. Ferretti, G., Costa, M., Ferrigno, B., Grassi, C., Marconi, C., Lundgren, E., Cerretelli, P. (1991). Alveolar gas composition and exchange during deep breath-hold diving and dry breath holds in elite divers. Journal of Applied Physiology, 70 (2) 794-802.		
	4. Lindholm, P., Lundgren, C., (2008). The physiology and patho physiology of human breath-hold diving. Journal of Applied Physiology, 284-292.		
	5. Palada, I., Eterović, D., Obad, A., Baković, D., Valić, Z., Ivancev, V., Lojpur, M., Shoemaker, K., Dujčić, Ž. (2007). Spleen and cardiovascular function during short apneas in divers. J Appl Physiol 103: 1958-1963.		
2.11. Required literature (available in the library and via other media) <b>HANDBALL</b>	Title	Number of copies in the library	Availability via other media
	Vuleta, D., Milanović, D. i sur. (2004). Znanstvena istraživanja u rukometu. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.		
	Vuleta, D., Milanović, D. i sur. (2009). Science in handball. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Gruić, I. Vuleta, D. (2008). Comparison of physical conditioning status of the first and the second league male handball players. In: Milanović, D., Prot, F. (ur.) Proceedings book of 5th International Scientific Conference on Kinesiology, „Kinesiology research trends and applications“, Zagreb: Faculty of Kinesiology, University of Zagreb, 913-917.		
	2. Gruić, I., Vuleta, D., Ohnjec, K. (2010). Analiza promjena u različitim manifestacijama eksplozivne snage, skočnosti, agilnosti i brzine rukometaša. U: Jukić, I. i sur. (ur.) Zbornik radova 8. godišnje međunarodne konferencije Kondicijska priprema sportaša „Trening brzine, agilnosti i eksplozivnosti“. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera, 420-424.		
	3. Sporis, G., Vuleta, D., Vuleta, D. Jr., Milanović, D. (2010). Fitness Profiling in Handball: Physical and Physiological Characteristics of Elite Players Coll. Antropol. 34 (3): 1009–1014.		
	4. Vuleta, D., Gruić, I., Ohnjec, K. (2010). Razlike u eksplozivno-brzinsko-agilnosnim obilježjima kadetskih i seniorskih hrvatskih rukometnih reprezentativki. U: Jukić, I. i sur. (ur.) Zbornik radova 8. godišnje međunarodne konferencije Kondicijska priprema sportaša „Trening brzine, agilnosti i eksplozivnosti“. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera, 263-265.		
	5. Vuleta, D., Gruić, I. (2009). Changes in physical conditioning status of male students of the first year of Faculty of Kinesiology influenced by educational process. Acta Kinesiologica, International Scientific Journal of Kinesiology, 3 (1): 34-37.		

2.11. Required literature (available in the library and via other media) <b>SKIING</b>	Title	Number of copies in the library	Availability via other media
		Radenović, O. i sur. (2008). Alpsko skijanje. Zagreb: Hrvatski zbor učitelja i trenera skijanja.	
	Jurković, N., Jurković, D. (2003). Skijanje, tehnika, metodika i osnove treninga. Zagreb: Graphis.		
	Guček, A., Videmšek, D. (2002). Smučanje danas. Ljubljana: ZUTS.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Cigrovski, V., Matković, B., Prlenda, N. (2009). Povezanost ravnoteže s procesom usvajanja skijaških znanja. Hrvatski športskomedicinski vjesnik, 24 (1): 25-29.		
	2. Kističević, T., Živčić, K., Cigrovski, V., Simović, S., Rački, G. (2010). Povezanost znanja akrobatskih elemenata s uspjehom u slalomu i veleslalomu kod mladih alpskih skijaša. Hrvatski športskomedicinski vjesnik, 25 (1): 9-15.		
	3. Cigrovski, V., Matković, B., Matković, Br. (2010). Can we make the alpine ski learning more efficient by omitting the snow-plough technique? SportLogia, 6 (2): 51-57.		
	4. Cigrovski, V., Matković, B., Matković, Br. (2002). Body composition changes during competitive season in young alpine skiers. In: Milanović, D., Prot, F. (ed.) Proceedings book Kinesiology – New perspectives. Opatija 25. – 29. 09. 2002., Zagreb: Kineziološki fakultet, 523-526.		
2.11. Required literature (available in the library and via other media) <b>ARTHISTIC GYMNASTICS</b>	Title	Number of copies in the library	Availability via other media
	1. 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 „Kondicijska priprema sportaša“ 12. zagrebački sajam sporta i nautike. Zagreb, 21. – 22. veljače, 529-532.	1	Internet
	2. Hraski, Ž., Mejovšek, M. (2004). Production of angular momentum for backward somersault. IASTED International Conference on Biomechanics, Honolulu, Hawaii, USA, 10-13.	1	Internet
	3. Čuk, I., Korenčić, T., Tomazo-Ravnik, T., Peček, M., Bučar, M., Hraski, Ž. (2007). Differences in Morphologic Characteristics Between Top Level Gymnasts of Year 1933 and 2000. Collegium Antropologicum, 31 (2): 613-619.	1	Internet
2.12. Optional literature (at the time of submission of study programme proposal)	1. 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.		
	2. Živčić, K., Breslauer, N., Stibilj-Batinić, T. (2008). Dijagnosticiranje i znanstveno verificiranje metodičkog postupka učenja u sportskoj gimnastici. Odgojne znanosti, 10, 1 (15) 159-180.		
	3. Živčić, K. (2000). Biomehaničko vrednovanje vježbi za izvedbu premeta naprijed / doktorska disertacija. Zagreb: Fakultet za fizičku kulturu, Šadura, T. (mentor).		
	4. <a href="http://www.scienceofgymnastics.com">http://www.scienceofgymnastics.com</a>		
	5. <a href="http://www.drillsandskills.com/">http://www.drillsandskills.com/</a>		
	6. <a href="http://www.gymnasticbodies.com/">http://www.gymnasticbodies.com/</a>		
	7. <a href="http://www.coachesinfo.com/index.php">http://www.coachesinfo.com/index.php</a>		

2.11. Required literature (available in the library and via other media) <b>SHOOTING</b>	Title	Number of copies in the library	Availability 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 sportski savez, 542-549.	10	
	Vodopivec, V. i sur. (1977). Sportsko streljaštvo. Beograd: SSSJ	20	
2.12. Optional literature (at the time of submission)			

of study programme proposal)			
2.11. Required literature (available in the library and via other media) <b>TAEKWONDO</b>	Title	Number of copies in the library	Availability via other media
	Pieter, W., Heijmans, J. (2000). Scientific Coaching for Olympic Taekwondo. Meyer and Meyer Sport.	1	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Cota, T. (1995). Utjecaj tromjesečnog sustavnog tae-kwon-do treninga na kvantitativne promjene nekih morfoloških i motoričkih obilježja dječaka (11-14). Zagreb: Fakultet za fizičku kulturu. (Diplomski rad, mentor: Prot, F.)</li> <li>2. Jozić, M. (2001). Utjecaj programiranog taekwondo treninga i nastave tjelesne i zdravstvene kulture na razvoj motoričkih i morfoloških obilježja učenika. Zagreb: Fakultet za fizičku kulturu. (Magistarski rad, mentor: Prot, F.)</li> <li>3. Prot, F., Bosnar, K. (2009). Razlike u prosudbi situacija nasilja u sportu participiranata u taekwondou i drugim sportovima. U: Neljak, B. (ur.) Metodčki organizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije, Zbornik radova 18. ljetne škole kineziologa RH, Zagreb: Hrvatski kineziološki savez, 221-225.</li> <li>4. Prot, F. (2007). Realisation of Global Peace: The Fair Play Is the Only Way. Proceedings of 2007 International Taekwondo Symposium The History and Spirit of Taekwondo and Strategies for Globalisation, October 12-13 2007, Berkeley, 33-40.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>TENNIS</b>	Title	Number of copies in the library	Availability via other media
	Brody, H. (1987). Tennis Science for Tennis Players, Philadelphia: University of Pennsylvania Press.	2	
	Barbaros Tudor, P., Matković, A. (2008). Morphological differences between dominant and non-dominant body sides in croatian tennis players. In: Milanović, D., Prot, F. (eds.) Proceedings Book of 5th International Scientific Conference on Kinesiology „Kinesiology research trends and applications“, Zagreb: Kineziološki fakultet, 149-151.	10	
	Barbaros Tudor, P. (2008). Fiziološko opterećenje tenisača pri susretima na različitim podlogama (Doktorska disertacija). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. (Mentor: Matković, Br.)	2	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Weber, K., Franken, R., Pampushek, U. (1978). The behaviour of heart rate and arterial blood lactate during competitive tennis. Kölner Beiterage zur Sportwissenschaft, 7th ed. St Augustin. Richartz, 195-208.</li> <li>2. Unierzyski, P. (1995). Influence of physical fitness specific to the game of tennis: Morphological and psychological effects on performance in different age groups. Science and Racket Sports, London, E &amp; F. N. Spon, 61-68.</li> </ol>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Continuous comprehensive checks. Follow-up and evaluation of a student's work. Anonymous student survey.		

## SPECIALTY COURSES izbornog modula SPORT

### MODELLING AND EVALUATING THE PROCESS OF PHYSICAL CONDITIONING IN A SELECTED SPORT

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Assist. Prof. Ljubomir Antekolović, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN TRACK-AND-FIELD</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Prof. Dragan Milanović, Ph.D. Assoc. Prof. Vesna Babić, Ph.D. Assist. Prof. Ljubomir Antekolović, Ph.D. Marijo Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Mario Baić, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN WRESTLING</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Mario Baić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN SAILING</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Nikola Prlenda, M.Sc. Ivan Oreb, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN JUDO</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Ivan Segedi, Ph.D. Nenad Kuštro, mag.cin Mladen Budinščak Davor Rožac	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN KARATE</b>	1.7. Credits (ECTS)	6
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 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Nazivi predmeta	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN BASKETBALL</b>	1.7. Credits (ECTS)	6
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 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Assist. Prof. Valentin Barišić, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN SOCCER</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Dario Bašić, Mag.Cin. Vatroslav Mihačić, mag.cin. Marino Bašić, prof.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Prof. Nenad Marelić, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN VOLLEYBALL</b>	1.7. Credits (ECTS)	6
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 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN DANCE</b>	1.7. Credits (ECTS)	6
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 (23L+22S)

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Goran Leko, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN SWIMMING</b>	1.7. Credits (ECTS)	6
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 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Gordana Furjan-Mandić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN ARTISTIC GYMNASTICS</b>	1.7. Credits (ECTS)	6
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 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Ivan Drviš, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN DIVING</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Dajana Zoretić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Dinko Vuleta, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN HANDBALL</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, M.Sc. Prof.dr.sc.Dragan Milanović Dr.sc.Luka Milanović Vladimir Canjuga, prof. Valter Vuleta, prof. Dr.sc.Vlatko Vučetić, viši pred.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Bojan Matković, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN SKIING</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D. Tomislav Krističević, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)



1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Tomislav Krističević, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN SPORTS GYMNASTICS</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Assist. Prof. Željko Hraski, Ph.D. Assoc. Prof. Kamenka Živčić Marković, Ph.D.  <u>External associates:</u> Bojan Šinkovec, 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)	45 (23L+22S)
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN SHOOTING</b>	1.7. Credits (ECTS)	6
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 (23L+22S)
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Franjo Prot, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN TAEKWON-DO</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Branimir Blečić, prof. Lidija Katalinić-Špoljarić, prof.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Boris Neljak, Ph.D.		1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATING THE PHYSICAL CONDITIONING PROCESS IN TENNIS</b>		1.7. Credits (ECTS)	6
1.3. Associate teachers	Dario Novak, Ph.D.		1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22S)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme		1.9. Expected enrolment in the course	
1.5. Status of the course	Vocational		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 students with the knowledge regarding the aims of the physical conditioning process within the concept of a sports training as well as its influence on the improvement in sport performance and interrelations between technical, tactical and psychological preparation and physical conditioning.			
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 acquire knowledge regarding the integration of physical conditioning process in each phase of sports training with regard to age, rank and sex of an athlete, as well as regarding the integration of physical conditioning process within an annual and multi-annual training cycles.			
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will acquire: - knowledge regarding the aims and characteristics of physical conditioning in sports, - knowledge regarding the aims and characteristics of physical conditioning in athletes varying in age, - knowledge regarding the aims and characteristics of physical conditioning in athletes varying in sex, - knowledge regarding the aims and characteristics of physical conditioning in athletes in various phases of their careers, - knowledge regarding the aims and characteristics of physical conditioning in athletes in various phases within an annual training cycle, - knowledge regarding the various methods of physical conditioning.			
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and seminars</b> 1. Physical conditioning as a component of sports training. (1L) 2. Physical conditioning as a process of development of conditioning abilities important for success in a selected sport. Various exercising methods within the physical conditioning process. (2L+2S) 3. Periodisation and modelling of training intended for the development of functional and motor abilities as well as the morphological characteristics of athletes. (2L+2S) 4. Advanced technologies for the development of functional and motor abilities of athletes in a selected sport. (2L+2S) 5. Sensible phases of development of functional abilities as criteria for directing the training process, sensitive phases of development of motor abilities as criteria for directing the training process. (2L+2S) 6. Analytical approach to the physical conditioning process of elite athletes in a multi-year cycle. (2L+2S) 7. Analytical approach to the physical conditioning process of elite athletes in an annual cycle. (2L+2S) 8. The selection of means and managing the training load when developing functional abilities within the selected sport. The selection of means and managing the training load when developing motor abilities within the selected sport. (2L+2S) 9. New findings regarding the possibilities of development of functional and motor abilities acquired by applied research within a selected sport. (2L+2S)			

	10. Application of contemporary training technologies in everyday training process in a selected sport. (2L+2S)			
	11. Principle and rules in construction of training operators intended for the development of basic and specific conditioning abilities in a selected sport. (2L+2S)			
	12. Differential characteristics of physical conditioning with regard to sex, age and rank of an athlete. (2L+2S)			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved during classes, undertaking independent research tasks.			
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	2,0	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	1,0 (other)
	Tests		Oral exam	2,0 (other)
	Written exam	1,0	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Active involvement during classes – 33%. Seminar essay – 17%. Written exam – 17%. Oral exam – 33 %.			
2.11. Required literature (available in the library and via other media) <b>TRACK-AND-FIELD</b>	Title		Number of copies in the library	Availability via other media
	Milanović, D., Harasin, D. (2003). Kondicijski trening atletičara bacača- u: Milanović, D., Jukić, I. (ur.) Kondicijska priprema sportaša, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez, 321-328			
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	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)	<ol style="list-style-type: none"> <li>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.</li> <li>Marić, J., M. Baić., Aračić, M. (2003). Kondicijska priprema hrvača. U: Milanović, D., Jukić, I. (ur.) Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“ &lt;u sklopu&gt;12. zagrebačkog sajma sporta i nautike, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu; Zagrebački športski savez, 339-346.</li> <li>Marić, J., Baić, M., i Kuklidis, H. (2003). Funkcionalna usmjerenost specifičnih trenažnih zadataka hrvača. U: Milanović, D., Jukić, I. (ur.) Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez, 347-351.</li> <li>Baić, M., Sekulić, V. (2011). SWOT analiza tehnologije kondicijske pripreme hrvatskih hrvačkih reprezentacija. U: Jukić I., Gregov, C., Šalaj, S., Milanović, L., Trošt-Bobić, T., Bok, D. (ur.) Zbornik radova 9. godišnje međunarodne konferencije „Kondicijska priprema sportaša 2011“, Zagreb, 25. i 26. veljače, 2011., Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske, 139-143.</li> <li>Baić, M., Kaminčić, H., Gluhak, P. (2011). Unificiranje dijagnostičkih postupaka za procjenu opće i specifične kondicijske pripremljenosti hrvača. U: Findak V. (ur.) Zbornik radova XX. ljetne škole kineziologa Republike Hrvatske „Dijagnostika u područjima edukacije, sporta, sportske rekreacije i kineziterapije“, Poreč, 21. – 25. lipnja 2011., Zagreb: Hrvatski kineziološki savez, 276-280.</li> </ol>		
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	Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.	5	
	Miloš, D. (2001). Pod jedrima krstaša. Opatija: Preluk.	10	
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	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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2.11. Required literature (available in the library and via other media) <b>BASKETBALL</b>	Title	Number of copies in the library	Availability via other media
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	Oreb, G. (1989). <i>Analiza povezanosti primarnih motoričkih sposobnosti i sistema za procjenu uspješnosti u plesu</i> . <i>Kineziologija</i> , 20 (1): 55-60.		
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	2. Volčanšek, B. (2002). Bit plivanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. (Sveučilišni udžbenik)	20	
	3. Costill, D. L., Maglischo, E. W., Richardson, A. B. (1992). Swimming. Handbook of Sports Medicine and Science.		
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	Jastrjemskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics.		
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	Drviš, I. (2006). Trening ronilaca na dah. Skripta		
	Matković, Br., Ružić, L. (2009). Fiziologija sporta i vježbanja. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu.		
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	Živčić, K., Matković, B., Trajkovski, B. (1999). Ozljeđe u sportskoj gimnastici. <i>Hrvatski sportsko medicinski vjesnik</i> . 14 (2-3): 73-77.	10	
	Živčić, K., Krističević, T. (2008). Specifične pripremne vježbi u akrobatici. <i>Kondicijski trening</i> . 6 (1): 22-29.	10	<a href="http://stariweb.ukth.hr/">http://stariweb.ukth.hr/</a>
2.12. Optional literature (at the time of submission of study programme proposal)	1. Živčić Marković, K., Omrčen, D. (2009). The analysis of the influence of teaching methods on the acquisition of the landing phase in forward handspring. <i>Science of gymnastics journal</i> . 1 (1): 21-30. 2. <i>Science of gymnastics journal</i> . Ljubljana: Fakulteta za šport Univerze v Ljubljani. 1(1), 1,2,3 (2). 3. Prassas, S. <i>Vaulting Mechanics</i> . <a href="http://www.coachesinfo.com/">http://www.coachesinfo.com/</a> (preuzeto, 01.06.2011.).		
2.11. Required literature (available in the library and via other media) <b>SHOOTING</b>	Hartnik, A.E. (1997). <i>Pištolji i revolveri enciklopedija</i> . 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 sportski savez. 542-549.	10	
	Vodopivec, V. i sur. (1977). <i>Sportsko streljaštvo</i> . Beograd: SSJ.	20	
2.12. Optional literature (at the time of submission of study programme proposal)	Sertić, H., Vučetić, V. (2002). Diagnostics of motor abilities in national- and international- level shooters. In: Milanović, D., Prot, F. (ur.) <i>Proceedings Book, „Kinesiology – New Perspectives“</i> , 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) <b>TAEKWONDO</b>	Kukkiwon (2006). <i>Taekwondo Textbook</i> , O-Seong Publishers (English / Korean), 782 pages	1	
	Pieter, W., Heijmans, J. (2000). <i>Scientific Coaching for Olympic Taekwondo</i> . Meyer and Meyer Sport. 248 pages	1	
	Draganov, P., Georgij, (2010). <i>Taekwondo – Fizička priprema, jesi li spreman za ovaj sport</i> . Hrvatski taekowndo savez. Zagreb.	15	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Klaić, I. (2009). Složena reakcija u taekwondo treningu. Zagreb: Kineziološki fakultet. (Diplomski rad, VI stupanj, mentor: Prot, F.) 2. Marković, G. (2003). Teorijske i metodičke osnove kondicijske pripreme u taekwoudou. Zbornik radova 1. međunarodne konferencije o sportu, Zagreb.		

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media) <b>TENNIS</b>	Neljak, B., Vučetić, V. (2002). Skup testova za procjenu motoričkih sposobnosti tenisača. u: Findak, V. (ur.) Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije, Zagreb: Hrvatski kinološki savez, 362-365.	10	
	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.	10	
	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, 338-342.	10	
2.12. Optional literature (at the time of submission of study programme proposal)	Williams, S., Petersen, R. (2005). Serious tennis. Human kinetics, USA.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Continuous comprehensive checks. Follow-up and evaluation of a student's work. Anonymous student survey.		

## **SPECIALTY SUBJECTS of the elective module SPORT**

### **MODELLING AND EVALUATING THE PROCESS OF TECHNICAL-TACTICAL PREPARATION 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 <sup>st</sup>
1.2. Name of the course	<b>MODELING AND EVALUATION OF THE TECHNICAL-</b>	1.7. Credits (ECTS)	8

	<b>TACTICAL PREPARATION IN TRACK-AND-FIELD</b>		
1.3. Associate teachers	Prof. Dragan Milanović, Ph.D. Assoc. Prof. Vesna Babić, Ph.D. Assist. Prof. Ljubomir Antekolović, Ph.D. Marijo Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (46L+44S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Senior Lecturer Čedomir Cvetković, M.Sc.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN WRESTLING</b>	1.7. Credits (ECTS)	8
1.3. Associate teachers	Mario Baić, Ph.D. Kristijan Slačanac, prof.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (46L+44S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Goran Oreb, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN SAILING</b>	1.7. Credits (ECTS)	8
1.3. Associate teachers	Nikola Prlenda, M.Sc. Ivana Cebalo Danijela Kostanić Ivan Oreb, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (46L+44S)

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Hrvoje Sertić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN JUDO</b>	1.7. Credits (ECTS)	8
1.3. Associate teachers	Ivan Segedi, Ph.D. Nenad Kuštro, mag.cin Mladen Budinščak Davor Rožac	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (46L+44S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Hrvoje Sertić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN KARATE</b>	1.7. Credits (ECTS)	8
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 (46L+44S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Bojan Matković, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Nazivi predmeta	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN BASKETBALL</b>	1.7. Credits (ECTS)	8
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 (46L+44S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assist. Prof. Valentin Barišić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN FOOTBALL</b>	1.7. Credits (ECTS)	8
1.3. Associate teachers	Dario Bašić, Mag.Cin. Ivan Krakan, mag.cin Mr.sc. Branko Ivanković Robert Božić, prof.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (46L+44S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Nenad Marelić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN</b>	1.7. Credits (ECTS)	8

	<b>VOLLEYBALL</b>		
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 (46L+44S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Goran Oreb, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN DANCE</b>	1.7. Credits (ECTS)	8
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 (46L+44S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Goran Leko, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN SWIMMING</b>	1.7. Credits (ECTS)	8
1.3. Associate teachers	Dajana Zoretić, Mag.Cin. Klara Šiljeg, Mag.Cin. Pero Kuterovac, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (46L+44S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Gordana Furjan-Mandić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN ARTISTIC GYMNASTICS</b>	1.7. Credits (ECTS)	8
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 (46L+44S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Igor Glavačić, Mag.Cin.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN DIVING</b>	1.7. Credits (ECTS)	8
1.3. Associate teachers	Ivan Drviš, Mag.Cin. Bogdan Celinić	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (46L+44S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Dinko Vuleta, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN</b>	1.7. Credits (ECTS)	8

	<b>HANDBALL</b>		
1.3. Associate teachers	Igor Gruič, Ph.D. Katarina Ohnjec, M.Sc. dr.sc. Nenad Rogulj dr.sc. Marko Šibila Vladimir Canjuga, prof. Zlatko Belančić	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (46L+44S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Bojan Matković, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN SKIING</b>	1.7. Credits (ECTS)	8
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D. Ivica Franjko, Ph.D. Slaviša Weiner, viši sportski trener	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (46L+44S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assist. Prof. Željko Hraski, Ph.D.</b> <b>Assoc. Prof. Kamenka Živčić Marković, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN SPORTS GYMNASTICS</b>	1.7. Credits (ECTS)	8
1.3. Associate teachers	Assist. Prof. Tomislav Krističević, Ph.D.  <u>External associates:</u> Prof. Ivan Čuk, Ph.D. Bojan Šinkovec, 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)	90 (46L+44S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Hrvoje Sertić, Ph.D.</b>	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN SHOOTING</b>	1.7. Credits (ECTS)	8
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 (46L+44S)

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Franjo Prot, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN TAEKWON-DO</b>	1.7. Credits (ECTS)	8
1.3. Associate teachers	Branimir Blečić, prof. Lidija Katalinić-Špoljarić, prof.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (46L+44S)
1. GENERAL INFORMATION			
1.1. Course teacher	Dugandžić Marijan, Mag.Cin.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MODELLING AND EVALUATION OF THE TECHNICAL-TACTICAL PREPARATION IN TENNIS</b>	1.7. Credits (ECTS)	8
1.3. Associate teachers	Ico Humić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (46L+44S)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	
1.5. Status of the course	Vocational	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 with the knowledge regarding the laws of technical-tactical preparation of an athlete respecting the basic structural, biomechanical and anatomical characteristics of a selected sport connecting them to the up-to-date findings regarding the effects of various methods of information transmission.		
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 knowledge regarding the integration of the technical-tactical preparation of the training process in a selected sport, as well as the laws of technical-tactical preparation from the aspect of long-term, mid-term and short-term planning in a selected sport.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will acquire: - knowledge necessary to define the basic and advanced technical structures in a selected sport, - knowledge necessary to define the basic and advanced tactical structures in a selected sport, - knowledge regarding the methods of information transmission with the aim of learning the movement structures of a selected sport, - knowledge regarding the methods of information acquisition with the aim of learning the movement structures of a selected sport, - knowledge regarding the information transmission with the aim of learning the tactical schemes of a selected sport.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and seminars:</b> 1. Definition, structure and characteristics of technical-tactical preparedness in a selected sport. (2L) 2. Programming the teaching process regarding the technical-tactical exercises in multi-annual and annual training cycles in a selected sport. (2L+2S) 3. Procedures for learning, perfecting, stabilization and automatization of technical structures of a given sport. (2L+2S) 4. Procedures for learning, perfecting, stabilization and automatization of tactical structures of a given sport. (2L+2S) 5. Learning process: providing the information. (2L+2S) 6. Learning process: demonstration. (2L+2S)		

	<p>7. Learning process: execution of a motor task. (2L+2S)</p> <p>8. Learning process: detecting and correcting motor errors. (2L+2S)</p> <p>9. Learning process: evaluation of the mastered technical-tactical exercise. (2L+2S)</p> <p>10. Modelling the basic technique training. (2L+2S)</p> <p>11. Modelling the advanced technique training. (2L+2S)</p> <p>12. Modelling the basic individual tactics training. (2L+2S)</p> <p>13. Modelling the basic group technique training. (2L+2S)</p> <p>14. Modelling the group tactics training. (2L+2S)</p> <p>15. Hiararchical structure and sequence of teaching the technical and technical-tactical elements of preparedness. (2L+2S)</p> <p>16. Multi-level education of technical and technical-tactical knowledge: basic training, advanced training, situational training, competition training. (2L+2S)</p> <p>17. Analysis of success in performing the technical-tactical elements. (2L+2S)</p> <p>18. Systems for kinematical analysis in the process of detecting and correcting the motor errors. (2L+2S)</p> <p>19. Using the contemporary technology while learning and perfecting the movement structures in a selected sport. (2L+3S)</p> <p>20. Using the contemporary technology while learning and perfecting situational structures in a selected sport. (2L+3S)</p> <p>21. Registration and application of statistical indicators regarding the competition activity and their application in the analysis of competitive success of an individual and of a team. (3L+2S)</p> <p>22. Application of research findings regarding the various teaching methods (analytical, situational, combined). (3L+2S)</p>			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved during classes, undertaking independent research tasks.			
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
	Experimental work		Report	(other)
	Essay		Seminar essay	1,5 (other)
	Tests		Oral exam	3,5 (other)
	Written exam	1,5	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Active involvement during classes – 20%. Written exam – 20%. Seminar essay – 20%. Oral exam – 40 %.			
2.11. Required literature (available in the library and via other media) <b>TRACK-AND-FIELD</b>	Title		Number of copies in the library	Availability via other media
	Milanović, D., Hofman, E., Puhanić, V., Šnajder, V. (1986). Atletika – znanstvene osnove. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.			
	Antekolović, Lj., Baković, M. (2008). Skok u dalj. Zagreb: Miš.			
	Babić, V. (2010). Atletika – hodanja i trčanja. (Priručnik). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Milanović, D., Jukić, I., Šimek, S. (2003). Metode trenažnog rada u sportu. u: Findak, V., Delija, K. (ur.) Metode rada u području edukacije, sporta i sportske rekreacije. Zagreb: Hrvatski kineziološki savez, 25-36</li> <li>Šnajder, V., Babić, V., Pavičić, T. (2003). Učenje tehnike hodanja u nastavi tjelesne i zdravstvene kulture. U: Findak, V. (ur.) Zbornik radova Ljetne škole pedagoga fizičke kulture RH, Zagreb: Hrvatski kineziološki savez, 176-178.</li> </ol>			

2.11. Required literature (available in the library and via other media) <b>WRESTLING</b>	Title	Number of copies in the library	Availability via other media
	Marić, J., Baić, M., & Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	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)	<ol style="list-style-type: none"> <li>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, 2009, „Metodički i organizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije, Zagreb: Hrvatski kineziološki savez, 256-261.</li> <li>2. Baić, M., Cvetković, Č., Karnenčić, H., Kurjaković, K. (2002.). Utjecaj vremenskih i bodovnih parametara te opomena zbog pasivnosti na uspjeh u hrvanju. U: Milanović, D., Heimer, S., Jukić, I., Kulier, I., Matković, Br. (ur.) Zbornik radova Znanstveno-stručnog skupa „Dopunski sadržaji sportske pripreme“ &lt;u sklopu&gt; 11. zagrebačkog sajma sporta i nautike, Zagreb, 22 i 23. veljače 2002., Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu; Zagrebački športski savez, 303-307.</li> <li>3. Baić, M., Marić, J., Karninčić, H. (2002). Utjecaj taktičkih priprema tehnika na uspjeh hrvača. U Milanović, D., Heimer, S., Jukić, I., Kulier, I., Matković, Br. (ur.) Zbornik radova Znanstveno-stručnog skupa „Dopunski sadržaji sportske pripreme“ &lt;u sklopu&gt; 11. zagrebačkog sajma sporta i nautike, Zagreb, 22 i 23. veljače 2002., Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu; Zagrebački športski savez, 296-302.</li> <li>4. 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, 2009, „Metodički i organizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije, Zagreb: Hrvatski kineziološki savez, 274-279.</li> <li>5. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Sofija: Medicina i fizkultura. (prijevod na hrvatski s bugarskog).</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>SAILING</b>	Title	Number of copies in the library	Availability via other media
	Oreb, G. (2000). „Hodnik“ plutača – jedrilicaška igraonica. u: Andrijašević, M. (ur.) Zbornik radova Znanstveno-stručnog savjetovanja „Slobodno vrijeme i igra“, u sklopu 9. zagrebačkog sajma sporta i nautike, Zagreb, 24. – 26. veljače 2002. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu, 138-141.	5	
	Walker, S. (1991). Positioning – The logic of sailboat racing. N.York: W. W. Norton & Company, Inc.	5	
	Gerbeck, P. (2011). Tactical sailing. Coach Toolbox. Media digital page.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Medved, R., Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24 (3): 234-237.</li> <li>2. Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebačkog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez.</li> <li>3. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. Konferencija o sportu Alpe-Jadran, Rovinj, 374-375.</li> <li>4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16 (2):185-192.</li> <li>5. Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.</li> </ol>		

2.11. Required literature (available in the library and via other media) <b>JUDO</b>	Title	Number of copies in the library	Availability 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)	<ol style="list-style-type: none"> <li>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. 5<sup>th</sup> International Judo Federation World Research Symposium, Rio de Janeiro, Brazil, 12. September.</li> <li>2. Sertić, H., Segedi, I., Vidranski, T. (2009). Metodika treninga judaša različitih dobnih kategorija. u: Findak, V. (ur.) Zbornik radova 18. ljetne škole kineziologa Republike Hrvatske, Poreč, 23. – 27. 06. 2009. Zagreb: Hrvatski kineziološki savez, 464-468.</li> <li>3. Sertić, H., Lindi, H., Baić, M. (2003). Specifičnosti metodskih postupaka za poučavanje judo tehnika. u: Findak, V. (ur.) Zbornik radova „Metode rada u području edukacije, sporta i sportske rekreacije“ 12. ljetne škole kineziologa Republike Hrvatske., Rovinj 17. – 21. 06. 2003., Zagreb: Hrvatski kineziološki savez, 171-174.</li> </ol>		

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
<b>KARATE</b>	Sertić, H. (2004). Osnove boričakih 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	
	Kuleš, B. (1997). Trening karatista. Zagreb: SN Liber.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>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.</li> <li>2. Vidranski, T., Sertić, H., Segedi, I. (2009). Izbor i distribucija metoda, sadržaja i volumena rada u prvoj godini trenajnog procesa u karateu. U: Findak, V. (ur.) Zbornik radova 18. ljetne škola kineziologa Republike Hrvatske, Poreč, 23. – 27. 06. 2009., Zagreb: Hrvatski kineziološki savez, 516-521.</li> <li>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., Zagreb, Hrvatski kineziološki savez, 379-384.</li> </ol>		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
<b>BASKETBALL</b>	Wissel, H. (1994). Basketball. Steps to Success. Champaign: Human Kinetics.		
	Tocić, I. (1984). Košarka. Split: Sveučilište u Splitu.		
	ASEP (2007). Coaching Basketball Technical and Tactical Skills. USA: Human Kinetics.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Knjaz, D., Bo. Matković, Br. Matković (2002). Individualni rad u mini košarci. Zbornik radova "Dopunski sadržaji sportske pripreme", (ur. D. Milanović), str.54-56.</li> <li>2. Rupčić, T., Nazor, A. (2011). Igrač na poziciji centra u napadu. Time out, Udruga košarkaških trenera Hrvatske, Zagreb, str. 14-18.</li> <li>3. Trninić, S. (2006). Selekcija, priprema i vođenje košarkaša i momčadi. Zagreb: Vikta-Marko d.o.o.</li> </ol>		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
<b>FOOTBALL</b>	Dujmović, P. (2006). Škola suvremenog nogometa. Zagreb: Zagrebački nogometni savez.		
	Caliquieri, P Herbst, D. (2005). Nogomet- tehlike 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)	<ol style="list-style-type: none"> <li>1. Schmidt, C. E. (2009). Nogomet –napredne vježbe. Gopal.</li> <li>2. HNS (2008). Priručnik za Uefa – A trenere. HNS, Zagreb.</li> </ol>		

2.11. Required literature (available in the library and via other media) <b>VOLLEYBALL</b>	Title	Number of copies in the library	Availability 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)	Marelić, N., Marelić, S., Đurković, T., Rešetar, T. (2008). Nastavne teme iz odbojke za osnovne škole. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
2.11. Required literature (available in the library and via other media) <b>DANCING</b>	Title	Number of copies in the library	Availability via other media
	Ivančan, I. (1971). Folklor i scena. Zagreb: Prosvjetni sabor Hrvatske.		
	Ivančan, I. (1985). Narodni plesni običaji južne Dalmacije. Zagreb: Kulturno-prosvjetni sabor Hrvatske.		
	Kinesiology and Medicine for Dance. (1991/92). U: Chmelar, R. & Dun, J. London: Dance books, Ltd.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Oreb, G. (1984). Relacije između primarnih motoričkih sposobnosti i efikasnosti izvođenja plesnih struktura kod selekcioniranog uzorka ispitanika. (Magistarski rad). Zagreb: Fakultet za fizičku kulturu.</li> <li>Oreb, G. (1992). Relativna efikasnost utjecaja plesa na motoričke sposobnosti studentica. (Doktorska disertacija). Zagreb: Fakultet za fizičku kulturu.</li> <li>Miletić, Đ., Jelčić, M., Oreb, G. (2007). The effects of a visual model and knowledge of performance dance skills. Kinesiology Slovenica, 13 (1): 31-40.</li> <li>Maletić, A. (1983). Pokret i ples. Zagreb: Kulturno-prosvjetni sabor Hrvatske.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>SWIMMING</b>	Title	Number of copies in the library	Availability via other media
	Olbrecht, J. (2002). The Science of Winning. Belgija.		
	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)	<ol style="list-style-type: none"> <li>Colwin, C. M. (2002). Breakthrough Swimming. Champaign: Human Kinetics.</li> <li>Costill, D. L., Maglischo, E. W., Richardson, A. B. (1992). Swimming. Handbook of Sports Medicine and Science.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>RHYTHMIC GYMNASTICS</b>	Title	Number of copies in the library	Availability via other media
	Jastrjemskaia, 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)	<ol style="list-style-type: none"> <li>Vajngerl, B., Žilavec, S. (2000). Drugi korak v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport.</li> <li>Vajngerl, B., Košir, A. (2006). Tretji korak v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>DIVING</b>	Title	Number of copies in the library	Availability via other media
	Ricardson, D. (2010). Instructor manual. USA: PADI.		
	Opavsky, P. (2004). Uvod u biomehaniku sporta. Beograd: vlastita naknada.		
	Pelizzari, U., Tovadlieri, S. (2004). Manual of Freediving. Reddick, USA: Idelson-Gnocchi.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Milanović, D. (2007). Teorija treninga. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>Mejovšek, M. (1997). Biomehanika sporta. U: Milanović, D. (ur.) Priručnik za sportske trenere, Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu, 435-480.</li> <li>Paulin, D. (2002). Tečaj ronjenja na dah. Zagreb: Hrvatski ronilački savez (skripta).</li> </ol>		

2.11. Required literature (available in the library and via other media) <b>HANDBALL</b>	Title	Number of copies in the library	Availability 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.		
	Vuleta, D., Milanović, D., Gruić, I. (2003). Kondicijska priprema rukometaša. U: Zbornik radova međunarodno-stručnog skupa „Kondicijska priprema sportaša“, Zagreb, 491-500.		
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 first and the second league male handball players. u: Milanović, D., Prot, F. (ur.) Proceedings book of the 5 <sup>th</sup> 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) <b>SKIING</b>	Title	Number of copies in the library	Availability 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)	Murovec, S. (2006). Na kanto!: UPS – učenje s podaljševanjem smuči. Kranj: Format Kranj.		
	Müller, E., Schiefermüller, C., Kroll, J., Schwameder, H. (2005). Skiing with carving skis – what is new? In: Müller, E., Bacharach, D., Klika, R., Lindinger, S., Schwameder, H. (ed.) Science and skiing, Oxford: Meyer and Meyer Sport, 15-23.		
	Supej, M., Kugovnik, O., Nemeč, B. (2002). New advances in racing slalom technique. Kinesiology Slovenica, 8 (1): 25-30.		
2.11. Required literature (available in the library and via other media) <b>ARTISTIC GYMNASTICS</b>	Title	Number of copies in the library	Availability via other media
	Tomac, Z., Hraski, Ž. (2008). Comparative kinematics analysis of successful and unsuccessful performances of basket to handstand on the parallel bars. 5th International Scientific Conference on Kinesiology „Kinesiology Research Trends and Applications“, Zagreb, Croatia, September 10-14, 2008., 263-266.	10	
	Hraski, Ž., Mejovšek, M. (2004). Production of angular momentum for backward somersault. IASTED International Conference on Biomechanics, Honolulu, Hawaii, USA., 10-13.	1	
	Živčić, K., Breslauer, N., Stibilj-Batinić, T. (2008). Dijagnosticanje i znanstveno verifikiranje metodičkog postupka učenja u sportskoj gimnastici. Odgojne znanosti, 1(15): 159-180.	10	<a href="http://hrcak.srce.hr/">http://hrcak.srce.hr/</a>
2.12. Optional literature (at the time of submission of study programme proposal)	1. Živčić, K., Furjan-Mandić, G., Horvatin-Fučkar, 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.		
	2. 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.		
	3. Atiković A., Smajlović N. (2011). Relation between Vault Difficulty Values and Biomechanical Parameters in Men's Artistic Gymnastics, Science of Gymnastics Journal, Vol. 3: 91-105.		

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media) <b>SHOOTING</b>	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)	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) <b>TAEKWONDO</b>	Title	Number of copies in the library	Availability via other media
	Kukkiwon (2006). Taekwondo Textbook, O-Seong Publishers (English / Korean).	1	
	Fargas, I. (1990). Taekwondo Alta competicion. Barcelona: TOTALPRESS.	1	
2.12. Optional literature (at the time of submission of study programme proposal)	Pieter, W., Heijmans, J. (2000). Scientific Coaching for Olympic Taekwondo. Meyer and Meyer Sport.		
2.11. Required literature (available in the library and via other media) <b>TENNIS</b>	Title	Number of copies in the library	Availability via other media
	Cayer, L. (2004). Singl tennis tactics. USA: ITF.	3	
	Antoun, R. (2007). Women's tennis tactics. USA: Human kinetics.	3	
	Filipčić, A. (2001). Tenis: tehnika in taktika. Ljubljana: Fakulteta za šport, Inštitut za šport.	4	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Cayer, L. (2004). Doubles tennis tactics. USA: ITF.</li> <li>2. Matković, B., Barbaros-Tudor, P., Neljak, B. (2002). Procjena stanja treniranosti vrhunske teniske ekipe. 11. zagrebački sajam sporta i nautike. Zbornik radova. Zagreb, 334-337.</li> </ol>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Continuous comprehensive checks. Follow-up and evaluation of a student's work. Anonymous student survey.		

### SPECIFICS OF WORKING WITH CHILDREN IN A CHOSEN SPORT

1. GENERAL INFORMATION			
1.1. Course teacher	<b>Prof. Vesna Babić, Ph.D.</b>	1.6. Year of the study programme	1st
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN TRACK-AND-FIELD</b>	1.7. Credits (ECTS)	7
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. <u>External associates:</u> Iva Blažević, Ph.D. Lucija Kolić, Mag.Cin. Srećko Opašić, Mag.Cin. Jasmina Katalinić, Mag.Cin. Renata Švigir Potroško, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1. GENERAL INFORMATION			
1.1. Course teacher	<b>Senior Lecturer Čedomir Cvetković, M.Sc.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN WRESTLING</b>	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+30S)
1. GENERAL INFORMATION			
1.1. Course teacher	<b>Prof. Goran Oreb, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN SAILING</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Nikola Prlenda, M.Sc. Damir Barac, M.Sc. Ivan Oreb, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Hrvoje Sertić, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN JUDO</b>	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+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Hrvoje Sertić, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN KARATE</b>	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+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Damir Knjaz, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Nazivi predmeta	<b>SPECIFICS OF WORKING WITH CHILDREN IN BASKETBALL</b>	1.7. Credits (ECTS)	7
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)	60 (30L+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assist. Prof. Valentin Barišić, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN FOOTBALL</b>	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+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Nenad Marelić, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN VOLLEYBALL</b>	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+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Goran Oreb, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN DANCE</b>	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+30S)

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Nada Grčić-Zubčević, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN SWIMMING</b>	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+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Gordana Furjan-Mandić, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN RHYTHMIC GYMNASTICS</b>	1.7. Credits (ECTS)	7
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)	60 (30L+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Igor Glavičić</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN DIVING</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Dajana Zoretić, Mag.Cin. Prof. Nada Grčić-Zubčević, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Dinko Vuleta, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN HANDBALL</b>	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+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Bojan Matković, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN SKIING</b>	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+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Kamenka Živčić Marković, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN ARTISTIC GYMNASTICS</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Assist. Prof. Željko Hraski, Ph.D. Assist. Prof. Tomislav Krističević, Ph.D. <u>External associates:</u> Prof. Ivan Čuk, Ph.D. Ratko Vuković, M.Sc. Bojan Šinkovec, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)

	Igor Krijimski, Mag.Cin. Željko Jambrović, Mag.Cin. Tatjana Stibilj-Batinić, Mag.Cin. Aida Badić, Mag.Cin.		
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Hrvoje Sertić, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN SHOOTING</b>	1.7. Credits (ECTS)	7
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)	60 (30L+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Franjo Prot, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN TAEKWON-DO</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Boris Neljak, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>SPECIFICS OF WORKING WITH CHILDREN IN TENNIS</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Petar Barbaros Tudor, Ph.D. Dugandžić Marijan, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	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%)	
<b>2. COURSE DESCRIPTION</b>			
2.1. Course objectives	This course is aimed at students acquiring the specific knowledge with regard to developmental characteristics of children, sensible phases for motor development and sensible phases for acquiring motor knowledge that the coaches are going to use in order to preserve and enhance one's health status and ensure his/her optimal sports development in all phases of a long-term preparation.		
2.2. Course enrolment requirements and entry competences required for the course	This course is an upgrade to the previously completed courses, both basic (e.g. Biological Kinanthropology and Kinesiology of Sport) and vocational, belonging to the previous three semesters		
2.3. Learning outcomes at the level of the programme to which the course contributes	At the level of a program which educates coaches-specialists, students will acquire the necessary knowledge regarding the characteristics of growth and development of children which will be successfully integrated in physical conditioning procedures and motor learning as well as long-term planning and programming of a sports preparation process.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>During the course, the students will acquire the necessary knowledge regarding the specifics of working with children in a selected sport, particularly in relation to:</p> <ul style="list-style-type: none"> <li>- age categories in a selected sport;</li> <li>- growth and development characteristics of young athletes;</li> <li>- sensible phases in the development of certain functional-motor abilities;</li> <li>- specifics of methodical approaches in development of various aspects of physical conditioning;</li> </ul>		

	<ul style="list-style-type: none"> <li>- specifics of methodical approaches in teaching the motor tasks;</li> <li>- respecting the chronological and biological age in children athletes;</li> <li>- planning and programming of training of children athletes in specific developmental phases;</li> <li>- ethical questions regarding the training of children;</li> <li>- health care of children athletes;</li> <li>- cooperation between coaches and the rest of the expert team in accomplishing the gradient development of children athletes.</li> </ul>				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and seminars</b> <ol style="list-style-type: none"> <li>1. Physical, sensor-motor, cognitive and emotional development of children involved in sport activities (1L+1S)</li> <li>2. Biotic motor knowledge as a cornerstone of work with children in a selected sport (2L+2S)</li> <li>3. Sensitive phases of development of motor and functional abilities of pre-school children (1L+1S)</li> <li>4. Sensitive phases of development of motor and functional abilities of elementary school children (1L+1S)</li> <li>5. Sensitive phases of development of motor and functional abilities of adolescents (1L+1S)</li> <li>6. Applied research regarding the developmental characteristics and sensitive phases in training of children athletes (1L+1S)</li> <li>7. Talented children, identifying talent for sport (2L+2S)</li> <li>8. Assessment procedures in selection of talented athletes within a selected sport (2L+2S)</li> <li>9. Factors related to young athletes (family, school, community, sports club) (1L+1S)</li> <li>10. Specifics of means selection and training load management in training of children athletes (2L+2S)</li> <li>11. Specifics of the methods of exercises and teaching methods in a selected sport (2L+2S)</li> <li>12. Competition systems for youth sport (1L+1S)</li> <li>13. Long-term periodisation in children athletes; age categories (1L+1S)</li> <li>14. Application of the knowledge regarding the sensible phases in devising the training plans and programs of young athletes (1L+1S)</li> <li>15. Long-term training planning and programming in a selected sport. Knowledge transfer regarding the biological determinants and methodical principles of training of children in a selected sport (2L+2S)</li> <li>16. Schools for athletes: long-term education of children in schools (2L+2S)</li> <li>17. Evaluation of training effects in specific phases of a long-term sports preparation process (2L+2S)</li> <li>18. Ethical questions in the training of children athletes (potential sources of abuse) (1L+1S)</li> <li>19. Health care of children athletes (cooperation between a coach, a doctor, a psychologist and a social worker) (2L+2S)</li> <li>20. Analysis of career development of the most successful athletes in a specific sport (2L+2S)</li> </ol>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved during classes, undertaking independent research tasks.				
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	1,5	(other)
	Tests		Oral exam	3,0	(other)
	Written exam	2,5	Project		(other)
2.10. Grading and evaluating student work in	Attending classes 7%.				

class and at the final exam	Seminar essay 25%. Written exam 30%. Oral exam 38%.		
2.11. Required literature (available in the library and via other media) <b>TRACK-AND-FIELD</b>	Title	Number of copies in the library	Availability via other media
	Gozzoli, C., Simohamed, J., El-Hebil, A. M. (2006). IAAF Kid's athletics – a practical guide . IAAF.		<a href="http://www.iaaf.org/mm/Document/imported/37262.pdf">http://www.iaaf.org/mm/Document/imported/37262.pdf</a>
	Gozzoli, C., Simohamed, J., El-Hebil, A. M. (2006). Educational cards. IAAF.		<a href="http://www.iaaf.org/mm/Document/imported/37264.pdf">http://www.iaaf.org/mm/Document/imported/37264.pdf</a>
	IAAF Team Athletics Championships (2007). IAAF.		<a href="http://www.iaaf.org/mm/Document/Development/SY-General/04/28/49/20081209103028_httppostedfile_IAAFTeamChamps13-15_yearolds_7564.pdf">http://www.iaaf.org/mm/Document/Development/SY-General/04/28/49/20081209103028_httppostedfile_IAAFTeamChamps13-15_yearolds_7564.pdf</a>
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Blažević, I., Babić, V., Antekolović, Lj. (2011). Sprintersko trčanje djece mlađe školske dobi. U: Prskalo, I., Novak, D. (ur.) Zbornik radova „Tjelesna i zdravstvena kultura u 21. stoljeću – kompetencije učenika“, Poreč: Hrvatski kineziološki savez, 74-81.</li> <li>2. Šnajder, V., Babić, V. (1998). Primjer planiranja i programiranja rada u atletskoj sportskoj školi. U: Findak, V. (ur.) Zbornik radova 7. ljetne škole pedagoga fizičke kulture Republike Hrvatske, Zagreb: Savez pedagoga fizičke kulture, 136-139.</li> <li>3. Blažević, I., Babić, V., Čoh, M. (2011). Children's 50 metres running dynamics . In: Milanović, D., Sporiš, G. (eds.). Proceedings book 6th International Scientific Conference on Kinesiology „Integrative power of kinesiology“, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 146-150.</li> <li>4. Babić, V., Rakovac, M., Blažević, I., Zagorac, N., Švigir-Potroško, R. (2010). Terenski testovi bazičnih motoričkih sposobnosti i morfoloških obilježja za otkrivanje djece talentirane za sprint. U: Jukić, I., Gregor, C., Šalaj, S., Milanović, L., Trošt-Bobić, T. (ur.) Zbornik radova 8. međunarodne konferencije „Kondicijska priprema sportaša“, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>5. Babić, V., Viskić-Štalc, N. (2002). A talent for sprinting – how can it be discovered and developed. Collegium Antropologicum, 26, Suppl., 205-219.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>WRESTLING</b>	Title	Number of copies in the library	Availability via other media
	1. Marić, J., Baić, M., & Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	40	
	2. Marić, J. (1990). Rvanje slobodnim načinom. Zagreb: Sportska tribina.	15	
	3. Marić, J. (1985). Rvanje klasičnim načinom. Zagreb: Sportska tribina.	15	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Baić, M., Cvetković, Č., Menčik, V., Mazinjanin, P. (2009). Kružni treninzi za razvoj izdržljivosti mladih hrvачa. U: Jukić, I., Milanović, D., Gregor, C., Šimek, S. (ur.) Zbornik radova 7. godišnje međunarodne konferencije „Trening izdržljivosti“, Zagreb, 23 i 24. veljače, 2009., Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske, 284-286.</li> <li>2. Kostanjević, K., Cvetković, Č., Baić, M., PISAČIĆ, T., Slačanac, K. (2007). Specifične hrvачke igre mladih hrvачa. U: Jukić, I., Milanović, D., Šimek, S. (ur.) Zbornik radova 5. godišnje međunarodne konferencije „Kondicijska priprema sportaša 2007.“, Zagreb, 23 i 24. veljače, 2007., Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske, 211-213.</li> <li>3. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Sofija: Medicina i fizkultura. (prijevod na hrvatski s bugarskog).</li> <li>1. Sertić, H., Segedi, I., Baić, M. (2008). Changes of anthropological status of children in wrestling sports following a three-year training – process. U: Milanović, D., Prot, F. (ur.) Proceedings Book of the 5 th International Scientific Conference on Kinesiology – „Kinesiology research trends and applications“, Zagreb, September 10-14, 2008, Zagreb: Faculty of Kinesiology, 976-979.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>SAILING</b>	Title	Number of copies in the library	Availability via other media
	Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebačkog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez.		X
	Neljak, B. i Oreb, G. (1989). Analiza mjernih karakteristika bazičnih motoričkih testova primljenjenih na uzorku učenika prvih i petih razreda osnovnih škola. (Projekt). Zagreb: Fakultet za fizičku kulturu.	5	X

	Oreb, G., Franušić, A., 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	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. Konferencija o sportu Alpe-Jadran, Rovinj, 374-375.</li> <li>Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16 (2):185-192.</li> <li>Oreb, G., Zović, M., Marelić, N. (2008). Evaluation of the results assessing motor abilities of boy and girls aged 11-14 during selection in rowing. Acta Kinesiologica, 2 (1): 47-51).</li> <li>Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.</li> <li>Oreb, G. (2000). „Hodnik“ plutača – jedriličarska igraonica. U: Andrijašević, M. (ur.) Zbornik radova Znanstveno-stručnog savjetovanja „Slobodno vrijeme i igra“, u sklopu 9. zagrebačkog sajma sporta i nautike, Zagreb, 24. – 26. veljače 2002., Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu, 138-141.</li> </ol>		
2.11. Required literature (available in the library and via other media)			
<b>JUDO</b>			
	Title	Number of copies in the library	Availability 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)	<ol style="list-style-type: none"> <li>Sertić, H., Segedi, I., Cvetković, Č., Baić, M. (2008). Influence of a programmed judo training on changes of anthropological features in children attending sport schools. In: Cynarski, W. J. (ed). 2<sup>nd</sup> International Scientific Conference of Experts – Researchers on Martial Arts and Humanists proceedings. Targowiska, Poland, 25. – 26. 04., 31.</li> <li>Milanović, D. (2010). Teorija i metodika treninga, Zagreb: Kineziološki fakultet.</li> </ol>		
2.11. Required literature (available in the library and via other media)			
<b>KARATE</b>			
	Title	Number of copies in the library	Availability 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	
	Kuleš, B. (1997). Trening karatista. Zagreb: SN Liber.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>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.</li> <li>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.) Zbornik radova 18. ljetne škola kineziologa Republike Hrvatske, Poreč, 23. – 27. 06. 2009., Zagreb: Hrvatski kineziološki savez, 516-521.</li> <li>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., Zagreb, Hrvatski kineziološki savez, 379-384.</li> </ol>		

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media) <b>BASKETBALL</b>	Knjaz, D., Matković, B., Matković, Br. (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., 54-56.		
	Dežman, B. (1997). Košarka v osnovnoj šoli. Ljubljana: VŠTK.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Peršič, D., Knjaz, D., Matković, B. (2005). Dijagnostika u procesu selekcije kod najmlađih košarkaša. Edukacija-rekreacija-sport.</li> <li>Knjaz, D., Matković, B. (2002). Vpliv prilagojene košarkarske vadbe na motorični razvoj 6-9 letnih otrok. A child in motion. u: Pišot, R. (ur.) Ljubljana: University of Ljubljana, Faculty of Education, 261-264.</li> <li>Knjaz, D., Matković, B. (1997). Motorička obilježja polaznika škole mini-košarke „Cibona“. Kinesiology – The present and the future. u: Milanović, D. (ur.) Zagreb: Fakultet za fizičku kulturu, 112-114.</li> <li>Matković, B., Matković, Br., Knjaz, D. (1997). Anthropological characteristics of female junior basketball players. 9th European Congress on Sports Medicine, de Freitas, F. (ur.) Porto: 9th European Congress on Sports Medicine, 100-101.</li> <li>Knjaz, D., Matković, B., Matković, Br. (2002). Turniri i natjecanja kao dopunski faktori pripreme najmlađih košarkaša. Dopunski sadržaji sportske pripreme. Milanović, D. (ur.) Zagreb: Kineziološki fakultet, 57-59.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>FOOTBALL</b>	Title	Number of copies in the library	Availability via other media
	Dujmović, P. (2006). Škola suvremenog nogometa. Zagreb: Zagrebački nogometni savez.		
	Elsner, B. (1985). Metodika rada sa fudbalerima: specifične motoričke sposobnosti fudbalera. Beograd: Sportska knjiga.		
	Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening.		
	Bompa, T. O. (2001). Periodizacija: teorija i metodologija treninga. Zagreb: Kineziološki fakultet.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Milanović, D. (2010). Teorija i metodika treninga. Primjenjena kineziologija u sportu. 2. dopunjeno i izmjenjeno izdanje. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>Weineck, E.J. (1999). <i>Optimalni nogometni trening</i>. (materijal za internu upotrebu).</li> <li>Vrgoč, I. (2008). Kondicijski trening u nogometu. <a href="http://www.nogometnitrening.com">www.nogometnitrening.com</a></li> <li>Borić, B., Jerković, S., Barišić, V., Jerković, M. (2000). Uloga igre u nogometnom treningu djece. U Mirna Andrijašević (ur), Zbornik radova znanstveno – stručnog savjetovanja „ Slobodno vrijeme i igra“ – u sklopu - 9. zagrebačkog sajma Sporta i nautike, Zagreb, 24-26. veljače (str. 127-129). Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>VOLLEYBALL</b>	Title	Number of copies in the library	Availability 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)	Marelić, N., Marelić, S., Đurković, T., Rešetar, T. (2008). Nastavne teme iz odbojke za osnovne škole. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
2.11. Required literature (available in the library and via other media) <b>DANCES</b>	Title	Number of copies in the library	Availability via other media
	Vlašić, J., Oreb, G., Zeković, Z. (2004). Examples of the elementary games in work with preschoolers at dance school. In: Pišot, R., Štamberger, V., Zuroc, J., Obid, A. (ur.) Abstracts and Proceedings 3. International Symposium „A child in motion“, Kranjska gora, Slovenija, 30.09. – 02.10. 2004., Koper: Univesity of Primorska, 178.		
	Oreb, G. (1984). Relacije između primarnih motoričkih sposobnosti i efikasnosti izvođenja plesnih struktura kod selekcioniranog uzorka ispitanika. (Magistarski rad). Zagreb: Fakultet za fizičku kulturu.		
	Oreb, G. (1992). Relativna efikasnost utjecaja plesa na motoričke sposobnosti studentica. (Doktorska disertacija). Zagreb: Fakultet za fizičku kulturu.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Gjud, A., Kroflič, B., Vovk-Pezdir, A. (1984). Plesna vzgoja predškolskih otrok – Malčki. Ljubljana: Založba univerzum.</li> <li>Gjud, A., Kroflič, B., Vovk-Pezdir, A. (1984). Plesna vzgoja predškolskih otrok – 3. Ljubljana: Založba univerzum.</li> <li>Gjud, A., Kroflič, B., Vovk-Pezdir, A. (1984). Plesna vzgoja predškolskih otrok – 4. Ljubljana: Založba univerzum.</li> <li>Maletić, A. (1983). Pokret i ples. Kulturnoprosvjjetni sabor Hrvatske, Zagreb.</li> </ol>		

	Title	Number of copies in the library	Availability via other media
1.11. Required literature (available in the library and via other media) <b>SWIMMING</b>	Grčić-Zubčević, N. (1997). Efikasnost različitih programa te mogući čimbenici uspješnosti učenja plivanja. (Disertacija), Zagreb: Fakultet za fizičku kulturu.	1	
	Grčić-Zubčević, N., Marinović, V. (2009). Igre u vodi za djecu predškolske dobi. Sveučilišni priručnik. Zagreb: autorsko izdanje.	10	
	Karković, R. (1998). Roditelj i dijete u sportu. Zagreb: Oktar.	1	
2.1. Optional literature (at the time of submission of study programme proposal)	1. Šajber, D. (2006). Plavanje od rojstva do škole. Radovljica: Didakta. 2. Duran, M. (2003). Dijete i igra. Jastrebarsko: Slap. 3. Starc, B., Čudina Obradović, M., Pleša, A., Profaca, B., Letica, M. (2004). Osobine i psihološki uvjeti razvoja djeteta predškolske dobi. Zagreb: Tehnička knjiga. 4. Volčanšek, B. (2002). Bit plivanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 5. Bosnar, K., Balent, B. (2009). Uvod u psihologiju sporta. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu.		
1.11. Required literature (available in the library and via other media) <b>RHYTHMIC GYMNASTICS</b>	Title	Number of copies in the library	Availability via other media
	Jastrjemskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics.		
	Wolf-Cvitak, J. (2004). Ritmička gimnastika. Kugler.		
	Lomšek-Macura, U., Vajngerl, B. (1999). Prvi koraci v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport.		
1.12. 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. 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. (2006). Periodizacija. Teorija i metodologija treninga. Zagreb: Gopal. 5. Bompa, T. O. (2005). Cjelokupan trening za mlade pobjednike. Zagreb: Gopal.		
2.11. Required literature (available in the library and via other media) <b>DIVING</b>	Title	Number of copies in the library	Availability via other media
	Miljković, D. (2009). Pedagogija za sportske trenere. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu.	10	
	Ricardson, D. et al. (2006). Children And Scuba Diving. A Resource Guide for Instructors and Parents, International PADI.	u nabavi	
	Grčić-Zubčević, N., Marinović, V. (2009). Igre u vodi za djecu predškolske dobi. Zagreb: autorsko izdanje.	10	
2.12. Optional literature (at the time of submission of study programme proposal)	Karković, R. (1998). Roditelj i dijete u sportu. Zagreb: Oktar. 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.		
2.11. Required literature (available in the library and via other media) <b>HANDBALL</b>	Title	Number of copies in the library	Availability via other media
	Vuleta, D., Milanović, D. i sur. (2004). Znanstvena istraživanja u rukometu. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.		
	Vuleta, D., Milanović, D. i sur. (2009). Science in handball. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Milanović, D., Vuleta, D., Jukić, I., Gruić, I., Šimek, S. (2006). Planiranje i programiranje treninga rukometaša od početnika do svjetskih prvaka. U: Zbornik radova XXX. seminara za rukometne trenere. 2. Milanović, D., Vuleta, D., Matijević, M., Zovko, Z. Gruić, I. (2009). Operativni program rada u natjecateljskom periodu, Zbornik radova Seminara za rukometne trenere XXXIII (audio/video zapis). 3. Milanović, D., Vuleta, D., Šimek, S. (2010). Planiranje i programiranje procesa poučavanja i vrednovanja tehničko taktičkih znanja u rukometu. Zbornik radova XXXIV. seminara rukometnih trenera, Pula, 07. 01. 2010. – 10. 01. 2010. (elektronsko izdanje). 4. 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. 5. Ohnjec, K., Vuleta, D., Gruić, I. (2008). Rukomet na pijesku kao sadržaj programa kineziološke rekreacije za djecu srednje i starije školske dobi. U: Andrijašević, M. (ur.) Zbornik radova Međunarodno znanstveno-stručne konferencije „Kineziološka rekreacija i kvaliteta života“, Zagreb, 23. i 24. veljače 2008., Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 87-95.		
2.11. Required literature (available in the library and via other media) <b>SKIING</b>	Title	Number of copies in the library	Availability via other media
	Matković, B., Ferenčak, S., Žvan, M. (2004). Skijajmo zajedno. Zagreb: Europapress holding i FERBOS inženjering.		
	Cigrovski, V., Matković, B., Barbaros-Tudor, P. (2007). Skijanje kao sport u funkciji razvoja i unapređivanja života mladih zajednice Alpe-Adria. U: Zbornik radova VII. konferencije o sportu Alpe-Jadran, Opatija, 31. 05. – 03. 06. 2007., 165-170.		
	Cigrovski, V., Matković, B., Matković, Br. (2008). Skijaško trčanje kao rekreacijska aktivnost mladih na zimovanju. Hrvatski sportskomedicinski vjesnik, 23 (2): 88-92.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Pišot, R., Vidamšek, M. (2004). Smučanje je igra. Ljubljana: Združenje učiteljev in trenerjev smučanja Slovenije. 2. Pogačnik, U., Vidamšek, M. (1998). Igranje na smuču. Ljubljana: Fakulteta za šport, Inštitut za šport.		
1.11. Required literature (available in the library and via other media) <b>ARTISTIC GYMNASTICS</b>	Title	Number of copies in the library	Availability via other media
	Živčić Marković, K., Breslauer, N. (2011). Opis nastavnih tema i kriteriji ocjenjivanja – tjelesna i zdravstvena kultura u razrednoj nastavi. Živčić Marković K. (ur.) Zagreb: LIP PRINT, Međimursko veleučilište u Čakovcu.	10	Dorsum d.o.o. Školska knjiga
	Živčić, K., Trajkovski-Višić, B., Sentderdi, M. (2008). Changes in some of the motor abilities of preschool children (age four). Facta Universitatis. Series: physical education and sport Series: Physical Education and Sport. 6 (1): 41-50.	1	Internet
	Trajkovski Višić, B., Mišigoj Duraković, M., Živčić, K., Plavec, D. (2008). Effects of sports-activity programs in reducing subcutaneous fat in four-year-olds. In: Milanović, D., Prot, F. (ur.) 5th International Scientific Conference on Kinesiology „Kinesiology research trends and applications“, Zagreb, 570-573 .	1	Internet
1.12. Optional literature (at the time of submission of study programme proposal)	Živčić, K., Breslauer N., Stibilj-Batinić, T. (2008). Dijagnosticanje i znanstveno verificiranje metodičkog postupka učenja u sportskoj gimnastici. Odgojne znanosti. 10, 1 (15): 159-180.		
2.11. Required literature (available in the library and via other media) <b>SHOOTING</b>	Title	Number of copies in the library	Availability via other media
	Hartnik, A. E. (1997). Pištolji i revolveri enciklopedija. Zagreb: Veble Commerce	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. 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 sportski 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)	Title	Number of copies in the library	Availability via other media
<b>TAEKWONDO</b>	Kukkiwon (2006) Taekwondo Textbook, O-Seong Publishers (English / Korean).	1	
	Prot, F., Pak, Y. C., Prot, S. (2011). The role of gender stereotypes in sport interests for taekwondo and other sports of urban elementary school pupils. Proceedings of the 3rd International Symposium for Taekwondo Studies „The Realisation of Olympism through Taekwondo education“, April 29-30 2011, Gyeongju. Korea: 129-139.	PDF	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Blečić, B. (2008). Igre kao dopunski sadržaji taekwondo treninga djece. Zagreb: Kineziološki fakultet. (Diplomski rad, VII stupanj).</li> <li>2. Bregeš, H. (2009). Taekwondo u aktivnostima štićenika SOS dječjeg sela Lekenik. Zagreb: Kineziološki fakultet. (Diplomski rad, VI stupanj).</li> <li>3. Crkvenac, R. (2009). Primjena taekwondo u radu s djecom s posebnom potrebama. Zagreb: Kineziološki fakultet, 2009. (Diplomski rad, VI stupanj).</li> <li>4. Vračar, M. (2007). Taekwondo sekcije školskih športskih društava grada Zagreba od 2001. do 2006. godine. / (Diplomski rad, VI stupanj).</li> </ol>		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
<b>TENNIS</b>	1. 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, 165-168.	10	
	2. Dugandžić, M., Neljak, B., Barbaros Tudor, P., Pavlović, G. (2010). Plan i program škole tenisa za učenike od 7 do 10 godina. Hrvatski teniski savez i Zbor teniskih trenera Hrvatske (program tenisa kao izvanškolske aktivnosti, verificirano od strane MZOS-a).	10	
	3. Crespo, M., Granito, G. i Miley, D. (2002). Razvoj mladih tenisača. London: ITF Ltd.	5	
2.12. Optional literature (at the time of submission of study programme proposal)	Hoskins, T. (2003). The tennis drill book. Human kinetics, USA.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Continuous comprehensive checks.</p> <p>Follow-up and evaluation of a student's work.</p> <p>Anonymous student survey.</p>		

## SPECIALTY SUBJECTS 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	1 <sup>st</sup>
1.2. Name of the course	<b>TEACHING METHODS AND PROGRAMMING OF STRENGTH TRAINING</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Luka Milanović, Ph.D. Assoc. Prof. Asim Bradić, Ph.D. Sasa Vuk, Ph.D. Daniel Bok, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60(30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	30
1.5. Status of the course	Vocational	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 teach the students advanced methodical procedures aimed at the development of strength.		
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 able to design specific procedures aimed at the development and maintenance of strength in athletes varying in age, sex and rank.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> <li>• select the appropriate means for the development and maintenance of strength;</li> <li>• select the appropriate methods for the development and maintenance of strength;</li> <li>• select the appropriate training loads for the development and maintenance of strength;</li> <li>• design the procedures intended for the development and maintenance of strength in various cycles of a sports preparation process.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> <ol style="list-style-type: none"> <li>1. The structure of strength qualities (various approaches) (3L)</li> <li>2. Physiological and biomechanical basics of strength training (2L+2E)</li> <li>3. Designing the procedures for the development and maintenance of maximal strength (3L+3E)</li> <li>4. Designing the procedures for the development and maintenance of explosive strength (3L+3E)</li> <li>5. Designing the procedures for the development and maintenance of strength endurance (3L+3E)</li> <li>6. Designing the procedures for the development and maintenance of static strength (3L+3E)</li> <li>7. Designing the procedures for the development and maintenance of elastic strength (3L+3E)</li> <li>8. Designing the procedures for the development and muscle hypertrophy (3L+3E)</li> <li>9. Periodisation of strength training (3L+3E)</li> <li>10. Specificities of teaching methods in strength training of individuals varying in age, event and rank (2P+2V)</li> <li>11. Supplemental factors in strength training (2L+2E)</li> <li>12. Practical implementation of strength training (3E)</li> </ol>		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved during classes, writing seminar essays.					
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	1,0	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	3,0	(other)	
	Tests		Oral exam	2,0	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attending classes 17%. Seminar essay 50%. Oral 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. 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	DA	
	2. Milanović, D., Jukić, I. (ur.) (2008). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez.			30	DA	
	3. Jukić, I., Marković, G. (2005). Kondicijske vježbe s utezima. Zagreb: Kineziološki fakultet			20	NE	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Boyle, M. (2010). Advances in Functional Training: Training Techniques for Coaches, Personal Trainers and Athletes. USA: On Target Publications. 2. Cook, G. (2010). Movement: Functional Movement Systems: Screening, Assessment, Corrective Strategies. USA: E. Grayson Cook. 3. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening. Stručni časopis za teoriju i metodiku kondicijske pripreme. 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	Prof. Igor Jukić, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>TEACHING METHODS AND PROGRAMMING OF ENDURANCE TRAINING</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Luka Milanović, Ph.D. Assist. Prof. Asim Bradić, Ph.D. Daniel Bok, Mag.Cin. Vlatko Vučetić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60(30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	30
1.5. Status of the course	Vocational	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 teach students advanced methodical procedures aimed at the development of endurance.		
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 able to design specific procedures aimed at the development and maintenance of endurance in athletes varying in age, sex and rank.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> <li>• select the appropriate means for the development and maintenance of endurance;</li> <li>• select the appropriate methods for the development and maintenance of endurance;</li> <li>• select the appropriate training loads for the development and maintenance of endurance;</li> <li>• design the procedures intended for the development and maintenance of endurance in various cycles of a sports preparation process.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> <ol style="list-style-type: none"> <li>1. The structure of endurance (various approaches) (3L)</li> <li>2. Physiological and biomechanical basics of endurance training (2L+2E)</li> <li>3. Designing the procedures for the development and maintenance of basic aerobic endurance (3L+3E)</li> <li>4. Designing the procedures for the development and maintenance of specific aerobic endurance (3L+3E)</li> <li>5. Designing the procedures for the development and maintenance of basic anaerobic endurance (3L+3E)</li> <li>6. Designing the procedures for the development and maintenance of specific anaerobic endurance (3L+3E)</li> <li>7. Designing the procedures for the development and maintenance of endurance in cyclic events (3L+3E)</li> <li>8. Designing the procedures for the development and maintenance of endurance in acyclic events (3L+3E)</li> <li>9. Periodisation of endurance training (3L+3E)</li> <li>10. Specificities of teaching methods in endurance training of individuals varying in age, event and rank (2P+2V)</li> <li>11. Supplemental factors in endurance training (2L+2E)</li> <li>12. Practical implementation of endurance training (3E)</li> </ol>		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved during classes, writing seminar essays.					
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	1,0	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	3,0	(other)	
	Tests		Oral exam	2,0	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 17%. Seminar essay 50%. Oral exam 33%.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	
	1. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez.				20	
	2. Milanović, D., Jukić, I. (ur.) (2009). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez.				30	
2.12. Optional literature (at the time of submission of study programme proposal)	2. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening. Stručni časopis za teoriju i metodiku kondicijske pripreme. Zagreb: Kineziološki fakultet. 3. Noakes, T. (2002). Lore of Running. Oxford University Press.					
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 <sup>st</sup>
1.2. Name of the course	<b>TEACHING METHODS AND PROGRAMMING OF SPEED AND AGILITY TRAINING</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Luka Milanović, Ph.D. Assist. Prof. Asim Bradić, Ph.D. Sasa Vuk, Ph.D. Daniel Bok, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60(30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	30
1.5. Status of the course	Vocational	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 teach students advanced methodical procedures aimed at the development of speed and agility.		
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 able to design specific procedures aimed at the development and maintenance of speed and agility in athletes varying in age, sex and rank.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> <li>• select the appropriate means for the development and maintenance of speed and agility;</li> <li>• select the appropriate methods for the development and maintenance of speed and agility;</li> <li>• select the appropriate training loads for the development and maintenance of speed and agility;</li> <li>• design the procedures intended for the development and maintenance of speed and agility in various cycles of a sports preparation process.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> <ol style="list-style-type: none"> <li>1. The structure of speed and agility (various approaches) (3L)</li> <li>2. Physiological and biomechanical basics of speed and agility training (2L+2E)</li> <li>3. Designing the procedures for the development and maintenance of frequency of movements (3L+3E)</li> <li>4. Designing the procedures for the development and maintenance of reaction time (3L+3E)</li> <li>5. Designing the procedures for the development and maintenance of the single movement velocity (3L+3E)</li> <li>6. Designing the procedures for the development and maintenance of maximal running speed (3L+3E)</li> <li>7. Designing the procedures for the development and maintenance of frontal agility (3L+3E)</li> <li>8. Designing the procedures for the development and maintenance of lateral agility (3L+3E)</li> <li>9. Periodisation of speed and agility training (3L+3E)</li> <li>10. Specificities of teaching methods in speed and agility training of individuals varying in age, event and rank (2P+2V)</li> <li>11. Supplemental factors in speed and agility training (2L+2E)</li> <li>12. Practical implementation of speed and agility training (3E)</li> </ol>		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved during classes, writing seminar essays.				
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	1,0	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	3,0	(other)
	Tests		Oral exam	2,0	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 17%. Seminar essay 50%. Oral exam 33%.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	
	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	
2. Milanović, D., Jukić, I. (ur.) (2010). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez.			30		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Boyle, M. (2010). Advances in Functional Training: Training Techniques for Coaches, Personal Trainers and Athletes. USA: On Target Publications. 2. Brown, L., Ferrigno, V. (2005). Training for speed, agility and quickness. Human Kinetics. 3. Cook, G. (2010). Movement: Functional Movement Systems: Screening, Assessment, Corrective Strategies. USA: E. Grayson Cook. 4. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening. Stručni časopis za teoriju i metodiku kondicijske pripreme. Zagreb: Kineziološki fakultet. 5. Pearson, A. (2005). SAQ Football. London, UK: A&C Black Publishers. 6. Radcliffe, J., Farentinos, R. (1999). High-powered plyometrics. Human Kinetics.				
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 <sup>st</sup>
1.2. Name of the course	<b>TEACHING METHODS AND PROGRAMMING OF COORDINATION TRAINING</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Luka Milanović, Ph.D. Assist. Prof. Asim Bradić, Ph.D. Sasa Vuk, Ph.D. Daniel Bok, Mag.Cin. Sanja Šalaj, Ph.D. Cvita Gregov, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60(30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	30
1.5. Status of the course	Vocational	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 teach students advanced methodical procedures aimed at the development of coordination.		
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 able to design specific procedures aimed at the development and maintenance of coordination in athletes varying in age, sex and rank.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• select the appropriate means for the development and maintenance of coordination;</li> <li>• select the appropriate methods for the development and maintenance of coordination;</li> <li>• select the appropriate training loads for the development and maintenance of coordination;</li> <li>• design the procedures intended for the development and maintenance of coordination in various cycles of a sports preparation process.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and exercises</b></p> <ol style="list-style-type: none"> <li>1. The structure of coordination (various approaches) (3L)</li> <li>2. Physiological and biomechanical basics of coordination training (2L+2E)</li> <li>3. Designing the procedures for the development and maintenance of speed coordination (3L+3E)</li> <li>4. Designing the procedures for the development and maintenance of rhythmic coordination (3L+3E)</li> <li>5. Designing the procedures for the development and maintenance of timing ability (3L+3E)</li> <li>6. Designing the procedures for the development and maintenance of reorganization of movement stereotypes ability (3L+3E)</li> <li>7. Designing the procedures for the development and maintenance of learning new motor knowledge ability (3L+3E)</li> <li>8. Designing the procedures for the development and maintenance of balance ability (3L+3E)</li> <li>9. Periodisation of coordination training (3L+3E)</li> <li>10. Specificities of teaching methods in coordination training of individuals varying in age, event and rank (2P+2V)</li> <li>11. Supplemental factors in coordination training (2L+2E)</li> <li>12. Practical implementation of coordination training (3E)</li> </ol>		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved during classes, writing seminar essays.					
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	1,0	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	3,0	(other)	
	Tests		Oral exam	2,0	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 17%. Seminar essay 50%. Oral 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. 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. Milanović, D., Jukić, I. (ur.) (2011). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez.			30	YES	
2.12. Optional literature (at the time of submission of study programme proposal)	2. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening. Stručni časopis za teoriju i metodiku kondicijske pripreme. Zagreb: Kineziološki fakultet. 3. Schmidt, R. A., Wrisberg, C. A. (2009). Motor learning and performance. Human Kinetics.					
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 <sup>st</sup>
1.2. Name of the course	<b>APPLICATIVE RESEARCH IN PHYSICAL CONDITIONING OF ATHLETES</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Assist. Prof. Asim Bradić, Ph.D. Research Assist. Luka Milanović, Ph.D. Research Assist. Sasa Vuk, Ph.D. Research Assist. Daniel Bok, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	30
1.5. Status of the course	Vocational	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 knowledge regarding the search and usage of applied research data in physical conditioning of 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	Students will be able to independently search the scientific data bases and use the applied research findings in physical conditioning of athletes.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> <li>• search the appropriate data bases regarding the applied research;</li> <li>• search the data bases using the specific keys;</li> <li>• select the scientific information which can be highly utilized in practical work;</li> <li>• enrich the physical conditioning programs with the findings of scientific research.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> <ol style="list-style-type: none"> <li>1. The structure of research in the area of physical conditioning (2L+2E)</li> <li>2. Analysis of components of physical preparedness (2L+2E)</li> <li>3. Analysis of differences in the parameters of physical preparedness between various groups of athletes (2L+2E)</li> <li>4. Structural, biomechanical, anatomical and energetic analysis of means in physical conditioning (2L+2E)</li> <li>5. Relations between conditioning traits and success in sport (2L+2E)</li> <li>6. Effects of the exercise methods regarding conditioning characteristics (2L+2E)</li> <li>7. Effects of learning methods regarding conditioning characteristics (2L+2E)</li> <li>8. Effects of strength training (2L+2E)</li> <li>9. Effects of speed, agility and explosiveness training (2L+2E)</li> <li>10. Effects of integrated conditioning programs (3L+2E)</li> </ol>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:

2.8. Student responsibilities	Attending classes on a regular basis, being actively involved during classes, writing seminar essays.					
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	0.72	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	3,0	(other)	
	Tests		Oral exam	2,28	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 12%. Seminar essay 50%. Oral exam 38%.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability 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. Zagreb: Kineziološki fakultet.			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)	<ol style="list-style-type: none"> <li>Vuleta, D., Milanović, D. i sur. (2004). Rukomet znanstvena istraživanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>Milanović, D., Heimer, S. (1997). Dijagnostika treniranosti sportaša. Zbornik radova međunarodnog savjetovanja, Zagreb, 26. 02. – 01. 03. 1997., Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.</li> <li>Jukić, I. (2011). Kinesiology in Physical Conditioning. u: Milanović, D., Sporiš, G. (ur.) Zbornik radova 6. međunarodne znanstvene konferencije o kineziologiji, Opatija, 2011., „Integrative Power of Kinesiology“, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 412-470.</li> <li>Milanović, D. (2011). Kinesiology in Top-level Sport. u: Milanović, D., Sporiš, G. (ur.) Zbornik radova 6. međunarodne znanstvene konferencije o kineziologiji, Opatija, 2011., „Integrative Power of Kinesiology“, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 488-578.</li> </ol>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

## SPECIALTY SUBJECTS of the elective module FITNESS TRAINING

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mato Bartoluci, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MANAGEMENT AND ENTREPRENEURSHIP IN FITNESS TRAINING INDUSTRY</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Sanela Škorić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study	1.9. Expected enrolment in the course	10
1.5. Status of the course	Specialist	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-
2. COURSE DESCRIPTION			
2.2. Course objectives	The students will be familiarized with fundamentals of entrepreneurship and management as well as with the possibilities of their application to fitness industry.		
2.3. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.4. Learning outcomes at the level of the programme to which the course contributes	To apply knowledge and understanding of concepts, principles and theories from the field of entrepreneurship to fitness industry. To identify and analyze possibilities to apply management principles to fitness industry.		
2.5. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will: <ul style="list-style-type: none"> <li>- Adopt and understand entrepreneurship terminology;</li> <li>- Comprehend activities of entrepreneurship project management;</li> <li>- Develop and analyze bussines projects;</li> <li>- Comprehend and apply management activities to fitness centres.</li> </ul>		
2.6. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and seminars</b> <ol style="list-style-type: none"> <li>1. Fitness industry as a business activity. Forms of organizing fitness centres. Basic resources in fitness industry (premises, equipment, human resources). (2L+2S)</li> <li>2. Stockholders in fitness industry: fitness centres, fitness associations, fitness equipment producers, etc. Forms of ownership in fitness industry.. (2L+2S)</li> <li>3. The concept of entrepreneurship. The origin of entrepreneurship. Contemporary entrepreneurship. (2L)</li> <li>4. Fundamental entrepreneurial factors: material, financial, human. (2L+2S)</li> <li>5. Management of entrepreneurial processes. The concept of asset. Types of assets. Asset management. (2L+2S)</li> <li>6. The concept and and types of income. The concept and types of expenditure. Regularities of expenditure behaviour. Income (revenue) and cost (expenditure) management. Entrepreneurial outcome management.. (2L+2S)</li> <li>7. Indicators of business operation outcomes: productivity, cost-effectiveness,, profitability, solvency, and others, (2L+2S)</li> <li>8. Fitness entrepreneurial project management. The concept of bussines plan. The bussines plan as a methodological form for the entrepreneurial project initiationin fitness industry. (2L+2S)</li> <li>9. The concept of investment. Investment project management in fitness industry. Feasibility study. Indicators of economical effectiveness of investments in fitness industry. (2L+2S)</li> <li>10. The concept of risk. Types of risks. Risk to uncertainty ratio. Investment risk management in fitness industry. (2L+2S)</li> <li>11. The concept of public-private partnership. The concept of public-private partnership in fitness industry. Advantages and disadvantages of public-private</li> </ol>		

	partnership. Entitlement and liability of all sides involved. (2L+2S) 12. Relationship of management and entrepreneurship. Functions of management and entrepreneurship in fitness industry. (2L+2S) 13. Fitness centre business operation management. Management models. (2L+2S) 14. The concept of a manager. Managers in fitness centres. Knowledge, skills and competences of managers in fitness centres. (2L+2S) 15. Strategic management in fitness centres. Mission definition. Company policies regarding clients. Staff employment. CRM ( <i>Customer Relationship Management</i> ). (2L+2S) 16. Familiarization of the students with seminar essay (papers) preparation principles and distribution of assignments. (2S)				
2.7. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.8. Comments:		
2.9. Student responsibilities	Regular class attendance and active participation in class work. Seminar paper preparation and performance of other course tasks.				
2.10. 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	0,5
	Experimental work		Research	Practical training	
	Essay		Report	(other)	
	Tests	3	Seminar essay	2	(other)
			Oral exam		(other)
2.11. Grading and evaluating student work in class and at the final exam	Active participation in class work (class attendance, task performance, field work attendance) – 17%. Test – 50%. Seminar essays – 33%				
2.12. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Škrtić, M. (2008). Osnove poduzetništva i menadžmenta. Karlovac: Veleučilište u Karlovcu.				
2. Bartoluci, M., Škorić, S. (2009). Menadžment u sportu. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu, Kineziološki fakultet.					
2.12. Optional literature (at the time of submission of study programme proposal)	Beech, J., Chadwick, S. (ur.) (2010). Sportski menadžment. (prijevod) Zagreb: MATE d.o.o. Kamberović, R., Fada, G., Meyer, M. (2007). Selbständig in der Fitnesswirtschaft. Hamburg: SSV-Verlag				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Sanela Škorić, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>MARKETING MANAGEMENT IN FITNESS TRAINING INDUSTRY</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Prof.dr.sc. Mato Bartoluci, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study	1.9. Expected enrolment in the course	10
1.5. Status of the course	Specialist	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	<b>The students will be acquainted with the fundamentals of sports marketing as well as with possibilities of its application in fitness centres.</b>		
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 and comprehension of the concepts, principles, and theories from the field of marketing management to fitness industry. To identify and analyze options for the application of marketing principles to fitness industry.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: <ul style="list-style-type: none"> <li>- Comprehend marketing terminology;</li> <li>- Comprehend significance of marketing activity management;</li> <li>- Apply the basic marketing tools in the field of fitness industry;</li> <li>- Develop and analyze marketing plans..</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and seminars</b> <ol style="list-style-type: none"> <li>1. Fundamentals of marketing. Introduction to marketing. The definition of marketing. Fundamental meanings and perceptions of marketing. The basic conceptions of marketing. Marketing of services. Marketing nowadays. (2L)</li> <li>2. Introduction to sports marketing. The concept and importance of marketing in sport.. Marketing in sport or sports marketing. Characteristics and size of sports market. The concept and elements of marketing mix in sport. (2L)</li> <li>3. Elements of marketing mix: product. The concept of product in sport and fitness industry. Forms of sports products. Characteristics of sports products. The concept of brand. (2L+2S)</li> <li>4. Elements of marketing mix: promotion. The concept of promotion. Communication process. Elements of promotion cluster. Importance of certain forms of promotion for fitness centres. (2L+2S)</li> <li>5. Elements of marketing mix: distribution. The basic concepts of distribution. Distribution channels. Physical distribution. Characteristics of distribution in sport and fitness centres. (2L)</li> <li>6. Elements of marketing mix: price. The calculation of price. Determinants of price calculations: external factors, demand, economy, competition. Strategies of price determination. (2L+2S)</li> <li>7. Market and context analysis. The concept of market analysis. The concept of market. The concept of competition. The external and internal context. SWOT analysis. (2L)</li> <li>8. Market and context analysis on fitness industry market. Characteristics of fitness industry services market. Trends on the fitness market and response of fitness industry. Initiatives for changes on fitness industry market. (2L+2S)</li> <li>9. Sport market research. The concept of research. The definition of research issue. The selection of research type. Designing research on market needs for fitness industry services. (2L)</li> </ol>		

	<p>10. Market of fitness industry services demand. The concept of user/consumer. The concept of participants as consumers. Decision making on consumption. Characteristics of fitness industry services consumers. Fitness industry market in Europe. Fitness industry market in Croatia. (2L+2S)</p> <p>11. The definition of marketing strategies. The process of defining sports marketing strategies: planning, implementation, and effects control. Marketing strategies: market penetration, market development, supply development, diversification. Possibilities to apply certain strategies in fitness centres. (2L)</p> <p>12. The process of market segmentation. The concept and process of segmentation. Segmentation of sports market. Segmentation of fitness industry market. Market niche in fitness industry. (2L+2S)</p> <p>13. Marketing planning and marketing plans. Planning. Marketing planning. Planning stages. Marketing plans. Types of marketing plans. Contents of marketing plans. Examples of marketing plans (workshop). (2L+2S)</p> <p>14. Sponsorships. The concept of sponsorship. Characteristics of sponsorship programmes. Goals of sponsorship. Possibilities to apply sponsorship to fitness centres. (2L)</p> <p>15. Certain specificities of marketing management in fitness centres. The concept of marketing management. Specificities of marketing in fitness centres. (2L)</p> <p>16. Familiarization of the students with seminar essay (papers) preparation principles and distribution of assignments. (1S)</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance and active participation in class work. Seminar paper preparation and performance of other course tasks.				
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	0,72	Written exam		Project
	Experimental work		Research		Practical training
	Essay		Report		(other)
	Tests	4	Seminar essay	1,28	(other)
			Oral exam	(4)	(other)
2.10. Grading and evaluating student work in class and at the final exam	<p>Active participation in class work – 1w%.</p> <p>Test – 67%.</p> <p>Seminar essays – 21%.</p> <p>If a student fails to finish the course by taking the tests, he/she will take either the written or oral exam, the grade of which will contribute 70% to the final grade.</p>				
2.11. Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Bartoluci, M., Škorić, S. (2009). Menadžment u sportu. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu, Kineziološki fakultet.				
	Mullin, B., Hardy, S., Sutton, W. (2007). Sport Marketing. Champaign: Human Kinetics.				
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Shank, M.D. (2002). Sports Marketing: A Strategic Perspective. New Jersey: Prentice Hall .</p> <p>Kamberović, R., Fada, G., Meyer, M. (2007). Selbständig in der Fitnesswirtschaft. Hamburg: SSV-Verlag .</p>				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Renata Barić, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>PSYCHOLOGY OF MOTIVATION AND LEADERSHIP</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Zrinka Greblo, Ph.D. Martina Trboglav, Mag.A.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (32L+9E+4S)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study	1.9. Expected enrolment in the course	10
1.5. Status of the course	Specialist	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2 <sup>nd</sup>
2. COURSE DESCRIPTION			
2.1. Course objectives	The students will be familiarized with contemporary theories and constructs from the field of motivation and management in sport. They will get acquainted with with the positive and negative effects of physical exercise on psychological features and quality of life as well as with various models of behaviour changes interventions. They will acquire knowledge on how to recognize, analyze and distinguish needs of athletes and participants in physical exercise as well as issues and challenges of psychological nature kinesiologists can encounter in their profession. The students will also adopt effective motivation strategies they can apply to their users and employees. The course participants will be acquainted with the fundamentals of selection process and with the basic preconditions for successful management.		
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: - comprehend the influence of motivational variables on participation and persistence in sporting activities; - learn what is the influence of different factors and characteristics of sports environment on athletes' motivation; - learn to implement effectively adopted knowledge from the field of motivation to motivate both users and employees; - get basic knowledge from the field of management and develop certain management skills.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will: - be in command of basic knowledge on motivation, motivational concepts and their effects on in sports and recreational environment; - be familiarized with basic theoretical models of motivation in sport; - acquire knowledge and skills necessary to investigate and recognize needs and motives for exercise in athletes and physical recreation participants; - know to differ between possible dispositional and situational influences on motivation of athletes and physical recreation participants as well as be in command of basic motivational strategies in accordance with needs of participants; - comprehend the positive and negative aspects of coach's leading and behaviour and with the influence of these behavioural patterns on motivation; - adopt strategies and procedures indispensable for desirable motivational climate development; - comprehend basic selection principles of personnel and develop practical knowledge and skills helping in selection of quality team; - comprehend the concept of situational leading/coaching and basic principles of successful manager's communication; - able to recognize basic types of managers and adopt certain practical principles of how to manage successful working team.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures, seminars and exercises</b> <ol style="list-style-type: none"> <li>Physical activity, sport, physical exercise – socio-psychological phenomenon (2L)</li> <li>Motivational concepts in sport and physical exercise (4L)</li> <li>Motivational structure of the one who is engaged in physical exercise (2L)</li> <li>Why people do not exercise? (2L)</li> <li>Behaviour changes theories. (2L)</li> </ol>		

	6. Psychological benefits of physical exercise (psychological and health-related aspects) (4L) 7. Physical exercise and quality of life (2L) 8. Negative aspects of physical exercise (exercise addiction, burn-out, nutrition disorders) (2L) 9. How to motivate? (goal setting, feed-back, individual monitoring of progress) (4E) 10. Crucial tasks of contemporary management – psychological perspective: from an idea (vision) through strategy to the wanted results. (2L) 11. Selection of personnel – finding out, recognition, selection for the futurer team. (2L) 12. Communication – a key to successful leadership (2L+2E) 13. Situational leadership (coaching) – a tool for the development of competent employee (2P) 14. The coach as a role model (2L) 15. Leadership – how to create and lead the winning team (2L+2E) 16. Presentations of semnar essays (4S) 17. Preparation for the exam and repetition (1E)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance and active participation in class work. Seminar paper preparation and performance of other course tasks.				
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 training
	Essay		Report		(other)
	Tests		Seminar essay	1,5	(other)
			Oral exam	2	(other)
2.10. Grading and evaluating student work in class and at the final exam	Active participation in class work – 12%. Seminar essays – 21%. Written exam – 33,5%. Oral exam – 33,5%.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Horga, S. (2009). Psihologija sporta. Zagreb: Kineziološki fakultet.				
2.12. Optional literature (at the time of submission of study programme proposal)	1. Cox, R.H. (2005). Psihologija sporta. Jastrebarsko: Naklada Slap. 2. 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. 3. Greblo, Z., Pedišić, Ž., Jurakić, D. (2008). Relationship between exercise frequency and self-perceived mental health. In: Milanović, D., Prot, F. (Eds.) Kinesiology research trends and applications, Zagreb: Faculty of Kinesiology, 814-817. 4. Jurakić, D., Pedišić, Ž., 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. 5. Tušak, M. (2003). Strategije motiviranja v športu. Ljubljana: Fakulteta za šport. Inštitut za šport.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey				

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Asim Bradić, Ph.D.	1.6. Year of the study programme	1 <sup>st</sup>
1.2. Name of the course	<b>FUNCTIONAL RESISTANCE TRAINING</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Assoc. Prof. Goran Marković, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	15
1.5. Status of the course	Vocational	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	Present the basic neuro-mechanical principles of functional resistance training. Present the advanced classification of exercises and methods used in functional resistance training. Learning and perfecting the exercise technique. Mastering the advanced methodical procedures of teaching and mastering the functional training. Mastering the progression principle in functional resistance training.		
2.2. Course enrolment requirements and entry competences required for the course	Basic knowledge regarding the basic kinesiological transformation, functional anatomy, biomechanics, physiology of sports, and theory of training.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> <li>- The ability of independent critical thinking and solving the practical kinesiological problems;</li> <li>- the ability to teach people of varying age, sex, physical activity level and the level of basic motor abilities;</li> <li>- the ability to plan, program and implement the transformational procedures in the areas of applied kinesiology;</li> <li>- the ability to promote physical activity with relation to health preservation and enhancement in individuals varying in age, sex, and the level of physical activity.</li> </ul>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon the completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>- effectively and safely teaching the healthy individuals varying in age, sex, and physical activity level the functional resistance exercises;</li> <li>- select the optimal means and methods concerning the functional resistance training of healthy individuals with the aim of improving the muscular-skeletal function and prevention of muscular-skeletal injuries;</li> <li>- understand and successfully apply the safety principles and progression principles in functional resistance training;</li> <li>- understand the specificities of means selection and methods in functional resistance training with regard to body posture of healthy individuals.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and exercises</b></p> <ol style="list-style-type: none"> <li>1. Introduction. Definition of the functional training. (2L)</li> <li>2. Types of resistance in functional training and their biomechanical characteristics. (2L+4E)</li> <li>3. Classification of means in resistance training. (2L)</li> <li>4. Principles of progression in functional resistance training. (2L+4E)</li> <li>5. Functional training with barbells. (4L+4E)</li> <li>6. Functional training with dumbbells and gyria. (4L+4E)</li> <li>7. Functional training with one's own body weight. (4L+4E)</li> <li>8. Functional training with elastic resistance. (2L+4E)</li> <li>9. Functional training with pneumatic resistance. (2L+2E)</li> <li>10. Functional training with hybrid resistance. (2L+2E)</li> <li>11. Designing functional resistance training sessions. (4L+2E)</li> </ol>		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved 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	1.0	Research		Practical training	3.0
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	2.0	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 17%. Practical exam – 50%. Theoretical 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
	Zatsiorsky, V.M., Kraemer, W.J. (2010). Znanost i praksa u treningu snage. Beograd: Datastatus.				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: TVZ. 2. Boyle. M. (2010). Advances in Functional Training: Training Techniques for Coaches, Personal Trainers and Athletes. Aptos, CA: On Target Publication.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

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	<b>MODERN GROUP FITNESS TRAINING PROGRAMMES</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Jadranka Vlašić, Mag.Cin., Ph.D., Research Assistant <u>Part-time Associates:</u> Martina Jeričević, Mag.Cin., Ph.D. Vesna Alikalfić, Mag.Cin., M.Sc. Ana -Marija Jagodić-Rukavina, Mag.Cin., M.Sc. Gordana Majerić, Mag.Cin. Vanesa Kosalec, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (35L+25E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	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%)	1
2. COURSE DESCRIPTION			
1.1. Course objectives	Acquisition of modern basic and more complex movement structures of exercises in modern fitness programmes and their practical application in education, recreation, and sport.		
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 of independent planning, programming, and conducting classes of different types of modern group fitness programmes for populations of different ages and level of physical fitness.		
1.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course and passing the exam, the students will be able to: - demonstrate correct technique of different types of modern group fitness programmes; - effectively and confidently teach different types of group fitness programmes to healthy individuals of different ages, gender, and physical activity level; - understand and successfully implement components of group fitness programmes with regard to the goals of transformational process in fitness.		
1.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Theoretical lectures</b> (2 contact hours for each teaching topic)</p> <ol style="list-style-type: none"> <li>1. Kinesiological structure of modern group fitness programmes.</li> <li>2. Specificities and differences between group fitness programmes.</li> <li>3. The role and methods of work of the instructor in modern group fitness programmes.</li> <li>4. Inadvisable movement structures in modern group fitness programmes for different populations.</li> <li>5. Different types of group fitness programmes for 'specific' populations.</li> </ol> <p><b>Theoretical-practical lectures and exercises</b></p> <ol style="list-style-type: none"> <li>1. Methodical procedures in teaching modern group fitness programmes. (5TPL+5E)</li> <li>2. Coreographies for the child population. (1L+1E)</li> <li>3. Coreographies for the adolescent population. (2L+2E)</li> <li>4. Coreographies for the adult population. (2TPL+2E)</li> <li>5. Coreographies for the elderly population. (2TPL+2E)</li> </ol>		

	6. Correct usage technique of different equipment and machines. (3TPL+3E) 7. Inadvisable movement structures for different age groups. (1TPL+1E) 8. Possibilities of application of group fitness programmes in individual training. (3TPL+3E) 9. Possibilities of application of group fitness programmes in sport. (3TPL+3E) 10. Possibilities of application of group fitness programmes in school sports clubs. (3TPL+3E)				
1.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> (other)	1.7. Comments:		
1.8. Student responsibilities	Regular class attendance; active participation in the teaching process; passing the tests and exam.				
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	0.5	Written exam	2	Project
	Experimental work		Research		Practical training
	Essay		Report		(other)
	Tests	2.5	Seminar essay		(other)
			Oral exam		(other)
1.10. Grading and evaluating student work in class and at the final exam	Tests – 40%. Practical training/exam – 30%. Written exam – 30%. Successful passing of the practical part of the exam enables the student to take the theoretical part of the exam.				
1.11. Required literature (available in the library and via other media)	Naslov			Number of copies in the library	Availability via other media
	1. Zbornik radova, 6. zagrebački sajam sporta – „Suvremena aerobika“ (1997). Metikoš, D., Prot, F., Furjan-Mandić, G., Kristić, K. (ur.) Zagreb: Fakultet za fizičku kulturu.			?	No
	2. Alter, M. J. (1990). Science of stretching. Champaign, Illinois: Human Kinetics Books.			?	No
	3. Siler, B. (2003). Pilates tijelo – vodič kroz vježbe za jačanje, izduživanje i oblikovanje tijela kod kuće – bez sprava. Zagreb: Biovega.			?	No
1.12. Optional literature (at the time of submission of study programme proposal)	1. Jagodić Rukavina, A. M. (2005). Metodika individualnog i grupnog rada pilates vježbanja. Zagreb. (Magistarski rad). 2. Furjan-Mandić, G., Kondrić, M. (2005). Nordijsko hodanje - nova aktivnost u fizičkoj pripremi sportaša. u: Sekulić, D. (ur.) Međunarodno znanstveno-stručno savjetovanje Sport-rekreacija-fitness, Split, 15. travnja 2005. Zbornik radova. Split: Fakultet prirodoslovno matematičkih znanosti i odgojnih područja, Zavod za kineziologiju, 165-168.				
1.13. Quality assurance methods that ensure the acquisition of exit competences	Regular record keeping of student active participation in work during lectures, seminars, and exercises, and continuous examinations throughout the year (tests). At the end of the year (semester) an evaluation of the course and the course teachers will be performed. Teacher evaluation will help improve teachers' work. University anonymous student survey.				

Nedostaju suvremeni grupni programi fitnessa koji se nalaze u hrv. Verziji.

### **SPECIALTY COURSES of the elective module PHYSICAL RECREATION**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mirna Andrijašević, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	<b>PROGRAMMING AND EVALUATION OF PHYSICAL RECREATION IN LEISURE TIME</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Danijel Jurakić, Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	30
1.5. Status of the course	Specialist	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 independently design plans and programmes in physical recreation. Based on data on the initial status, interests and capabilities of participants, students will be able to set appropriate programme goals and to perform evaluation after the end of the programme.		
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	Carrying out professional work while respecting the set goals and specificities of different populations. Programming of recreation exercise with the purpose of transformation of anthropological characteristics. Evaluation of physical 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: - understand the importance of correct planning and programming in physical recreation; - understand the importance of evaluation of physical recreation programmes; - apply data on the initial status of participants in creation of physical recreation programmes; - design appropriate plans and programmes of physical recreation according to the set goals, respecting the specificities of different populations; - work in team with experts from interdisciplinary areas.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> 1. The basics and principles of planning, programming, and evaluation in physical recreation. (4L) 2. Programming and evaluation of programmes for improvement of function of cardiorespiratory system. (4L+4E) 3. Programming and evaluation of programmes for development of strength. (4L+4E) 4. Programming and evaluation of programmes for reduction of fat tissue. (4L+4E) 5. Programming and evaluation of programmes for improvement of flexibility. (4L+4E) 6. Specificities of transformational physical recreation programmes for children and youth. (2L+2E) 7. Specificities of transformational physical recreation programmes for older aged persons. (4L+4E) 8. Specificities of new physical recreation transformational programmes. (4L+4E) 9. Specificities of planning and programming for individual and group programmes. (2L+2E)		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
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	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 – 15%. Written exam – 55%. Seminar essay – 15%. Oral exam – 15%.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.				10	
	Andrijašević, M., Jurakić, D. (ur.) (2011). Sportska rekreacija u funkciji unapređenja zdravlja. Zagreb: Kineziološki fakultet				10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Andrijašević, M. (ur.) (2009). Upravljanje slobodnim vremenom sadržajima sporta i rekreacije. Zbornik radova međunarodne znanstveno stručne konferencije, 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. Heyward, V. H. (2006). Advanced Fitness Assessment and Exercise Prescription. United States: Human Kinetics.					
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	1.
1.2. Name of the course	<b>PROGRAMMING AND EVALUATION OF PHYSICAL RECREATION IN TOURISM</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Assist. Prof. Maja Horvatin Fučkar, Ph.D. Vesna Širić, Mag.Ed., M.Sc. (part-time associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (40L+10S+10E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	25
1.5. Status of the course	Specialist	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 main objective of the course is to enable students to acquire the fundamental theoretical knowledge necessary for quality planning, programming, design, implementation, and evaluation of a number of physical recreation programmes and contents applicable in tourism.		
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	<p>Programming and evaluation of physical recreation in tourism enables students to apply the acquired theoretical and methodical knowledge:</p> <ul style="list-style-type: none"> <li>• in the area of physical recreation, sport, kinesitherapy, but also in everyday life,</li> <li>• in establishing collaboration with experts of different profiles and competences (physicians, psychologists, sociologists, tourist professionals, economists, private entrepreneurs),</li> <li>• in investigating needs of the potential users of programmes, as well as needs of tourist units.</li> </ul>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> <li>• To acquire basic theoretical and practical knowledge necessary for implementation of physical recreation programmes in tourism;</li> <li>• plan, programme, and conduct a large number of different programmes and contents of physical recreation;</li> <li>• diagnose (initial, transitive, and final) status of users of programmes as basis for selection and implementation of programmes of physical recreation appropriate for optimization of anthropological status;</li> <li>• create new contents and programmes of physical recreation.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures, seminars and exercises</b></p> <ol style="list-style-type: none"> <li>1. The basic theoretical determinants of programming and evaluation of contents and programmes of physical recreation in tourism – determination of terms, purpose, task, principles. (2L)</li> <li>2. Contemporary concept of tourist offer and selective types of tourism. (2L)</li> <li>3. The role and importance of profiling of the tourist offer. (2L)</li> <li>4. The role of physical recreation in development and improvement of quality of the tourist offer - maritime, continental, and in the mountain areas. (2L)</li> <li>5. Climatic and geographical potentials of the Croatian tourism and physical recreation. (2L)</li> <li>6. Development trends in physical recreation (physical recreation tourism) in contemporary tourism. (2L)</li> <li>7. Systematization of physical recreation programmes and types of activities in tourist offer. (2L)</li> <li>8. Contents of physical recreation in tourism. Types of physical recreation programmes in tourist offer. (2L)</li> <li>9. Stationary types of activities, definition and systematization. (2L)</li> <li>10. Physical-recreation and health &amp; prevention programmes. (2L)</li> <li>11. Methodical, organizational, material, and personnel aspects of implementation of weekend active rests. (2L+2S)</li> <li>12. Methodical, organizational, material, and personnel aspects of implementation of active vacations (summer/winter). (2L)</li> <li>13. Methodical, organizational, material, and personnel aspects of implementation of programmed active rests. (2L+2S)</li> </ol>		

	14. Methodical, organizational, material, and personnel aspects of implementation of elective active rests. (2L+4E) 15. Methodical, organizational, material, and personnel aspects of implementation of medically programmed active rests. (2L) 16. Methodical, organizational, material, and personnel aspects of implementation of targeted and specific medically programmed active rests. (2L+2S) 17. Planning, programming, and evaluation of stationary types of activities. (2L+4S) 18. Diagnostics and evaluation of anthropological status of potential users of physical recreation programmes. (4L+6E) 19. Proposal of measures for improvement of physical recreation offer in the Croatian tourism. (2L)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
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	3	Project
	Experimental work		Research		Practical training
	Essay		Report		(other)
	Tests		Seminar essay	1	(other)
			Oral exam	2	(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% .				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability 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 Petković, 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: Neljak, B. (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 delivered classes.				

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Stjepan Heimer, M.D., Ph.D., (T)	1.6. Year of the study programme	1
1.2. Name of the course	<b>DIAGNOSTICS IN PHYSICAL RECREATION</b>	1.7. Credits (ECTS)	5
1.3. Associate teachers	Marija Rakovac, M.D., Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	30
1.5. Status of the course	Specialist	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	<p>To acquaint students with procedures of assessment of functional and health status of potential and current participants in physical recreation and with procedures of monitoring exercise effects.</p> <p>To acquaint students with instruments and procedures of assessment and measurement of volume and intensity of physical activity.</p> <p>The use of aforementioned procedures in assessment of readiness for physical activity as well as assessment of health risks. Diagnostics as the basis of planning and programming of physical recreation programmes.</p>		
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 ability to determine the current functional-health status of participants in physical recreation. Assessment of characteristics of planned or conducted physical activity.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- understand and use procedures of measurement and assessment of functional-health status of persons;</li> <li>- understand and use procedures of measurement and assessment of characteristics of physical recreation activities;</li> <li>- collaborate in the work of a team for assessment of functional-health status of candidates for exercise and exercisers;</li> <li>- collaborate in planning, programming, and control of programmes of physical recreation.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and exercises:</b></p> <ol style="list-style-type: none"> <li>1. Procedures of estimation, measurement, and analysis in assessment of physical activity. (3L)</li> <li>2. Reliability and validity in measurements of physical activity. (3L)</li> <li>3. The form and structure of questionnaires on physical activity. (3L)</li> <li>4. Questionnaires and self-reports. Sample size in studies on physical activity. (3L+4E)</li> <li>5. Techniques for assessment of physical activity: accelerometers, heart rate monitors, pedometers; direct observation, doubly labelled water, indirect calorimetry. (3L+4E)</li> <li>6. Eurofit. (3L+4E)</li> <li>7. Innovative approaches for assessment of physical activity: multiple methods to improve assessment accuracy. (3L)</li> <li>8. Assessment of physical activity in population-based interventions – a stage approach, environment and policy in physical activity assessment. (3L)</li> <li>9. Assessment of the level of functional abilities and health and the risks for starting a physical activity programme. (6L+3E)</li> </ol>		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
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	0,72	Written exam	4,28	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	Class attendance – 40%. Oral exam – 60%.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Physical activity assessments for health-related research (2002). (ed.) Welk, G. J. Human Kinetics. (Mjerenje tjelesne aktivnosti u zdravstvenim istraživanjima – prijevod u biblioteci KF).			10		
	2. Oja, P., Tuxworth, B. (1995). Eurofit for Adults. Assessment of health – related fitness. Council of Europe, Brussels. (Eurofit za odrasle – mjerenje zdravstvenog fitnesa; prijevod u biblioteci KF).			10		
	3. Heimer S., Mišigoj-Duraković, M., Ružič, L., Matković, Br., Prskalo, I., Ber, S., Tonković-Lojović, M. (2004). Fitness level of adult economically active population in the Republic of Croatia estimated by EUROFIT system. Coll. Antropol. 28 (1): 223-233.			10		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Jonas, S., Phillips, E. M. (2009). Američko društvo sportske medicine „Vježbanje je lijek“, Liječnički vodič za propisivanje vježbanja. Lipkott, Williams& Wilkins. (Prijevod za potrebe nastave).					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mirna Andrijašević, Ph.D.	1.6. Year of the study programme	1.
1.2. Name of the course	<b>MULTI OUTDOOR ACTIVITIES</b>	1.7. Credits (ECTS)	8
1.3. Associate teachers	Sanja Ćurković, Ph.D. (part-time associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	35
1.5. Status of the course	Specialist	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1 (5%)
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of this course is to provide students with knowledge and competences necessary for planning and implementing a number of attractive recreational and tourist outdoor activities (multi outdoor activities). The objective of the course is also to enable students to become certified instructors of multi outdoor activities, harmonised with the World and European standards.		
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 enabled to organize and conduct different physical recreation outdoor activities. Students will gain the possibility of further training and promotion to best ranked outdoor instructors in the field of physical recreation. Team work with experts from other areas.		
2.4. Očekivani ishodi učenja na razini predmeta (4-10 ishoda učenja)	Students will be able to: <ul style="list-style-type: none"> <li>- understand the importance of application of different types of outdoor physical recreation programmes as an important tourist factor;</li> <li>- understand the importance of natural resources and environment as complementary factor in creating physical recreation programmes;</li> <li>- understand in which way to ensure conditions necessary for organization and conduction of outdoor physical recreation activities;</li> <li>- know how to apply methods of determining psycho-physical abilities of the users of programmes;</li> <li>- know how to plan and programme different outdoor physical recreation activities;</li> <li>- know potential dangers, how to prevent them and how to provide help to the users of programmes;</li> <li>- design appropriate plans and programmes of physical recreation according to the set goals, while respecting specificities of different populations;</li> <li>- work in team with experts from interdisciplinary areas.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> <ol style="list-style-type: none"> <li>1. Basic theoretical knowledge of multi outdoor physical recreation activities as an important tourist product. (2L)</li> <li>2. Tourist trends. (2L)</li> <li>3. Natural resources as important factors in development of sports-recreational tourism. (2L)</li> <li>4. Diversities of tourist sites and how to use them in promotional purposes. (2L)</li> <li>5. Analysis of tourist destinations for the needs of planning and implementation of outdoor physical recreation activities. (2L+2E)</li> <li>6. Selection of sports programmes and contents that are complementary in planning and implementation in natural environments. (2L)</li> <li>7. Specificities of organization and implementation of physical recreation water activities. (2L+ 6E)</li> <li>8. Specificities of organization and implementation of physical recreation climbing activities. (2L+ 6E)</li> <li>9. Specificities of organization and implementation of physical recreation cycling activities. (2L+ 6E)</li> <li>10. Specificities, advantages, and disadvantages of implementation of programmes of outdoor activities in continental country parts. (1L)</li> </ol>		

	11. Specificities, advantages, and disadvantages of implementation of programmes of outdoor activities at the seaside and on islands. (1L) 12. Designing programmes of outdoor activities. (2L+ 4E) 13. Designing programmes for different groups of users. (2L+4E) 14. Safety during conduction of different programmes in domain of outdoor activities. (2L+ 2E) 15. Sustainable development of tourism. (2L) 16. Endangered tourist attractions. (2L)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments :			
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	1
	Experimental work		Research		Practical training	1
	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 12,5%. Written exam 25%. Oral exam 37,5%. Project 12,5%. Practical training 12,5%.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			10		
2.12. Optional literature (at the time of submission of study programme proposal)	2. Andrijašević, M. (ur) (2009). Upravljanje slobodnim vremenom sadržajima sporta i rekreacije. Zbornik radova međunarodne znanstveno stručne konferencije. Zagreb: Kineziološki fakultet. 3. Karamatić, S. (1988). Planinarski oblici aktivnosti u području sportske rekreacije. Diplomski rad, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

## **2<sup>nd</sup> STUDY YEAR**

### III<sup>rd</sup> semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS
<b>MANDATORY SUBJECTS of elective modules SPORT, PHYSICAL CONDITIONING OF ATHLETES, FITNESS TRAINING</b>						
Kinesiological Recreation	Prof. Mirna Andrijašević, Ph.D.	45		15		7
Assessment Procedures in Sport	Vlatko Vučetić, Ph.D. Igor Jukić, Ph.D.	40		20		7
Management in Sports Organisations	Lecturer Sanela Škorić, Ph.D.	30	15			6
<b>MANDATORY SUBJECTS of the elective module PHYSICAL (SPORTS) RECREATION</b>						
Physical Recreation – Sport for All in the World and in Croatia	Prof. Mirna Andrijašević, Ph.D.	30	15			6
Kinesiology of Sport*	Prof. Dragan Milanović, Ph.D.	60	15			8
Management in Physical (Sports) Recreation	Prof. Mato Bartoluci, Ph.D. Lecturer Sanela Škorić, Ph.D.	30	30			8

## COMPULSORY SUBJECTS of the elective modules **SPORT, PHYSICAL CONDITIONING OF ATHLETES and FITNESS TRAINING**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mirna Andrijašević, Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>KINESIOLOGICAL RECREATION</b>	1.7. Credits (ECTS)	7
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)	60 (45L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	50
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 systematically set up basic criteria for application of various types of kinesiological recreation programmes in different social and economical areas and conditions. One of the aims is to enable students to organize and manage activities on different levels for different needs and goals. Students acquire knowledge of algorithms and all components and principles important for application and realization of different programmes in kinesiological recreation. In addition to the fundamental knowledge, students gain specific competences in creation and realization of transformational and other general and specific kinesiological 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 organization of professional work in physical recreation in different conditions and for different needs, with the purpose and aim of education, and health promotion and protection. 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 of management concept of offer 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; - present different projects related to kinesiological recreation; - apply modern technology in practice.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> 1. General terminology and classification of different areas of kinesiological recreation. The place and role of kinesiological recreation in modern society. (2L) 2. Definitions and classification of recreation, physical recreation, kinesiological recreation. (2L) 3. Principles and functions of kinesiological recreation in different areas. (2L) 4. Aims and tasks of kinesiological recreation. (2L+2E) 5. Programmes and contents of kinesiological recreation and their classification according to type and purpose. (2L+1E) 6. Kinesiological recreation in the function of prevention of different types of fatigue in professional work. (2L) 7. Characteristics of professional work, fatigue, rest and recovery (models of physical exercise for employees needs). (2L) 8. Development and potentials of leisure-time kinesiological recreation for different populations. (2L+2E) 9. Principles of planning and programming in kinesiological recreation. (2L+2E)		

	<p>10. Changes of anthropological characteristics during the process of aging and adaptation of adequate kinesiological treatments. (2L+1E)</p> <p>11. Preventive role of physical recreation programmes for different populations. (2L)</p> <p>12. The role and functions of kinesiological recreation in tourism (the current situation in Croatia and all over the world, the role and functions of physical recreation, models of implementation). (2L+1E)</p> <p>13. Health &amp; prevention programmes of physical recreation in tourism (medically programmed active rests). (2L+1E)</p> <p>14. Modern–current specific programmes in tourism (health treatments, climatic, wellness, spa, outdoors, etc.) (2L)</p> <p>15. Social-economic conditions influencing kinesiological recreation. Management and governing possibilities for development of kinesiological recreation in Croatia. (2L+1E)</p> <p>16. Negative effects of modern lifestyle (morbogenic factors). (2L)</p> <p>17. Hypokinesia (definition, evolutionary overview, analysis of the current situation, possible solutions of the problems). (2L)</p> <p>18. The role of kinesiological programmes in stress management. (2L+1E)</p> <p>19. Programmes for prevention of overweight. (2L+2E)</p> <p>20. Transitive forms of activities in physical recreation (definition, structure, characteristics). (2L+1E)</p> <p>21. The role and significance of physical recreation programmes in natural environments. (2L)</p> <p>22. Complementary programmes in physical recreation. (3L)</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular class attendance, active participation in 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	1.5	Project	1.5
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests		Seminar essay	0.5	(other)	
			Oral exam	2.5	(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Class attendance 8%.</p> <p>Project 23%.</p> <p>Written exam 23%.</p> <p>Seminar essay 8%.</p> <p>Oral exam 38%.</p>					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			10		
	2. Bartoluci, M. i sur. (2004). Menadžment u sportu i turizmu. Zagreb: Kineziološki fakultet, Ekonomski fakultet.			10		
2.12. Optional literature (at the time of submission of study programme proposal)	<p>1. Andrijašević, M. (2000). Rekreacijom do zdravlja i ljepote. Zagreb: Fakultet za fizičku kulturu.</p> <p>2. Andrijašević, M., Jurakić, D. (ur.) (2011). Sportska rekreacija u funkciji unapređenja zdravlja. Zagreb: Kineziološki fakultet.</p> <p>3. Andrijašević, M. (ur.) (2009). Upravljanje slobodnim vremenom sadržajima sporta i rekreacije. Zagreb: Kineziološki fakultet.</p> <p>4. Corbin, B. C., Lindsey, R., Welk, I. G., Corbin, R. W. (2002). Concepts of fitness and wellness. New York, USA: Mc Graw Hill Companies.</p> <p>5. 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.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Vlatko Vučetić, Ph.D. Prof. Igor Jukić, Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>ASSESSMENT PROCEDURES IN SPORT</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Assist. Prof. Davor Šentija, MD. Assoc. Prof. Lana Ružić, Ph.D. Assoc. Prof. Vesna Babić, Ph.D. Assist. Prof. Renata Barić, Ph.D. Mario Kasović, Ph.D. Maroje Sorić, MD, Ph.D. Marija Rakovac, MD, Ph.D. Sunčica Bartoluci, Mag.Soc. Daniel Bok, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (20L+20TP+20E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	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 aim of this course is to teach the students the advanced assessment and analysis procedures. Furthermore, the application of findings in a training plan and program should be master by a student. Finally, students will be able to devise new assessment procedures with regard to a particular sport and they will acquire knowledge regarding the physical conditioning control by observing the appropriate parameters.		
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 able to apply the knowledge regarding the: <ul style="list-style-type: none"> <li>• application of advanced assessment procedures;</li> <li>• construction of the new assessment instruments;</li> <li>• conditioning level control;</li> <li>• results analyses and interpretation.</li> </ul>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> <li>• understand the aims of conditioning control;</li> <li>• construct new measurement instruments;</li> <li>• determine the level of physical conditioning of an individual;</li> <li>• analyze the obtained values in the conditioning parameters;</li> <li>• interpret the assessment results;</li> <li>• control the conditioning status during an annual training cycle;</li> <li>• apply the results when devising a training plan and program.</li> </ul>		

2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures, theoretical-practical lectures and exercises:</b></p> <ol style="list-style-type: none"> <li>1. Assessment procedures in sport. (2L)</li> <li>2. Preparing, organizing and implementing assessment procedures. (2TPL)</li> <li>3. Criteria for selection and construction of assessment procedures. (2L)</li> <li>4. Instruments, apparatus, systems and equipment used for assessment procedures. (2TPL)</li> <li>5. Basic vs. specific assessment procedures. (14L+10TPL+14E)             <ol style="list-style-type: none"> <li>5.1. Assessment procedures regarding health status. (2L)</li> <li>5.2. Assessment procedures regarding morphological status. (2E)</li> <li>5.3. Assessment procedures regarding motor abilities. (2L+2TPL+2E)</li> <li>5.4. Assessment procedures regarding functional abilities. (2L+2TPL+4E)</li> <li>5.5. Assessment procedures regarding in biomechanics. (2L+2TPL+2E)</li> <li>5.6. Biochemical assessment procedures. (2L)</li> <li>5.7. Assessment procedures regarding psychological characteristics. (2L+2TPL+2E)</li> <li>5.8. Assessment procedures regarding sociological characteristics. (2L+2TPL)</li> </ol> </li> <li>6. Specific assessment procedures in kinesiology. (2TPL+2E)             <ol style="list-style-type: none"> <li>6.1. Recommendation of assessment procedures with regard to a specific sport. (1TPL+1E)</li> <li>6.2. Recommendation of assessment procedures with regard to special populations. (1TPL+1E)</li> </ol> </li> <li>7. Results analysis. (2L+4TPL+4E)             <ol style="list-style-type: none"> <li>7.1. How to analyze, interpret and use the obtained results? (2L)</li> <li>7.2. Application of assessment results in everyday training process. (2TPL)</li> <li>7.3. Managing and controlling the training load. (2E)</li> <li>7.4. Notation analyses. (2TPL+2E)</li> <li>7.5. Creating a final report. (2E)</li> </ol> </li> </ol>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved 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	Research		Practical training	1
	Experimental work	0.5	Report		Active involvement during classes	0,5
	Essay		Seminar essay	1,0	(other)	
	Tests		Oral exam	1,5	(other)	
	Written exam	1,5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	The exam consists of 2 seminar essays, then of taking part in theoretical and theoretical-practical classes, contributing to assessment procedures, analyzing the results and writing a report. The final grade is based upon: (a) activity during classes, (b) seminar essay, (c) experimental work, (d) oral exam, (e) practical exam, (f) written exam.					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Šentija, D., & Vučetić, V. (2006). Sportsko-medicinska funkcionalna dijagnostika. U S. Heimer i R. Čajavec (ur.), <i>Sportska medicina</i> (str. 140-157). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		YES
	2. Mišigoj-Duraković, M. (1996). Morfološka antropometrija u sportu. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.		YES
	3. Jukić, I., Vučetić, V., Aračić M., Bok, D., Dizdar D., Sporiš, G., Križanić, A. (2008). Dijagnostika kondicijske pripremljenosti vojnika. Kineziološki fakultet Sveučilišta u Zagrebu i Institut za istraživanja i razvoj obrambenih sustava.		YES
2.12. Optional literature (at the time of submission of study programme proposal)	1. Gore, C. J. (2000). <i>Physiological tests for elite athletes</i> . Champaign, IL.: Human Kinetics. 2. Malina, R. M., Bouchard, C., Bar-Or, O. (2004). <i>Growth, Maturation and Physical Activity</i> . (2nd edition). Champaign, IL, USA: Human Kinetics. 3. Tossavainen, M. (2004). <i>Testing Athletic Performance in Team and Power Sports</i> . Finland: Newtest Oy. 4. Wasserman, K., Hansen, J. E., Sue, D. Y., Casaburi, R., Whipp, B. J. (1999). <i>Principles of exercise testing and interpretation</i> (III Ed). Baltimore: Lippincott Williams & Wilkins. 5. Weiner, J. S., Lourie, J. A. (1969). <i>Human Biology: A guide to field methods</i> , Oxford, UK: Blackwell Scienc.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Sanela Škorić, Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>MANAGEMENT IN SPORTS ORGANISATIONS</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Prof. Mato Bartoluci, Ph.D. Assist.Prof. Lidija Petrinović Zekan, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L +15S)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study	1.9. Expected enrolment in the course	50
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 objective is to empower the students to understand management of sports organizations. They will be acquainted with specific management activities applicable in sports organizations. They will also adopt knowledge from the fields of legal status and of the structure of sports organization and other associations in sport as well as from the field of marketing.		
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	Being able to apply knowledge and comprehension of concepts, principles and theories from the field of management in sports organisations. .		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will::</p> <ul style="list-style-type: none"> <li>- comprehend the forms of organization and operation of sports organisations;</li> <li>- comprehend and be able to apply managerial functions in sports organisations;</li> <li>- comprehend management system of sports facilities;</li> <li>- comprehend management system of sport events.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and seminars</b></p> <ol style="list-style-type: none"> <li>1. Certain characteristics of sport as a bussines activity. Development of sport as a bussines.Organisational management. The role of the state in sport management. (2L)</li> <li>2. Sports organizations. Legal and economical status of sports organisations. Various forms of joining in sport. Sports unions. The role and status of the Croatian Olympic Committee in development of sport and sport organisations. National sports federations. Sports associations. Sports clubs. Others sports organisations. (2L+2S)</li> <li>3. Management of sports organisations. The concept, task and functions of management in sports organisations. Management levels. (2L)</li> <li>4. Managerial functions: planning.The concept and types of olanning. Problem solving. Decision making. (2L+2S)</li> <li>5. Managerial functions: organising. The concept of organizing. The creation of jobs. Delegating. Managing changes. (2L+2S)</li> <li>6. Managerial functions: leading/managing. The concept of leading. Leadership styles and characteristics of leaders. Contingency models of leading. (2L+2S)</li> <li>7. Managerial functions: control. The concept and types of control. Quality in sports organisations. (2L+2S)</li> <li>8. Organizational behaviour in sports organisations. Types of organisations. Managing groups and teams. Communication. Organizational culture. (2L+2S)</li> <li>9. Managers in sport. Types of managers in sport. Leadership styles of managers in sports organisations. The role of manager and entrepreneur in sport organisations. (2L)</li> <li>10. Human resources management in sport. The concept of professionals and volunteers in sport. Functions and matrices ofhuman resources</li> </ol>		

	<p>management in sport. Motivation. Remuneration system. Performance evaluation. (2L+2S)</p> <p>11. Sport events management. The concept and characteristics of sport events. Event logistic. Financial resources of events. Effects of the event. The event management. Factors influencing turnout at sport competitions. (2L)</p> <p>12. Sport facilities management. The concept and types of sport premises. The concept of managing sport facilities. Specificities of sport premises management. (2L)</p> <p>13. Strategy and analysis of context in sport. The concept of strategy, vision, mission. Analysis of internal and external context. (2L)</p> <p>14. Management of income and cost in sports organisations. The concept of income/revenue. The concept of cost/expenditure. Analysis of financial reports. Cost-benefit analysis as a basis for decision making. (2L)</p> <p>15. Application of certain marketing principles to sports organizations. The concept and characteristics of sponsorship. Goals of sponsorship.. (2L)</p> <p>16. Familiarization of the students with seminar essay (papers) preparation principles and distribution of assignments. (1S)</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular class attendance and active participation in class work. Seminar paper preparation and performance of other course tasks.					
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	0,72	Written exam		Project	1
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests	3	Seminar essay	1,28	(other)	
			Oral exam	(3)	(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Active participation in class work (class attendance and participation through projects, questionnaires, tasks) – 20%.</p> <p>Tests – 70%.</p> <p>Seminar essays – 10%.</p> <p>If a student fails to finish the course by taking the tests, he/she will take the oral exam, the grade of which will contribute 70% to the final grade.</p>					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Lussier, R. N., Kimball, D. C. (2009). Applied Sport Management Skills. Champaign: Human Kinetics.					
2. Bartoluci, M., Škorić, S. (2009). Menadžment u sportu. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu, Kineziološki fakultet.						
2.12. Optional literature (at the time of submission of study programme proposal)	<p>1. Fried, G. (2010). Managing Sport Facilities. Second edition. Champaign: Human Kinetics.</p> <p>2. Covell, D., Walker, S., Siciliano, J., Hess, P. W. (2003). Managing Sports Organizations: Responsibility for Performance. Mason: South-Wester.</p> <p>3. Beech, J., Chadwick, S. (2010). Sportski menadžment (prijevod knjige The Business of Sport Management). Zagreb: MATE.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey					

## COMPULSORY SUBJECTS 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	2 <sup>nd</sup>
1.2. Name of the course	<b>PHYSICAL RECREATION – SPORT FOR ALL IN THE WORLD AND IN CROATIA</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Danijel Jurakić, Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	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	Students will gain insight into the organizational structure of physical recreation association „Sport for All“, at the global level and in Croatia. They will also gain information on world organizations that have the goal of promotion, organization, and implementation of physical recreation programmes and physical activity in general, with the aim of health protection and promotion for all participants groups. These organizations include: TAFISA (Trim and fitness sport for all), HEPA etc. Leisure time as a factor of development of quality of life through regular physical activity. Global calendar of activities and promotion of regular physical exercise. The importance of volunteerism in conduction of different physical recreation actions for large number of people. Organization and activities of the Croatian federation of physical recreation at the state and city level. Organization of the city and municipal federations of physical recreation, their synchronized action and promotion. Connection and interaction of the Federation with other associations, societies, and sports clubs. Activities and functioning of Sport for All within the Olympic Movement. The importance and influence of Sport for All organization on promotion and protection of population health and as a factor of tourist demand. Students will be acquainted with the systems of organization and conduction of competitions within Sport for All intended for different groups of participants.		
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 knowledge of organization of the work system in Sport for All, principles and aims of the organization in terms of protection and promotion of the participants' health, but also in terms of social-economic evaluation. Team work with experts from other areas .		
2.4. Očekivani ishodi učenja na razini predmeta (4-10 ishoda učenja)	Students will be able to: - implement the Sport for All organization system within the social communities; - integrate scientific-professional findings from the field of physical recreation and apply them in practice; - analyze and recognize criteria for implementation of Sport for All organization system in practice; - organize professional logistics and its coordination for the citizens' needs; - work in team in creation of plans and programmes adjusted to world standards; - apply modern technology in practice.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and seminars</b> <ol style="list-style-type: none"> <li>1. General terms regarding the organization of Sport for All within the members of TAFISA and other world organizations. (2L+2S)</li> <li>2. Organizational structure of Sport for All in Croatia. (2L+2E+2S)</li> <li>3. Programmes and contents of the Croatian Sport for All organizations at the municipality level and at the level of state. (2L+2S)</li> <li>4. Specificities of programmes related to children and their needs for physical recreation. (2L+2S)</li> <li>5. Specificities of physical recreation programmes related to requirements of occupational and professional conditions. (2L+1S)</li> <li>6. Possibilities of Sport for All actions related to the needs of tourist supplydevelopment in Croatia (the current situation in Croatia and in the world, the role and function of</li> </ol>		

	physical recreation). (2L+1S) 7. Specificities of programmes related to elderly persons and their needs for physical recreation. (2L+2S) 8. Possibilities of collaboration and connection of the organization with other associations, federations, and societies in citizens interest. (1L+1S) 9. Promotion and organization of manifestations related to promotion of Sport for All. (2L+2E) 10. Organization of competitions within Sport for All. (2L+2E) 11. Possibilities of development of Sport for All (new contents). (2L+1E) 12. Possibilities of promotion through different media. (2L+2E) The seminar topics follow the lecture topics.				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance, active participation in 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	0,72	Written exam	3	Project
	Experimental work		Research		Practical training
	Essay		Report		(other)
	Tests		Seminar essay	1,28	(other)
			Oral exam	1	(other)
2.10. Grading and evaluating student work in class and at the final exam	During the course: Class attendance – 12.5%. Seminar essay – 21,5%. Written exam – 50%. Oral exam – 16,5%.				
2.11. Required literature (available in the library and via other media)	Naslov		Number of copies in the library	Availability via other media	
	Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		10		
	Andrijašević, M. (ur.) (2009). Upravljanje slobodnim vremenom sadržajima sporta i rekreacije. Zagreb: Kineziološki fakultet.		10		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Andrijašević, M., Bartoluci, M., Ilić, M. (2001). Razvoj sportske rekreacije u Zagrebu. U: Milanović, D. (ur.) Zbornik radova, Stanje i perspektive zagrebačkog sporta, 10. zagrebački sajam sporta i nautike, Zagreb: Zagrebački športski savez, Fakultet za fizičku kulturu, 179-185 2. Andrijašević, M., Jurakić, D (ur.) (2011). Sportska rekreacija u funkciji unapređenja zdravlja. Zagreb: Kineziološki fakultet 3. Časopis Hrvatskog saveza sportske rekreacije (HSSR) „Sport za sve“. Zagreb. 4. Andrijašević, M. (ur.) (2008). Kineziološka rekreacija i kvaliteta života. Zbornik radova međunarodne znanstveno-stručne konferencije, Zagreb: Kineziološki fakultet. 5. Corbin, B. C., Lindsey, R., Welk, I. G., Corbin, R. W. (2002). Concepts of fitness and wellness. New York, USA: Mc Graw Hill Companies. 6. Ivanišević, G. (ur.) (2004). Zdravstveni turizam, prehrana kretanje i zaštita okoliša u Hrvatskoj. Knjiga izlaganja na znanstvenom skupu. Zagreb: Akademija medicinskih znanosti Hrvatske.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dragan Milanović, Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>KINESIOLOGY OF SPORT</b>	1.7. Credits (ECTS)	8
1.3. Associate teachers	Prof. Igor Jukić, Ph.D. Sanja Salaj, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	75 (60L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	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%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	Students acquire knowledge regarding the status of sport in Croatia and in the World; procedures for analysis of sports activities; measurement and evaluation of conditioning status as well as the effective planning and programming of training in various groups of athletes. They will also acquire information necessary for devising the strategic documents for sport development on a state, regional and local level.		
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	Competencies, learning outcomes and skills which the students acquire upon graduation are based on previously acquired knowledge. They represent a logical upgrade of previously acquired knowledge. They will enable the students to, upon graduation, possess the highest level of organization, management and strategic planning in the area of sport, assessment procedures for objective evaluation of conditioning status as well as the advanced training and competition technologies and recovery procedures. In such way, the competencies for expertise in sports, physical conditioning, fitness and sports recreation will be acquired.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will acquire knowledge which will enable them to perform the most complex duties in the area of sport in general, and in the area of a chosen event in particular. Specifically, this pertains to:</p> <ul style="list-style-type: none"> <li>• Knowledge regarding the governmental and non-governmental organization and functioning of sport and sports recreation on a local, regional and national level.</li> <li>• Knowledge necessary for the strategic planning of sport development on a local, regional and national level.</li> <li>• Performing the organization and management within the sport authority units on a local, regional and national level.</li> <li>• Devising the strategic documents for the development of sport and sports recreation on a local, regional and national level.</li> <li>• Sophisticated knowledge regarding the structural, biomechanical and functional analysis of kinesiological activities which represent means of exercises in all areas of application.</li> <li>• Knowledge and skills regarding the selection and implementation of assessment procedures with the aim of determining the level of preparedness of participants in the sports training, fitness, and physical conditioning processes.</li> <li>• Understanding and application of the results obtained by assessment procedures in the implementation of transformational procedures with various groups of participants.</li> <li>• Designing the advanced methodical procedures of exercising and teaching in sports preparation process.</li> <li>• The application of personal computers in planning, programming and control of transformational procedures in sport.</li> </ul>		

<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p><b>Lectures and seminars</b></p> <ol style="list-style-type: none"> <li>1. Kinesiology of sport: subject, scientific foundation and interdisciplinary nature. (2L)</li> <li>2. Applied research in the area of sport. (2L)</li> <li>3. Knowledge transfer in sport and training: science, theory, expertise and real-world setting. (2L)</li> <li>4. Anthropological, methodological and teaching methods-related research as a factor of expertise in the area of sport. (2L+1S)</li> <li>5. Sport in European countries: characteristics of sport in the countries of the European Union. (2L+1S)</li> <li>6. The most important factors that influence the status and the development of sport: the experience of Croatia and the World. (2L+1S)</li> <li>7. Methods of analysis and modeling of the dimensions of athletes. Research findings regarding the success-related factors in sport. (2L+1S)</li> <li>8. Diagnostic in sport. The application of research findings in training planning and programming and in the control of training and competition effects. (2L+1S)</li> <li>9. Model values of characteristics of elite athletes as a criterion for selection. (2L+1S)</li> <li>10. Parameters of situational success of athletes in various sports. (2L+1S)</li> <li>11. Success-related factors of an athlete's career. (2L+1S)</li> <li>12. Sports training as a transformational process: shapes of trajectories of conditioning status. Types of transformational effects. (2L)</li> <li>13. Sports competitions: planning and implementation. (2L)</li> <li>14. Recovery of an athlete. The application and control of recovery measures in various cycles of sports preparation. Illegal pharmacological substances: doping. (2L)</li> <li>15. The transfer of knowledge regarding the biological and methodical principles in planning and programming of training of athletes varying in age and rank. (2L+1S)</li> <li>16. Physical conditioning of athletes. The structure and the development of conditioning abilities. (2L)</li> <li>17. Technical and tactical preparedness of athletes. Systems for the evaluation of technical-tactical knowledge. (2L)</li> <li>18. Means of sports preparation: the application of advanced means in training. (2L)</li> <li>19. Training load management. Methods for control of training and competition loads. (2L)</li> <li>20. Classification of conditioning programs. The influence of physical conditioning on an athlete's body. (2L)</li> <li>21. Periodisation and modeling of training of functional abilities of athletes. (2L+1S)</li> <li>22. Periodisation and modeling of training of motor abilities and morphological characteristics of athletes. (2L+1S)</li> <li>23. Programming of teaching of technical-tactical exercises. Identification and correction of motor errors. Programming the teaching process in annual and multi-annual cycles. (2L)</li> <li>24. Modeling the training process. Contemporary approach in training periodisation. (2L)</li> <li>25. Using the results of assessment procedures in planning, programming and control of training and competition effects.</li> <li>26. Block periodisation of an annual training cycle. The algorithm of a short-term planning and programming. Devising the training plan and program in an annual training cycle. (2L+2S)</li> <li>27. Block periodisation of training mezzo-cycles. Cumulative training effects. (2L)</li> <li>28. Managing the acute and extended effects of training. Operational planning and programming: microstructure of training. (2L+1S)</li> <li>29. New tendencies in sport: institute for sport research and development and applied training theory. The role of scientific and professional institutions in the affirmation of sport. (2L)</li> <li>30. Strategy of sport development: strategic planning of sport development at the level of a city, county, region and at a national level. (2L+1S)</li> </ol>		
<p>2.6. Format of instruction:</p>	<p><input checked="" type="checkbox"/> lectures  <input checked="" type="checkbox"/> seminars and workshops  <input checked="" type="checkbox"/> exercises  <input type="checkbox"/> on line in entirety  <input type="checkbox"/> partial e-learning  <input type="checkbox"/> field work</p>	<p><input checked="" type="checkbox"/> independent assignments  <input type="checkbox"/> multimedia and the internet  <input type="checkbox"/> laboratory  <input type="checkbox"/> work with mentor  <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>

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	1,2	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1,2	(other)	
	Tests		Oral exam	4,0	(other)	
	Written exam	1,6	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 6%, Seminar essay 19%, 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	Availability via other media
	1. Milanović, D. (2010). Teorija i metodika treninga. Društveno veleučilište u Zagrebu, Kineziološki fakultet Sveučilišta u Zagrebu.					
	2. Milanović, D. (ur.) (2001). Stanje i perspektive zagrebačkog sporta. Zbornik radova stručnog skupa: Stanje i perspektive zagrebačkog sporta. Zagreb: Fakultet za fizičku kulturu, Zagrebački športski savez.					
	3. Milanović D., Heimer, S. (ur.) (1997). Dijagnostika treniranosti sportaša. Zbornik radova. Zagreb: Fakultet za fizičku kulturu.					
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Milanović, D., Jukić, I., Čustonja, Z., Šimek, S. (2004). Razvojni pravci hrvatskog sporta. U: Bartoluci, M. (Ur.). Sport u turizmu. Zbornik radova međunarodnog znanstvenog skupa „Menedžment u sportu i turizmu“. Zagrebački velesajam, 20. i 21. veljače, Kineziološki fakultet Sveučilišta u Zagrebu, 1-10.</li> <li>Milanović, D., Jukić, I., Šalaj, S. (2010). Individualizacija trenažnog procesa u sportu. Zbornik radova 19. ljetne škole kineziologa, 36-48.</li> <li>Milanović, D., Šalaj, S., Gregov, C. (2011). Nove tehnologije u dijagnostici pripremljenosti sportaša. Zbornik radova 20. ljetne škole kineziologa "Dijagnostika u područjima edukacije, sporta, sportske rekreacije i kineziterapije", 37-50.</li> <li>Milanović, D., Jukić, I. (ur.) (2003). Zbornik radova Međunarodnog znanstveno-stručnog skupa: Kondicijska priprema sportaša. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez.</li> <li>Milanović, D., Heimer, S., Matković, Br., Kulier, I. i Jukić, I. (ur.) (2002). Dopunski sadržaji sportske pripreme. Zbornik radova znanstveno-stručnog skupa „Dopunski sadržaji sportske pripreme“. Zagreb: Kineziološki fakultet, Zagrebački športski savez, Hrvatski olimpijski odbor, Zagrebački velesajam.</li> </ol>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mato Bartoluci, Ph.D. Sanela Škorić, Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>MANAGEMENT IN PHYSICAL (SPORTS) RECREATION</b>	1.7. Credits (ECTS)	8
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study	1.9. Expected enrolment in the course	50
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 objective is to enable the students to comprehend management and its application to the field of physical (sports) recreation. The students will also adopt certain knowledge from the fields of tourism development and 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	The application of knowledge and comprehension of concepts, principles, and theories from the field of management to physical (sports) recreation.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>- Understand organisation and operation of physical recreation industry;</li> <li>- Comprehend and implement managerial functions to the physical recreation organisations (in the place of work and residence and in tourism);</li> <li>- Comprehend the system of managing sport facilities;</li> <li>- Comprehend association between tourism and physical recreation;</li> <li>- Implement managerial actions in sports-recreational centres in tourism.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and seminars</b></p> <ol style="list-style-type: none"> <li>1. Certain characteristics of sport and physical recreation as a business activity. The role of the state (government) in the development of physical recreation. Financing of various recreational programmes. The position and role of the Croatian Association of Sports Recreation. (2L)</li> <li>2. Management of sports-recreational centres as stockholders of recreational activities. Legal and economical status of sports-recreational centres. Organizations of physical recreation at the national and local levels. (2L+2S)</li> <li>3. Functions of the management: planning. The concept and types of planning. Problem solving. Decision making. (2L+2S)</li> <li>4. Functions of the management: organizing. The concept of organizing. The creation of jobs. Delegating. Change management. (2L+2S)</li> <li>5. Functions of the management: leadership. The concept of leadership. Styles of leadership and characteristics of leaders. Contingency model of leading. (2L+2S)</li> <li>6. Functions of the management: control. The concept and types of control. Quality in physical recreation services. (2L+2S)</li> <li>7. Organizational behaviour. Types of organizations. Group and team management. Communication. Organizational culture. (2L+2S)</li> <li>8. Managers in physical recreation. Types of managers. Management styles. Human resources management. The concept of professionals and volunteers. (2L+2S)</li> <li>9. Management of physical recreation premises. The concept and types of sport facilities. The concept of sport premises management. Specificities of sport facilities management. (2L+2S)</li> </ol>		

	10. Management in sport and tourism. The concept of tourism. Relationship of tourism and sport. Effects of touristic trends. Sport tourism as a specific form of tourism. Economic effects of sport and physical recreation in tourism. (2L+2S) 11. Management of sport tourism in destination. Managers in sport tourism. (2L+2S) 12. Market parameters of sport tourism development. Possibilities for the development of sport tourism in Croatia. Trends of sports-recreational activities of tourists in Croatia. (2L+2S) 13. Sport for All – the contemporary movement of modern society and promotor of active rest. A proposal of measures for the improvement of sports-recreational supply in Croatian tourism. Proposals of physical recreational contents in Croatian tourist offer. (2L+2S) 14. Forms of tourism complementary to sport tourism. Health tourism. Wellness tourism. Nautical tourism. (2L+2S) 15. Specificities of marketing mix elements application in physical recreation: product, price, distribution, promotion. (2L+2S) 16. Familiarization of the students with seminar essay (papers) preparation principles and distribution of assignments. (2S)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular class attendance and active participation in class work. Seminar paper preparation and performance of other course tasks.					
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	1
	Experimental work		Research		Practical training	
	Essay		Report		(other)	
	Tests	4	Seminar essay	2	(other)	
			Oral exam	(4)	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Active participation in class work (class attendance and participation through projects, questionnaires, tasks) – 25%. Tests – 50%. Seminar essays – 25%. If a student fails to finish the course by taking the tests, he/she will take the oral exam, the grade of which will contribute 50% to 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	
	1.	Bartoluci, M., Čavlek, N. i sur. (2007). Turizam i sport – razvojni aspekti. Tourism and Sport – Aspects of Development. Zagreb: Školska knjiga.				
	2.	Lussier, R. N., Kimball, D. C. (2009). Applied Sport Management Skills. Champaign: Human Kinetics.				
2.12. Optional literature (at the time of submission of study programme proposal)	1. Fried, G. (2010). Managing Sport Facilities. Second edition. Champaign: Human Kinetics. 2. Hurd, A. R., Barcelona, R. J., Meldrum, J. T. (2008). Leisure services management. Champaign: Human Kinetics. 3. Bartoluci, M., Škorić, S. (2009). Menadžment sportskog i nautičkog turizma. Karlovac: Veleučilište u Karlovcu.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey					

## IV<sup>th</sup> semester

COURSE	COURSE TEACHER	L	S	E	e-learnig	ECTS
<b>SPECIALTY SUBJECTS of the elective module SPORT</b>						
Programming Transformational Procedures		30	30			7
Applied and Developmental Programs of a Chosen Sport		30	30			7
<b>SPECIALTY SUBJECTS of the elective module PHYSICAL CONDITIONING OF ATHLETES</b>						
Teaching Methods and Programming Physical Conditioning of Special Populations	Prof. Igor Jukić, Ph.D.	23		22		8
Preventive Conditioning Programmes	Prof. Igor Jukić, Ph.D.	23		22		10
<b>SPECIALTY SUBJECTS of the elective module FITNESS TRAINING</b>						
Fitness Training in Elderly Persons	Assist.Prof. Nejc Šarabon, Ph.D.	30		30		6
Fitness Training in Populations with Health Problems	Prof. Lana Ružić, Ph.D.	30		30		7
<b>SPECIALTY SUBJECT of the elective module PHYSICAL (SPORTS) RECREATION</b>						
Psychology of Midlife	Prof. Ksenija Bosnar, Ph.D.	30		15		5
Modelling Outdoor Physical Recreation Activities	Assist.Prof. D.Trkulja Petković, Ph.D.	40	10	10		6
Health and Prevention Programmes in Tourism	Prof. Mirna Andrijašević, Ph.D.	30	30			7

## SPECIALTY COURSES of the elective module SPORT

### PROGRAMMING TRANSFORMATIONAL PROCEDURES IN A CHOSEN SPORT

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dragan Milanović, Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN TRACK-AND-FIELD</b>	1.7. Credits (ECTS)	7
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)	60 (30P+30S)
1. GENERAL INFORMATION			
1.1. Course teacher	. Mario Baić, Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN WRESTLING</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Senior Lecturer Čedomir Cvetković, M.Sc	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30P+30S)
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN SAILING</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Nikola Prlenda, M.Sc. Ivan Oreb, Mag.Cin. Dr.sc. Mihajlo Strelec	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30P+30S)
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN JUDO</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Ivan Segedi, Ph.D. Nenad Kuštro, mag.cin Mladen Budinščak Davor Rožac	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30P+30S)

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Hrvoje Sertić, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN KARATE</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Ivan Segeđi, 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 (30P+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Damir Knjaz, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Nazivi predmeta	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN BASKETBALL</b>	1.7. Credits (ECTS)	7
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)	60 (30P+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assist. Prof. Valentin Barišić, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN FOOTBALL</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Dario Bašić, Mag.Cin. Mr.sc. Branko Ivanković Marino Bašić, prof.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30P+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Nenad Marelić, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN VOLLEYBALL</b>	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 (30P+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Goran Leko, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN DANCE</b>	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 (30P+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Goran Leko, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN SWIMMING</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Dr.sc. Klara Šiljeg Dajana Zoretić, prof.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30P+30S)

	Mr. Pero Kuterovac		
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1. GENERAL INFORMATION			
1.1. Course teacher	<b>Assoc. Prof. Gordana Furjan-Mandić, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN RHYTHMIC GYMNASTICS</b>	1.7. Credits (ECTS)	7
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)	60 (30P+30S)
1. GENERAL INFORMATION			
1.1. Course teacher	<b>Ivan Drviš, M.Sc.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN DIVING</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Igor Glavičić	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30P+30S)
1. GENERAL INFORMATION			
1.1. Course teacher	<b>Prof. Dinko Vuleta, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN HANDBALL</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Igor Gruić, Ph.D. M.Sc. Katarina Ohnjec Prof.dr.sc.Dragan Milanović Dr.sc. Nenad Rogulj Dr.sc. Marko Šibila Vladimir Canjuga, prof.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30P+30S)
1. GENERAL INFORMATION			
1.1. Course teacher	<b>Prof. Bojan Matković, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN SKIING</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D. dr.sc. Ivica Franjko Slaviša Weiner, viši sportski trener	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30P+30S)
1. GENERAL INFORMATION			
1.1. Course teacher	<b>Assist. Prof. Željko Hraski, Ph.D.</b> <b>Assist. Prof. Tomislav Krističević, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN ARTISTIC GYMNASTICS</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Assoc. Prof. Kamenka Živčić Marković, Ph.D. <u>External associates:</u> Tigran Gorički, Mag.Cin. Igor Krijimski, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30P+30S)

1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.		1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN SHOOTING</b>		1.7. Credits (ECTS)	7
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)	60 (30P+30S)
1. GENERAL INFORMATION				
1.1. Course teacher	Prof. Franjo Prot, Ph.D.		1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN TAEKWONDO</b>		1.7. Credits (ECTS)	7
1.3. Associate teachers	Branimir Blečić, prof. Lidija Katalinić-Spoljarić, prof.		1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30P+30S)
1. GENERAL INFORMATION				
1.1. Course teacher	Petar Barbaros Tudor, Ph.D.		1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PROGRAMMING TRANSFORMATIONAL PROCEDURES IN TENNIS</b>		1.7. Credits (ECTS)	7
1.3. Associate teachers	Assist. Prof. Aleš Filipčič, Ph.D. (External Associate) Andrej Tonejc, M.Sc. (External Associate)		1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30P + 30S)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme		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%)	
with				
2.1. Course objectives	The aim of this course is to provide the students with the knowledge regarding the anthropological, methodological and teaching-methods related foundations of planning and programming of training, competition and recovery in a 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	Specialist graduate professional study educates coaches with the highest professional qualification which is based upon the knowledge acquired at the level of the previously completed three-year study. 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)	<ul style="list-style-type: none"> <li>- Knowledge regarding the sports training as a transformational process and regarding the conditioning development curves in a multi-annual and annual cycles.</li> <li>- Knowledge and skills necessary to conduct assessment procedures of athletes in a particular sport.</li> <li>- Understanding and application of assessment findings in implementing the transformational procedures with athletes varying in age, sex and rank.</li> <li>- Using personal computers and corresponding software in planning, programming and control of training process in a selected sport.</li> <li>- Devising, implementing and controlling the plans and programs of a training process in a selected sport with athletes varying in age, sex and rank.</li> </ul>			

2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and seminars</b> <ol style="list-style-type: none"> <li>1. Sports training as a transformation process: shapes of trajectories of conditioning status on annual and multi-annual cycles (1L+1S)</li> <li>2. Applied research regarding the effects of transformational processes in specific phases of sports preparation of children, youth and adult athletes in a particular sport (2L+2S)</li> <li>3. Anthropological, methodological and teaching methods-related research as a factor in planning, programming and control of training (2L+2S)</li> <li>4. Assessment procedures in sport. The application of research findings in training planning and programming and in the control of training and competition effects. (2L+2S)</li> <li>5. Evaluation and application of measurement instruments aimed at assessing the conditioning level of an athlete (2L+2S)</li> <li>6. Evaluation and application of measurement instruments aimed at evaluation the technical-tactical level of preparedness of an athlete (2L+2S)</li> <li>7. Evaluation and application of standard indicators of situational success in modeling the training process (1L+1S)</li> <li>8. Family, school, other areas of interest, and community in the function of successful training planning and programming (2L+2S)</li> <li>9. Sport competition systems. Planning and implementing a competition. (2L+2S)</li> <li>10. Specific training and competition loads as a basis for recovery procedures in various cycles of a sports preparation in a selected sport. (2L+2S)</li> <li>11. The transfer of knowledge regarding the biological and methodical principles in planning and programming of training of athletes varying in age and rank. (2L+2S)</li> <li>12. Modeling the training process. Traditional periodisation and a new model of block periodisation in a selected sport. (1L+1S)</li> <li>13. Multi-annual periodisation and long-term training planning and programming (2L+2S)</li> <li>14. Developmental characteristics of children and young athletes: the application of findings regarding the sensitive phases in devising the plan and program of sports preparation of children and young athletes in sports schools (2L+2S)</li> <li>15. Block periodisation of an annual training cycle. The algorithm of a short-term planning and programming. Devising the training plan and program in an annual training cycle. (2L+2S)</li> <li>16. Managing the cumulative training effects. Planning and programming in the mezzo-cycles (2L+2S)</li> <li>17. Managing the acute and extended effects of training. Operational planning and programming: microstructure of training. (2L+1S)</li> </ol>																																		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:																																
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved during classes, undertaking independent research tasks.																																		
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)	<table border="1"> <tr><td>Class attendance</td><td>0,5</td></tr> <tr><td>Experimental work</td><td></td></tr> <tr><td>Essay</td><td></td></tr> <tr><td>Tests</td><td></td></tr> <tr><td>Written exam</td><td>2,5</td></tr> </table>	Class attendance	0,5	Experimental work		Essay		Tests		Written exam	2,5	<table border="1"> <tr><td>Research</td><td></td></tr> <tr><td>Report</td><td></td></tr> <tr><td>Seminar essay</td><td>1,5</td></tr> <tr><td>Oral exam</td><td>3,0</td></tr> <tr><td>Project</td><td></td></tr> </table>	Research		Report		Seminar essay	1,5	Oral exam	3,0	Project			<table border="1"> <tr><td>Practical training</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> </table>	Practical training		(other)		(other)		(other)		(other)		
Class attendance	0,5																																		
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Research																																			
Report																																			
Seminar essay	1,5																																		
Oral exam	3,0																																		
Project																																			
Practical training																																			
(other)																																			
(other)																																			
(other)																																			
(other)																																			
2.10. Grading and evaluating student work in class and at the final exam	Attending classes 7%, Seminar essay 25%, Written exam 30%, Oral exam 38%.																																		

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media) <b>TRACK-AND-FIELD</b>	1. Milanović, D. (2010). Teorija i metodika treninga. Zagreb: Društveno veleučilište u Zagrebu, Kineziološki fakultet Sveučilišta u Zagrebu.		
	1. 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“, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 314-320.		
	2. Milanović, D. (1993). Modeliranje procesa sportske pripreme u atletskom desetboju. Kineziologija 25 (1-2): 75-98.		
2.12. Optional literature (at the time of submission of study programme proposal)	<p>1. Marković, G., Jukić, I., Milanović, D., Metikoš, D. (2007). Efekti sprinta i pliometričkog treninga na mišićnu funkciju i atletske sposobnosti. Journal of strength and conditioning research. 21, 543-549.</p> <p>2. 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.</p> <p>3. Milanović, D., Jukić, I., Šalaj, S. (2010). Individualizacija trenažnog procesa u sportu. Zbornik radova 19. ljetne škole kineziologa, 36-48.</p> <p>4. Milanović, D., Šalaj, S., Gregov, C. (2011). Nove tehnologije u dijagnostici pripremljenosti sportaša. Zbornik radova 20. ljetne škole kineziologa (u tisku).</p> <p>5. Prskalo, D (2009). Planiranje i programiranje jednogodišnjeg ciklusa bacača diska (diplomski rad). Kineziološki fakultet Sveučilišta u Zagrebu.</p>		
2.11. Required literature (available in the library and via other media) <b>WRESTLING</b>	Title	Number of copies in the library	Availability via other media
	1. Marić, J., Baić, M., & Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	40	
	2. Marić, J. (1990). Rvanje slobodnim načinom. Zagreb: Sportska tribina.	15	
	3. Marić, J. (1985). Rvanje klasičnim načinom. Zagreb: Sportska tribina.	15	
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	2. Oreb, G. (1986).: Naučimo jedriti na dasci. Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.		
	3. Oreb, G., Franušić, A., Oreb, I. (2003). Specifična kondicijska priprema jedriličara na dasci. U: Milanović, D., Jukić, I. Zbornik radova Međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša”. Zagreb 21. – 22. veljače 2003., 12. zagrebački sajam sporta i nautike, 358-362.		
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2.11. Required literature (available in the library and via other media) <b>JUDO</b>	Title	Number of copies in the library	Availability 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	
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2.11. Required literature (available in the library and via other media) <b>KARATE</b>	Title	Number of copies in the library	Availability via other media
	Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.	300	
	Vidranski, T. (2010). Struktura analiza pokazatelja situacijske efikasnosti u karate borbama. (Doktorska disertacija, Sveučilište u Zagrebu). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	3	
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	Tocić, I. (1998). Košarkaški udžbenik. Split: Fakultet prirodoslovno-matematičkih znanosti i odgojnih područja Sveučilišta u Splitu, Zavod za fizičku kulturu.		
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2.11. Required literature (available in the library and via other media) <b>VOLLEYBALL</b>	<table border="1"> <thead> <tr> <th>Title</th> <th>Number of copies in the library</th> <th>Availability via other media</th> </tr> </thead> <tbody> <tr> <td>Janković, V., Marelič, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.</td> <td></td> <td></td> </tr> <tr> <td>Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci. Zagreb: Autorska naklada.</td> <td></td> <td></td> </tr> </tbody> </table>	Title	Number of copies in the library	Availability via other media	Janković, V., Marelič, 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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2.11. Required literature (available in the library and via other media) <b>DANCES</b>	<table border="1"> <thead> <tr> <th>Title</th> <th>Number of copies in the library</th> <th>Availability via other media</th> </tr> </thead> <tbody> <tr> <td>1. 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., Atlanta, GA: National Association of PE in High Education, 145.</td> <td></td> <td></td> </tr> <tr> <td>2. Uzunović, S., Kostić, R., Zagorc, M., Oreb, G., Jocić, D. (2005). The effect of coordination skills on the success in standard sports dancing. In: Dikić, N., Zivanic, S., Ostojic, S., Tornjanski, Z. (eds.) Book of Abstracts of 10th Annual Congress European College of Sport Science, Belgrade, 13-16 July 2005., Belgrade: 270-271.</td> <td></td> <td></td> </tr> <tr> <td>3. Oreb, G., Matković, Br. (1994). Functional abilities of professional dancers. U: The 11<sup>th</sup> International Congress on Sports Sciences for Students, Budapest: University of Physical Education, 7..</td> <td></td> <td></td> </tr> </tbody> </table>	Title	Number of copies in the library	Availability via other media	1. 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., Atlanta, GA: National Association of PE in High Education, 145.			2. Uzunović, S., Kostić, R., Zagorc, M., Oreb, G., Jocić, D. (2005). The effect of coordination skills on the success in standard sports dancing. In: Dikić, N., Zivanic, S., Ostojic, S., Tornjanski, Z. (eds.) Book of Abstracts of 10th Annual Congress European College of Sport Science, Belgrade, 13-16 July 2005., Belgrade: 270-271.			3. Oreb, G., Matković, Br. (1994). Functional abilities of professional dancers. U: The 11 <sup>th</sup> International Congress on Sports Sciences for Students, Budapest: University of Physical Education, 7..				
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	2. Maglischo, E. W. (2003) Swimming Fastest. California: Human Kinetics.		
	3. Bompa, T. O. (2006). Periodizacija. Teorija i metodologija treninga. Zagreb: Gopal.		
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	2. Milanović, D. i sur. (1997). Priručnik za sportske trenere. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
	3. Olbrecht, J. (2000). The Science of Winning. Belgium.		
2.11. Required literature (available in the library and via other media) <b>RHYTHMIC GYMNASTICS</b>	Title	Number of copies in the library	Availability via other media
	1. Bompa, T. O. (2006). Periodizacija. Teorija i metodologija treninga. Zagreb: Gopal.		
	2. Jastrjemskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics.		
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	Pelizzari, U., Tovadleri, S. (2004). Manual of Freediving. Reddick, USA: Idelson-Gnocchi.		
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Cigrovski, V., Matković, B., Krističević, T. (2006). Antropološke karakteristike kao osnova za selekciju u alpskom skijanju. Hrvatski športskomedicinski vjesnik, 21 (2): 103-108.															
Cigrovski, V., Matković, B., Novak, D. (2008). Differences in some anthropological characteristics of young alpine skiers recorded during one competitive season. Kineziologia Slovenica, 14 (3): 26-32.															
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Bompa, Tudor, O. (2006). Periodizacija. Teorija i metodologija treninga. Zagreb: Gopal.</p> <p>Bompa, Tudor, O. (2005). Cjelokupan trening za mlade pobjednike. Zagreb: Gopal.</p>														
2.11. Required literature (available in the library and via other media) <b>ARTISTIC GYMNASTICS</b>	<table border="1"> <thead> <tr> <th data-bbox="611 794 1675 842">Title</th> <th data-bbox="1686 794 1865 842">Number of copies in the library</th> <th data-bbox="1877 794 2072 842">Availability via other media</th> </tr> </thead> <tbody> <tr> <td data-bbox="611 842 1675 922">1. 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.</td> <td data-bbox="1686 842 1865 922">1</td> <td data-bbox="1877 842 2072 922">Internet</td> </tr> <tr> <td data-bbox="611 922 1675 978">2. Hraski, Ž., Mejovšek, M. (2004). Production of angular momentum for backward somersault. IASTED International Conference on Biomechanics, Honolulu, Hawaii, USA, 10-13.</td> <td data-bbox="1686 922 1865 978">1</td> <td data-bbox="1877 922 2072 978">Internet</td> </tr> <tr> <td data-bbox="611 978 1675 1042">3. Živčić, K., Breslauer, N., Stibilj-Batinić, T. (2008). Dijagnosticiranje i znanstveno verificiranje metodičkog postupka učenja u sportskoj gimnastici. Odgojne znanosti, 1 (15): 159-180.</td> <td data-bbox="1686 978 1865 1042">1</td> <td data-bbox="1877 978 2072 1042">Internet</td> </tr> </tbody> </table>	Title	Number of copies in the library	Availability via other media	1. 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	2. Hraski, Ž., Mejovšek, M. (2004). Production of angular momentum for backward somersault. IASTED International Conference on Biomechanics, Honolulu, Hawaii, USA, 10-13.	1	Internet	3. 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		
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2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>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.</li> <li>Čuk, I., Atiković, A., Tabaković, M. (2007). Hipotetičko-funkcionalno anatomski i mehanički 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.</li> <li>Bricelj, A., Dolenc, 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.</li> <li>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.</li> <li><a href="http://www.scienceofgymnastics.com">http://www.scienceofgymnastics.com</a></li> </ol>														

2.11. Required literature (available in the library and via other media) <b>SHOOTING</b>	Title	Number of copies in the library	Availability via other media
	Hartnik, A. E. (1997). Pištolji i revolveri enciklopedija. Zagreb: Veble Commerce.	3	
	Vodopivec, V. i sur. (1977). Sportsko streljaštvo. Beograd: SSJ.	20	
2.11. 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) <b>TAEKWONDO</b>	Title	Number of copies in the library	Availability via other media
	Pieter, W., Heijmans, J. (2000). Scientific Coaching for Olympic Taekwondo. Meyer and Meyer Sport.	1	
	Kukkiwon (2006). Taekwondo Textbook, O-Seong Publishers (English / Korean).	1	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Cota, T. (1995). Utjecaj tromj. sustavnog taekwondo treninga na kvantitetu promjene nekih morfoloških i motoričkih obilježja dječaka (11-14). Zagreb: Fakultet za fizičku kulturu. (Diplomski rad na FFK). 2. Jozić, M. (2001). Utjecaj programiranog taekwondo treninga i nastave tjelesne i zdravstvene kulture na razvoj motoričkih i morfoloških obilježja učenika. Zagreb: Fakultet za fizičku kulturu, (Magistarski rad). 3. Manestar, I. (2008). Metodički oblici rada na taekwondo treningu. Zagreb : Kineziološki fakultet. (Diplomski rad, VI stupanj).		
2.11. Required literature (available in the library and via other media) <b>TENNIS</b>	Title	Number of copies in the library	Availability via other media
	Filipčić, A. (2002). Tenis: treniranje. Ljubljana: Fakulteta za šport, Inštitutza šport.	5	
	Groppel, J. L., Loehr, L. E., Melville, D. S., Quin, A. B. (1983). Science of Coaching Tennis. Champaign, IL.: Leisure Press.	5	
	Tennis Canada (2009). Under 18 club training program. National Coaching Certification Program: printed by Tennis Canada.	5	
	Tennis Canada (2009). Under 14 interm club training program. National Coaching Certification Program: printed by Tennis Canada.	5	
2.12. Optional literature (at the time of submission of study programme proposal)	Bompa, T. (1999). Periodisation: Theory and methodology of training. Champaign, IL: Human Kinetics. Bompa, T. (2000). Cjelokupan trening za mlade pobjednike. Zagreb: Hrvatski košarkaški savez, Udruga hrvatskih košarkaških trenera.		
2.13. Načini praćenja kvalitete koji osiguravaju stjecanje izlaznih kompetencija	Continuous comprehensive checks. Follow-up and evaluation of a student's work. Anonymous student survey.		

## **SPECIALTY COURSES of the elective module SPORT**

### **APPLIED AND DEVELOPMENTAL PROGRAMMES OF A CHOSEN SPORT**

#### **1. GENERAL INFORMATION**

1.1. Course teacher	Prof. Dragan Milanović, Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF TRACK-AND-FIELD</b>	1.7. Credits (ECTS)	7
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)	60 (30L+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Senior Lecturer Čedomir Cvetković, M.Sc.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF WRESTLING</b>	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+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF SAILING</b>	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+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF JUDO</b>	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+30S)

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Hrvoje Sertić, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF KARATE</b>	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+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Damir Knjaz, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Nazivi predmeta	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF BASKETBALL</b>	1.7. Credits (ECTS)	7
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)	60 (30L+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assist. Prof. Valentin Barišić, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF FOOTBALL</b>	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+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Nenad Marelić, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF VOLLEYBALL</b>	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+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Goran Oreb, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF DANCE</b>	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+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Goran Leko, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF SWIMMING</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Gordana Furjan-Mandić, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF RHYTHMIC GYMNASTICS</b>	1.7. Credits (ECTS)	7
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)	60 (30L+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Nada Grčić-Zubčević, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF DIVING</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Dajana Zoretić, Mag.Cin. Domagoj Jakovac, MD.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Dinko Vuleta, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF HANDBALL</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Prof. Bojan Matković, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF SKIING</b>	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+30S)
<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	<b>Assoc. Prof. Kamenka Živčić Marković, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF ARTISTIC GYMNASTICS</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Assist. Prof. Tomislav Krističević, Ph.D. Assist. Prof. Željko Hraski, Ph.D. <u>External associates:</u> 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. Ines Čavar, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)

1. GENERAL INFORMATION			
1.1. Course teacher	<b>Prof. Hrvoje Sertić, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF SHOOTING</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Krešimir Vrančić Krešimir Loborec Tomislav Lazić, Mag.Cin. Tomislav Šepec	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1. GENERAL INFORMATION			
1.1. Course teacher	<b>Prof. Franjo Prot, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF TAEKWONDO</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1. GENERAL INFORMATION			
1.1. Course teacher	<b>Petar Barbaros Tudor, Ph.D.</b>	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>APPLIED AND DEVELOPMENTAL PROGRAMMES OF TENNIS</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Assist. Prof. Aleš Filipčić, Ph.D. Ico Humić	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	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	Empower the students to apply the training means and methods of a particular sport within the training process of a different sport. Alos, the students will be empowered to devise the strategic developmental plans and programs of a specific sport on a local, regional and national level.		
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 regarding the organization and functioning of a selected sport on the level of sport associations on a city, county and state levels. Knowledge regarding the current state and perspectives of development of a particular sport. Empowerment to be included in expert teams for devising the strategic documents which will enable the development of a particular sport.		

2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Knowledge which enable the application of specific technologies of a particular sport within the training process of athletes from other sports. The application of means from a selected sport in the sport of people with disabilities, police and military sport. To analyse the position and characteristics of the functioning of sport in Croatian society. Knowledge regarding the devison of developmental programs of a particular sport by applying the information regarding the coaches, infrastructure, sport schools, sports preparation technology in a given sport. Knowledge regarding the management of a private business such as private sports schools and clubs. Using the potential of a particular sport to initiate an enterprenual program.</p>				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and seminars</b></p> <ol style="list-style-type: none"> <li>1. The application of specific elements of a chosen sport in an universal sports school (2L+2S)</li> <li>2. The application of means and training methods in other sports (2L+2S)</li> <li>3. The application of means and training methods in general and basic physical conditioning of athletes (2L+2S)</li> <li>4. The application of means and training methods in general and basic physical conditioning of special populations (military and police forces, fire brigades, mountain rescue teams) (2L+2S)</li> <li>5. The application of a selected sport as a supplemental sport (2L+2S)</li> <li>6. Selected sport in the system of sport for people with disabilities (2L+2S)</li> <li>7. The organization of a selected sport in Croatia, Europe and in the World (1L+1S)</li> <li>8. Governmental and non-governmental system of governing in a selected sport (1L+1S)</li> <li>9. Coaches and other professionals in sport (2L+2S)</li> <li>10. Sport-related infrastructure and equipment (2L+2S)</li> <li>11. International collaboration: international sports organizations within a selected sport, Croatian representatives in international associations (2L+2S)</li> <li>12. Specifics of training of women in a selected sport (2L+2S)</li> <li>13. Strategic directions of development of a selected sport: current state and developmental perspectives (2L+2S)</li> <li>14. Devison of developmental programs on a local, regional and global level (2L+2S)</li> <li>15. Local, regional and national developmental program of the elite sport (2L+2S)</li> <li>16. Entrapranuership programs in a selected sport: private sports schools and sports clubs (2P+2S)</li> </ol>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved during classes, undertaking independent research tasks.				
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	1,5	(other)
	Tests		Oral exam	3,5	(other)
	Written exam	2,0	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	<p>Attending classes 6%.  Written exam 25%.  Seminar essay 25%.  Oral exam 44%.</p>				

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media) <b>TRACK-AND-FIELD</b>	Antekolović, Lj., Milinović, I., Hofman, E. (2003). Upotreba prepona u kondicijskog pripremi sportaša. Kondicijski trening, 1 (2): 42-50.		
	Zvonarek, N., Žufar, G. (1997). Primjena atletskih sadržaja u rukometu. Zagreb: Hrvatski olimpijski odbor, Hrvatski rukometni savez.		
	Hofman, E., Antekolović, Lj., Leko, F., Babić, V., Orešković, M., Rak, M. (2001). Atletika. U: Milanović, D. (ur.) Zbornik radova stručnog skupa „Stanje i perspektive zagrebačkog sporta“, Zagreb: Kineziološki fakultet, Zagrebački športski savez, 194-200.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Antekolović, Lj., Baković, M., Ostojić, I., Mudronja, L. (2008). Vježbe snage s teretom za skakače u dalj. U: Jukić, I., Milanović, D., Gregor, C. (ur.) Zbornik radova međunarodne konferencije „Kondicijska priprema sportaša“, Zagreb: Kineziološki fakultet, 202-206.</li> <li>2. Milanović, D., Jukić, I., Čustonja, Z., Šimek, S. (2004). Razvojni pravci hrvatskog sporta. U: Bartoluci, M. (ur.) Zbornik radova međunarodnog znanstvenog skupa „Menedžment u sportu i turizmu“, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 1-10.</li> <li>3. Milanović, D. (ur.) (2001). Stanje i perspektive zagrebačkog sporta. Zagreb: Fakultet za fizičku kulturu i Zagrebački športski savez.</li> <li>4. Harasin, D., Milanović, D. (2003). Bacanja kao oblik gibanja u kondicijskoj pripremi sportaša. u: Milanović, D., Jukić, I. (ur.) Kondicijska priprema sportaša, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez, 224-228</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>WRESTLING</b>	Marić, J., Baić, M., & Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	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)	<ol style="list-style-type: none"> <li>1. Baić, M., Cvetković, Č., Slačanac, K., Vračan, D. (2009). Rad hrvača na snazi i izdržljivosti za vrijeme hrvačkih priprema – primjer iz mađarske prakse. U: Jukić, I., Milanović, D., Gregor, C., Šimek, S. (ur.) Zbornik radova 7. godišnje međunarodne konferencije „Trening izdržljivosti“, Zagreb, 23. i 24. veljače, 2009., Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera, 336-342.</li> <li>2. Cvetković, Č., Pjaca, Ž. (2001). WRESTLING. U Milanović, D. (ur.) Zbornik radova stručnog skupa „Stanje i perspektive zagrebačkog sporta“, 10. zagrebačkog sajma sporta i nautike, Zagreb, 23. i 24. 02.2001. (str. 256-260). Zagreb: Fakultet za fizičku kulturu; Zagrebački športski savez</li> <li>3. Karnenčić, H., Baić, M., Plavec, G., Cvetković, Č. (2002). Hrvački trening bez strunjače u sklopu četrnaestodnevne ljetne škole hrvanja. U: Findak, V. (ur.) Zbornik radova XI. ljetne škole kineziologa Republike Hrvatske „Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije“, Rovinj, 22. – 26. lipnja 2002., Zagreb: Hrvatski kineziološki savez, 330-336.</li> <li>4. Marić, J., Aračić, M., Baić, M., Plavec, G. (2002). Jedan od modela globalnog plana i programa iz hrvanja. U: Findak, V. (ur.) Zbornik radova 11. ljetne škole pedagoga fizičke kulture Republike Hrvatske „Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije“, Rovinj, 22. – 26. lipnja 2002., Zagreb: Hrvatski kineziološki savez Hrvatske, 263-266.</li> <li>5. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Sofija: Medicina i fizkultura. (prijevod na hrvatski s bugarskog).</li> </ol>		

2.11. Required literature (available in the library and via other media) <b>SAILING</b>	Title	Number of copies in the library	Availability via other media
	Bond, B. (1980). Sve o jedrenju. Zagreb: Mladost.	5	X
	Miloš, D. (2001). Pod jedrima krstaša. Opatija: Preluk.		
	Sleight, S. (2004). Priručnik za jedrenje. Zagreb: Znanje.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Medved, R., Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24 (3) 234-237.</li> <li>2. Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebaškog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez.</li> <li>3. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. Konferencija o sportu Alpe-Jadran, Rovinj, 374-375.</li> <li>4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16 (2): 185-192.</li> <li>5. Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>JUDO</b>	Title	Number of copies in the library	Availability 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)	Sertić, H., Segedi, I., Cvetković, Č., Baić, M. (2008). Influence of a programmed judo training on changes of anthropological features in children attending sport schools. In: Cynarski, W. J. (ed). 2 <sup>nd</sup> International Scientific Conference of Experts – Researchers on Martial Arts and Humanists proceedings. Targowiska, Poland, 25. – 26. 04., 31.		
1.13. Required literature (available in the library and via other media) <b>KARATE</b>	Title	Number of copies in the library	Availability via other media
	Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.	300	
	Vidranski, T. (2010). Strukturna analiza pokazatelja situacijske efikasnosti u karate borbama. (Doktorska disertacija, Sveučilište u Zagrebu). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	3	
	Kuleš, B. (1997). Trening karatista. Zagreb: SN Liber.		
1.14. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>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</li> <li>2. Sertić, H., Vidranski, T., Segedi, I. (2010). Individualizacija rada u karate disciplini kate. U: Findak, V. (ur.) Zbornik radova 19. ljetne škole kineziologa Republike Hrvatske, Poreč, 22. - 26. 06. 2009., Zagreb: Hrvatski kineziološki savez, 379-384.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>BASKETBALL</b>	Title	Number of copies in the library	Availability via other media
	Tocigl, I. (1984). Košarka. Split: Sveučilište u Splitu.		
	Dežman, B. (1997). Košarka v osnovnoj šoli. Ljubljana; VŠTK.		
	Knjaz, D. (2000). Mini Košarka. u: Delija K. (ur.) Zbornik radova 9. ljetne škole pedagoga fizičke kulture Republike Hrvatske, Poreč: Fakultet za fizičku kulturu, 159.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Knjaz, D., Rupčić, T., Verunica, Z. (2007). Razvoj koordinacije kroz senzitivna razdoblja s posebnim naglaskom na košarkaške programe. u: Findak, V. (ur.) 16. ljetna škola kineziologa Republike Hrvatske. Antropološke, metodičke, metodološke i stručne pretpostavke rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije: zbornik radova. Zagreb: Hrvatski kineziološki savez, 444-449.</li> <li>3. Knjaz, D., Matković, B., Matković, Br. (2002). Turniri i natjecanja kao dopunski faktori pripreme najmlađih košarkaša. Dopunski sadržaji sportske pripreme. Milanović, D. (ur.) Zagreb: Kineziološki fakultet, 57-59.</li> </ol>		

	4. Knjaz, D., Matković, B., Matković, Br. (2002). Individualni rad u mini košarci. Dopunski sadržaji sportske pripreme. Milanović, D. (ur.) Zagreb: Kineziološki fakultet, 54-56.		
	5. Matković, B., Knjaz, D. (2002). Osvrt na nastavni plan i program predmeta tjelesna i zdravstvena kultura u onovnoj školi u području košarkaške igre. Programiranje rada u području edukacije sporta sportske rekreacije i kineziterapije. Fidak, V. (ur.). Rovinj: Hrvatski kineziološki savez, 269-272.		
2.11. Required literature (available in the library and via other media)			
<b>FOOTBALL</b>			
	Title	Number of copies in the library	Availability via other media
	Reilly, T., Williams, M.A. (2003). Science and Soccer. Taylor and Francis, e-library.		
	Bangsbo, J. (2003). Fitness training in soccer. Reedswain publishing.		
	Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening.		
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. Milanović, D. (2010). Teorija i metodika treninga. Primjenjena kineziologija u sportu. 2. dopunjeno i izmjenjeno izdanje. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
	3. Weineck, E. J. Optimales FOOTBALLtraining (prijevod na Hrvatski jezik). Zagreb: Kineziološki fakultet		
2.11. Required literature (available in the library and via other media)			
<b>VOLLEYBALL</b>			
	Title		
	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)	Marelić, N., Marelić, S., Đurković, T., Rešetar, T. (2008) Nastavne teme iz odbojke za osnovne škole. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
2.11. Required literature (available in the library and via other media)			
<b>DANCES</b>			
	Title	Number of copies in the library	Availability via other media
	Ivančan, I. (1971). Folklor i scena. Zagreb: Prosvjetni sabor Hrvatske.		
	Ivančan, I. (1985). Narodni plesni običaji južne Dalmacije. Zagreb: Kulturno-prosvjetni sabor Hrvatske.		
	Kinesiology and Medicine for Dance. (1991/92) U: Chmelar, R., Dun, J. London: Dance books, Ltd.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Oreb, G. (1984). Relacije između primarnih motoričkih sposobnosti i efikasnosti izvođenja plesnih struktura kod selekcioniranog uzorka ispitanika. (Magistarski rad). Zagreb: Fakultet za fizičku kulturu.		
	2. Oreb, G. (1992). Relativna efikasnost utjecaja plesa na motoričke sposobnosti studentica. (Doktorska disertacija). Zagreb: Fakultet za fizičku kulturu.		
	3. Miletić, Đ., Jelčić, M., Oreb, G. (2007). The effects of a visual model and knowledge of performance dance skills. Kinesiology Slovenica, 13 (1): 31-40.		
	4. Maletić, A. (1983). Pokret i ples. Zagreb: Kulturno-prosvjetni sabor Hrvatske.		
2.11. Required literature (available in the library and via other media)			
<b>SWIMMING</b>			
	Title	Number of copies in the library	Availability via other media
	Milanović, D. (2010). Teorija i metodika treninga. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
	Maglischo, E. W. (2003) Swimming Fastest. California: Human Kinetics.		
	Bompa, T. O. (2006). Periodizacija. Teorija i metodologija treninga. Zagreb: Gopal.		
2.12. Optional literature (at the time of submission of study programme proposal)	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). The Science of Winning. Belgium.		
2.11. Required literature (available in the library and via other media)			
<b>RHYTHMIC GYMNASTICS</b>			
	Title	Number of copies in the library	Availability via other media
	Jastrjemskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics.		
	Wolf-Cvitak, J. (2004). Ritmička gimnastika. Kugler.		
	F Vajngerl, B., Žilavec, S. (2000). Drugi korak u ritmični gimnastici. Ljubljana: Fakulteta za šport, Inštitut za šport.		

2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Vajngerl, B., Košir, A. (2006). Tretji korak v ritmični gimnastici. Ljubljana: Fakulteta za šport, Inštitut za šport.</li> <li>Milanović, D. (2010). Teorija i metodika treninga. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu, Kineziološki fakultet Sveučilišta u Zagrebu.</li> <li>Bompa, T. O. (2006). Periodizacija. Teorija i metodologija treninga. Zagreb: Gopal.</li> <li>Bompa, T. O. (2005). Cjelokupan trening za mlade pobjednike. Zagreb: Gopal.</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>HANDBALL</b>	Title	Number of copies in the library	Availability via other media
	Vuleta, D., Milanović, D. i sur. (2004). Znanstvena istraživanja u rukometu. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.		
	Vuleta, D., Milanović, D. i sur. (2009). Science in handball. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.		
	Vuleta, D., Milanović, D. i sur. (2004). Znanstvena istraživanja u rukometu. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Milanović, D., Vuleta, D., Jukić, I., Gruić, I., Šimek, S. (2006). Planiranje i programiranje treninga rukometaša od početnika do svjetskih prvaka. U: Zbornik radova XXX. seminara za rukometne trenere</li> <li>Milanović, D., Vuleta, D., Matijević, M., Zovko, Z. Gruić, I. (2009). Operativni program rada u natjecateljskom periodu, Zbornik radova Seminara za rukometne trenere XXXIII (audio/video zapis).</li> <li>Milanović, D., Vuleta, D., Šimek, S. (2010). Planiranje i programiranje procesa poučavanja i vrednovanja tehničko-taktičkih znanja u rukometu. Zbornik radova XXXIV. Seminara rukometnih trenera, Pula, 07. 01. 2010. – 10. 01. 2010. (elektronsko izdanje).</li> <li>Milanović, D., Vuleta, D., Jukić, I., Šimek, S. (2007). Opća fizička priprema rukometaša različitih dobnih skupina. Zbornik radova XXXI. seminara trenera HRS. Pula, 13. – 15. siječnja 2007., 15-38.</li> <li>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</li> </ol>		
2.11. Required literature (available in the library and via other media) <b>SKIING</b>	Title	Number of copies in the library	Availability via other media
	Murovec, S. (2006). Na kanto!: UPS – učenje s podaljševanjem smuči. Kranj: Format Kranj.		
	Guček, A., Videmšek, D. (2002). Smučanje danas. Ljubljana: ZUTS.		
	Tate, D. (2007). Parallel dreams alpine skiing. Ireland: Parallel dreams publishing.		
2.12. Optional literature (at the time of submission of study programme proposal)	<p>LeMaster, R. (2009). Applications of physics education research to skiing pedagogy for coaches and instructors. In: Müller, E., Lindinger, S., Stoggl, T. (ed.) Science and skiing IV., Oxford: Meyer and Meyer Sport, 347-356.</p> <p>Loland, S. (2009). Alpine skiing technique – practical knowledge and scientific analysis. In: Müller, E., Lindinger, S., Stoggl, T. (ed.) Science and skiing IV., Oxford: Meyer and Meyer Sport, 43-58.</p> <p>Malliou, P., Amoutzas, K., Theodosiou, A., Gioftsidou, A., Mantis, K., Pylidianis, T., Kioumourtzoglou, E. (2004). Proprioceptive training for learning downhill skiing. Percept Mot Skills, 99 (1):149-54.</p>		
2.11. Required literature (available in the library and via other media) <b>ARTISTIC GYMNASTICS</b>	Title	Number of copies in the library	Availability via other media
	Stibilj - Batinić, T., Živčić Marković, K. (2011). Ikona kineziologa. u: Prskalo, Ivan ; Novak, Dario (ur.) Zbornik radova 6. Kongresa FIEP-a Europe, Zagreb : Hrvatski kineziološki savez, 461-465 .	1	Internet
	Živčić, K., Breslauer, N., Stibilj-Batinić, T. (2008). Dijagnosticiranje i znanstveno verificiranje metodičkog postupka učenja u sportskoj gimnastici. Odgojne znanosti. 10, 1(15): 159-180.	1	Internet
	Živčić Marković, Kamenka, Omrčen, Darija. (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 .	1	Internet
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Živčić, K., Furjan-Mandić, G., Horvatin-Fučkar, 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. 5 (1): 9-18.</li> <li>Živčić, K. (1991). Analiza nekih kinematičkih parametara kao prediktora za uspješnost izvođenja salta nazad zgrčenog. magistarski rad. Ljubljana: Fakulteta za šport.</li> <li>Živčić, K., Krističević, T. (2008). Specifične pripreme vježbi u akrobatici. Kondicijski trening, 6 (1) 22-29.</li> </ol>		

	4. FIG (2011). <i>Gymnastics for all</i> . Moutier: Federation International de Gymnastique		
	5. Viléma, N. (2005). System of general gymnastics in the czech Association sport for all. <i>Kinesiology</i> , (37) 1: 106-111.		
	6. Malmberg, E. (2005). <i>Kidnastics: A Child-Centered Approach to Teaching Gymnastics</i> . United States: Human Kinetics.		
	7. Torgovnick, K.(2008). <i>Cheer! - Cheerleading</i> . New York: Touchstone.		
2.11. Required literature (available in the library and via other media)			
<b>SHOOTING</b>			
	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Hartnik, A. E. (1997). <i>Pištolji i revolveri enciklopedija</i> . Zagreb: Veble Commerce.	3	
	Vodopivec, V. i sur. (1977). <i>Sportsko streljaštvo</i> . 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.		
2.11. Required literature (available in the library and via other media)			
<b>TAEKWONDO</b>			
	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Crnek, M. (2001). <i>Hrvatski vojni šport u periodu od 1990. do 2000. godine</i> . Zagreb: Kineziološki fakultet. (Diplomski rad na KF, VII stupanj).		
	Stipetić, D. (2009). <i>Položaj taekwondoa u međunarodnom vijeću za vojni sport (CISM)</i> . Zagreb: Kineziološki fakultet, 2009. (Diplomski rad. VI stupanj).		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Marić, S. (2004). <i>Zahvati i tehnike onesposobljavanja i provođenja hosinsul taekwondo samoobrana</i> . Zagreb: Kineziološki fakultet. (Diplomski rad na KF, VI stupanj).		
	2. Horvath, T. (1996). <i>Osnove hosinul teakwondo samoobrane</i> . Zagreb: Fakultet za fizičku kulturu. (Diplomski rad na FFK, VII stupanj).		
	3. Manestar, I. (2008). <i>Metodički oblici rada na taekwondo treningu</i> . Zagreb: Kineziološki fakultet, (Diplomski rad, VI stupanj).		
2.11. Required literature (available in the library and via other media)			
<b>TENNIS</b>			
	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Saviano, N. (2003). <i>Maximum tennis. USA: Human kinetics</i> .	3	
	Crespo, M., Miley, D. (2009). <i>Priručnik za teniske trenere</i> . Zagreb: Hrvatski teniski savez.	5	
	Mouratoglou, P. (2010). <i>Educate to win</i> . Paris. France: Amphora sports.	1	
2.12. Optional literature (at the time of submission of study programme proposal)	1. <a href="http://www.mouratoglou.com">www.mouratoglou.com</a> - High level academy in Paris For all levels		
	2. <a href="http://www.brugueratennis.com">www.brugueratennis.com</a> - Brugera tennis academy. Adults program in tennis.		
	3. <a href="http://www.imgacademies.com/nick-bollettieri-tennis-academy/">www.imgacademies.com/nick-bollettieri-tennis-academy/</a> - Bollettieri Tennis Academy		
	4. <a href="http://www.johnmcenroetennisacademy.com/">www.johnmcenroetennisacademy.com/</a> - John McEnroe tennis academy		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Continuous comprehensive checks. Follow-up and evaluation of students' 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 <sup>nd</sup>
1.2. Name of the course	<b>TEACHING METHODS AND PROGRAMMING PHYSICAL CONDITIONING OF SPECIAL POPULATIONS</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Luka Milanović, Ph.D. Assoc. Prof. Asim Bradić, Ph.D. Saša Vuk, Ph.D. Daniel Bok, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	30
1.5. Status of the course	Speciality	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 knowledge regarding the advanced methodical and program-related procedures used in the development and maintenance of physical conditioning level in special populations.		
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 able to devise physical conditioning training programs aimed at special populations.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> <li>• select the appropriate physical conditioning means for special populations;</li> <li>• select the appropriate physical conditioning methods aimed at special populations;</li> <li>• selects the appropriate physical conditioning training loads aimed at special populations;</li> <li>• devising physical conditioning programs aimed at special populations in various training cycles.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> <ol style="list-style-type: none"> <li>1. The structure of work activities in police and military forces and in fire brigades (2L+2E)</li> <li>2. Biological, psychological and sociological specificities of people with special needs (2L+2E)</li> <li>3. Biological, psychological and sociological specificities of people with chronic health problems (2P+2V)</li> <li>4. Requirements of work activities in police, military and fire brigades with regard to physical conditioning (2L+2E)</li> <li>5. Requirements of work activities of people with chronic health problems with regard to physical conditioning (2L+2E)</li> <li>6. Requirements of work activities in fire brigades with regard to physical conditioning (2L+2E)</li> <li>7. Assessment of physical conditioning of police forces, military forces and fire brigades, individuals with special needs and individuals with chronic health problems (2L+2E)</li> <li>8. Designing the methodical procedures and programs aimed at development of motor and functional abilities as well as morphological characteristics of police and military forces and fire brigades (2L+2E)</li> </ol>		

	9. Designing the procedures aimed at development of motor and functional abilities and morphological characteristics of individuals with special needs (2L+2E)				
	10. Designing the procedures aimed at enhancing the motor and functional abilities and morphological characteristics of individuals with chronic health problems (2L+2E)				
	11. Supplemental factors in physical conditioning of special populations (3L+2E)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7.
2.8. Student responsibilities	Attending classes on a regular basis, being actively involved during classes, writing seminar essays.				
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	1,0	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	3,0	(other)
	Tests		Oral exam	3,0	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 12%. Seminar essay 44%. Oral exam 44%.				
2.11. Required literature (available in the library and via other media)	Title				
	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	DA
	2. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening. Stručni časopis za teoriju i metodiku kondicijske pripreme. Zagreb: Kineziološki fakultet.			30	DA
	3. Jukić, I., Marković, G. (2005). Kondicijske vježbe s utezima. Zagreb: Kineziološki fakultet			20	DA
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	Prof. Igor Jukić, Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>PREVENTIVE CONDITIONING PROGRAMMES</b>	1.7. Credits (ECTS)	8
1.2. Associate teachers	Luka Milanović, Ph.D. Cvita Gregov, Mag.Cin. Daniel Bok, Mag.Cin. Assist. Prof. Asim Bradić, Ph.D. Saša Vuk, Ph.D. Vlatko Vučetić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (23L+22E)
1.3. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	30
1.4. 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 teach the students the transformational procedures aimed at developing motor, functional and morphological characteristics aimed at injury prevention.		
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 able to: create and implement various prevention programs with athletes varying in age and chosen sport.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> <li>- understand the specifics of procedures aimed at enhancement of the stability of the muscular-skeletal system;</li> <li>- understand the specifics of procedures aimed at enhancement of the mobility of the muscular-skeletal system;</li> <li>- understand the specifics of procedures aimed at enhancement of proprioception;</li> <li>- devise and implement preventive programs with athletes varying in age and chosen sport.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and exercises</b> <ol style="list-style-type: none"> <li>1. Basics of injury prevention of athletes (2L)</li> <li>2. Development of motor and functional abilities aimed at injury prevention in athletes (2L)</li> <li>3. The application of proprioceptive training aimed at injury prevention in athletes (2L+2E)</li> <li>4. Stability-mobility concept (2L+2E)</li> <li>5. Diagnostics of functional deficits (2L+2E)</li> <li>6. Application of elastic resistances in procedures aimed at injury prevention (1L+2E)</li> <li>7. Training programs aimed at foot stability development (2L+2E)</li> <li>8. Training programs aimed at ankle mobility development (2L+2E)</li> <li>9. Training programs aimed at knee stability development (1L+2E)</li> <li>10. Training programs aimed at hip mobility development (1L+2E)</li> <li>11. Training programs aimed at lumbar spine stability development (1L+1E)</li> <li>12. Training programs aimed at thoracic spine mobility development (1L+1E)</li> </ol>		

	13. Training programs aimed at scapula stability development (1L+1E)				
	14. Training programs aimed at shoulder mobility development (1L+1E)				
	15. Devising the individual preventive training programs (2L)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (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
	Experimental work		Report		(other)
	Essay		Seminar essay	4,0	(other)
	Tests		Oral exam	2,5	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20%. Seminar essay 50%. 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. 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	DA
	2. Jukić, I., Milanović, D. (ur.) (2006). Kondicijska priprema sportaša, Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske.			30	DA
	3. Cook, G. (2010). Movement: Functional Movement Systems: Screening, Assessment, Corrective Strategies. USA: E. Grayson Cook.			20	DA
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., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening. Stručni časopis za teoriju i metodiku kondicijske pripreme. Zagreb: Kineziološki fakultet. 3. Bompá, 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.				
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	Assist. Prof. Nejc Šarabon, Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>FITNESS TRAINING IN ELDERLY PERSONS</b>	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)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	10
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%)	10%
2. COURSE DESCRIPTION			
2.1. Course objectives	Within this course students will be acquainted with physiological and anatomical changes related to the process of aging, their effects on the decrease of functional abilities of elderly persons and possibilities for preventive and curative effective action with the help of kinesiology tools.		
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	Application of the knowledge acquired from other aspects of the <i>Fitness</i> study programme to special populations of elderly persons.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will learn:</p> <ul style="list-style-type: none"> <li>- key physiological and anatomical changes taking place during aging;</li> <li>- the potential of physical activity in maintaining function and independence in the life of elderly persons;</li> <li>- indications and contraindications for different types of physical activities in elderly persons;</li> <li>- to plan and apply adequate exercise programmes for elderly persons with specific deficits;</li> <li>- to use simple and advanced tools for diagnostics of the key functional abilities in elderly persons;</li> <li>- to recognize and adequately react in case of emergencies when working with elderly persons.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and exercises</b> (3L+3E are allocated to each topic)</p> <ol style="list-style-type: none"> <li>1. Introduction to the process of aging and biological changes of the organism related to aging.</li> <li>2. Changes of neuromuscular and bone system in old age.</li> <li>3. Changes of hormonal and cardiorespiratory system in old age.</li> <li>4. Potential of physical exercise for improvement of negative biological changes in organism.</li> <li>5. Decrease in strength and mobility function in elderly persons and the possibilities of their development.</li> <li>6. Decrease in balance and stability function in elderly persons and the possibilities of their development.</li> <li>7. Decrease in locomotion function in elderly persons and the possibilities of its development.</li> <li>8. Decrease in manipulative function and fine coordination in elderly persons and the possibilities of their development.</li> <li>9. Interdependence of different functions in the context of ensuring quality of life and independence of elderly persons.</li> <li>10. Implementation of exercise for elderly persons in practice and organizational specificities.</li> </ol>		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular class attendance and active participation in classes. Preparation of seminar essays and problem task solving in programming of training.					
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	2.5	Project	
	Experimental work		Research		Practical training	1.5
	Essay		Report		(other)	
	Tests		Seminar essay	1.5	(other)	
			Oral exam		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 25%. Written exam – 35%. Practical training – 20%. Seminar essay – 20%.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Haywood, K. M., Gatchell, N. (2009). Life span motor development. Champaign: Human Kinetics.			2		
	Taylor, A., Johnson, M. (2008). Physiology of exercise and healthy aging. Champaign: Human Kinetics.			2		
2.12. Optional literature (at the time of submission of study programme proposal)	Best-Martini, E., Botenhagen-DiGenova, K. (2003). Exercise for Frial Elders. Champaign: 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. Lana Ružić, M.D., Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>FITNESS TRAINING IN POPULATIONS WITH HEALTH PROBLEMS</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Antonela Nedić, M.D., Junior Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	10
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%)	10%
2. COURSE DESCRIPTION			
2.1. Course objectives	Within this course the students will be acquainted with the basics of pathophysiology of some of the most common chronic and acute diseases and with the possibilities of application of fitness programmes in populations with these health issues.		
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	Application of the knowledge acquired from other aspects of the <i>Fitness</i> study programme to special populations, i.e., populations with health problems.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will learn:</p> <ul style="list-style-type: none"> <li>- fundamentals of pathophysiology of some of the most common chronic and acute diseases;</li> <li>- indications and contraindications for physical activity in people affected by those diseases;</li> <li>- to select adequate programmes in fitness centres for populations with health problems;</li> <li>- to plan and programme fitness training for these persons;</li> <li>- to recognize emergencies in different populations with health problems;</li> <li>- to administer the basic first aid in emergencies, within their competences.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures and exercises</b> (1L+1E are allocated to each topic)</p> <ol style="list-style-type: none"> <li>1. Introduction to pathophysiology.</li> <li>2. Morbidity and mortality in general.</li> <li>3. The basics of epidemiology.</li> <li>4. The basic physiological indicators of workload that can be used for monitoring populations with health problems.</li> <li>5. Assessment of functional abilities in populations with health problems.</li> <li>6. The trainer-physician relationship in fitness centres.</li> <li>7. Risks of injuries, health incidents and possible legal consequences.</li> <li>8. Cardiovascular diseases – introduction.</li> <li>9. Atherosclerosis and fitness training.</li> <li>10. Hypertension and fitness training.</li> <li>11. Metabolic syndrome and fitness training.</li> <li>12. Myocardial infarction, stroke and fitness training.</li> <li>13. Diabetes – introduction.</li> <li>14. Characteristics of fitness training for persons with diabetes.</li> <li>15. Eating disorders – introduction.</li> </ol>		

	16. Anorexia and fitness training. 17. Bulimia and fitness training. 18. Anorexia athletica and fitness training. 19. Obesity and fitness training. 20. Common chronic and acute diseases of the respiratory system – introduction. 21. Chronic obstructive pulmonary disease and fitness training. 22. Specificities of programming fitness training for persons with asthma. 23. Training and acute diseases of the respiratory system – common cold, virosis, influenza. 24. Common diseases of the locomotor system – introduction. 25. Prolapse and protrusion of the intervertebral disc and fitness training. 26. Knee arthrosis and fitness training, rehabilitation after arthroscopic interventions, meniscectomies, etc. 27. Possibilities of fitness training in persons with scoliosis. 28. Rheumatic diseases and fitness training. 29. Infectious mononucleosis and fitness training. 30. Chronic infectious diseases (hepatitis B and C, HIV infection) and fitness training.				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance and active participation in class. Preparation of seminar essays and problem task solving in programming of training.				
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	4	Project
	Experimental work		Research		Practical training 1.5
	Essay		Report		(other)
	Tests		Seminar essay		(other)
			Oral exam		(other)
2.10. Grading and evaluating student work in class and at the final exam	Activity in class – 20%. Written exam – 60%. Practical training – 20% .				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Mišigoj-Duraković, M., Duraković, Z. (1999). Tjelesno vježbanje i zdravlje. Zagreb: Grafos, FFK.			10	
	Gamulin, S. (2005). Patofiziologija za visoke zdravstvene škole. Zagreb: Medicinska naklada.			5	
2.12. Optional literature (at the time of submission of study programme proposal)	Ehrman, J. K., Gordon, P. M., Visich, P. S., Keteyian, S. J. (2009) Clinical Exercise Physiology. 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 PHYSICAL (SPORTS) RECREATION**

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Drena Trkulja-Petković, Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>MODELLING OUTDOOR PHYSICAL RECREATION ACTIVITIES</b>	1.7. Credits (ECTS)	6
1.3. Associate teachers	Damir Vučić, Mag.Ed. (part-time associate) Vesna Širić, Mag.Ed., 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)	60 (40L+10S+10E)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	25
1.5. Status of the course	Speciality	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 objective of the course is to enable students to acquire the fundamental theoretical and practical knowledge necessary for quality planning, programming, design, conduction, and evaluation of physical recreation programmes and contents carried out in natural environments – outdoors.		
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 complexity of modelling of outdoor physical recreation activities, advantages and dangers of exercise in natural environments. They will be able to organize and safely realize a large number of programmes and contents applicable in the area of physical recreation, but also in the areas of sport, kinesitherapy, tourism, as well as in everyday life.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> <li>- acquire fundamental theoretical and practical knowledge for conduction of outdoor physical recreation programmes;</li> <li>- understand the role and importance of outdoor physical recreation programmes as the basic and additional programmes in the areas of applied kinesiology, but also in other areas (tourism, economy, health sector, advertising...)</li> <li>- plan, programme, and conduct a large number of different outdoor physical recreation programmes</li> <li>- create new contents and programmes of outdoor physical recreation.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Lectures, seminars, and exercises</b></p> <ol style="list-style-type: none"> <li>1. Terminological definition of outdoor physical recreation programmes, aims and tasks of the course, systematization of outdoor physical recreation programmes. (2L)</li> <li>2. Historical overview of the relationship humans-nature. (1L)</li> <li>3. The influence of natural environment (sun, air, altitude, sea, colours, smells, sounds, relief, climate) on humans. (2L)</li> <li>4. The place and role of outdoor physical recreation programmes in the system of physical recreation, sport, kinesitherapy, and everyday life. (2L)</li> <li>5. Definition and systematization of outdoor physical recreation programmes according to duration, purpose, and place where they are performed. (1L)</li> <li>6. The influence of outdoor physical recreation programmes on anthropological characteristics. (2L)</li> <li>7. Methodical, organizational, material, and personnel aspects of implementation of field trips and campaigns. (2L)</li> <li>8. Methodical, organizational, material, and personnel aspects of implementation of tours and tour walks. (2L)</li> <li>9. Methodical, organizational, material, and personnel aspects of implementation of mountaineering activities. (1L+2S)</li> <li>10. Methodical, organizational, material, and personnel aspects of implementation of attractive outdoor physical recreation programmes (rafting, kayaking, paintball, alpinism, speleology, team building, fishing). (3L+6E)</li> <li>11. Methodical, organizational, material, and personnel aspects of implementation of the underrepresented outdoor sports (bowling (boules), softball, skating, Indica, speedminton) and their modifications. (2L+4E)</li> <li>12. Methodical, organizational, material, and personnel aspects of implementation of low-intensity outdoor physical recreation programmes (precision type activities – shooting, throwing in, knocking down, rolling). (2L+2S)</li> </ol>		

	13. Modelling of outdoor physical recreation programmes with implementation of cyclic activities. (2L+2S) 14. Modelling of outdoor physical recreation programmes with implementation of water activities/contents. (2L+2S) 15. Modelling of outdoor physical recreation programmes appropriate for conduction on untreated grass surfaces. (2L+2S) 16. Modelling of outdoor physical recreation programmes appropriate for conduction in winter conditions. (2L) 17. Modelling of outdoor physical recreation programmes with special emphasis on specificities of programme users (children, youth, adults, elderly, families). (2L) 18. Modelling of complementary outdoor physical recreation programmes – supplementary and additional. (2L) 19. Specificities in modelling of outdoor physical recreation programmes (at seaside, continent, and mountain areas). (2L) 20. Determination of preferences of potential users of outdoor physical recreation programmes. (2L) 21. Contemporary concept of modelling of outdoor physical recreation programmes (connection with other domains of human interests, such as culture, art, customs and traditions, celebrations of historical, political, religious, and other social events). (2L)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Coverage of the field work expenses (cca 500 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	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 55%. Oral exam 15%.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability 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	
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, Z. (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 delivered classes.				

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mirna Andrijašević, Ph.D.	1.6. Year of the study programme	2 <sup>nd</sup>
1.2. Name of the course	<b>HEALTH AND PREVENTION PROGRAMMES IN TOURISM</b>	1.7. Credits (ECTS)	7
1.3. Associate teachers	Assist.Prof. Drena Trkulja-Petković, Ph.D. Danijel Jurakić, Ph.D., Research Assistant Marija Rakovac, M.D., Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4. Study programme (undergraduate, graduate, integrated)	Specialist graduate professional study programme	1.9. Expected enrolment in the course	35
1.5. Status of the course	Speciality	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 design physical recreation programmes in tourism conditions with the purpose of protection and promotion of tourists' health. One of the important goals is to enable students to set up plans and programmes in tourism conditions, related to certain geographical, geological, biological, and climatological specificities of a tourist site. Since different age groups of tourists and various natural and material preconditions are concerned, students will master techniques of analysis of current state and conditions record to be able to implement plans and programmes of physical recreation. Based on the knowledge acquired through other, complementary courses (diagnostics), the students will also be able to choose adequate types of physical activity with the purpose of fulfilling the set goals. By practical application they will be qualified to conduct different programmes intended for different populations – children, youth, adults, and elderly persons as well as specific tourist groups.		
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 competences to design plans and programmes of physical recreation with the purpose of protection and promotion of tourists' health. Taking into account the specific natural conditions, by recording and analysis they will be able to determine the comparative advantages of a certain tourist site (mountain, spa, seaside) for tourists' health. They will be able to conduct (and implement in practice) different programmes intended for various tourist populations.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> <li>- understand the importance of implementation of different types of physical recreation programmes for tourists;</li> <li>- understand the importance of environment as a complementary factor in design of physical recreation programmes;</li> <li>- ensure spatial, technical, and other important conditions for implementation of physical recreation programmes;</li> <li>- apply methods for assessment of psycho-physical abilities of tourists;</li> <li>- design adequate plans and programmes of physical recreation;</li> <li>- work in team with experts from interdisciplinary areas.</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures and seminars</b> <ol style="list-style-type: none"> <li>1. The basic findings on importance of programming of physical recreation activities in tourism conditions. (2L)</li> <li>2. Croatian natural resources as a factor of development of physical recreation tourism. (2L+4E)</li> <li>3. Diversity of tourist sites and their influence on human-tourist health. (2L+4E)</li> <li>4. Methods of analysis and recording of tourist resources for physical recreation purposes. (2L +2E)</li> <li>5. Selection of programmes of physical recreation exercises and activities with regard to tourist sites. (2L+4E)</li> <li>6. Organizational possibilities and grouping of tourists according to different characteristics for physical recreation purposes. (2L+4E)</li> </ol>		

	<p>7. Evaluation of physical recreation programmes using different methods – questionnaires, interviews or diagnostics. (2L+2E)</p> <p>8. Other comparative contents and attractions of different tourist sites and selection of physical activity programme contents. (2L)</p> <p>9. Specificities and advantages of physical recreation programmes for tourists at seaside (thalassotherapy). (2L+2E)</p> <p>10. Specificities and advantages of physical recreation programmes for tourists in continental parts of the country (mountains, woods). (2L)</p> <p>11. Specificities of creating physical recreation programme in tourism for children and youth. (2L+2E)</p> <p>12. Specificities of creating physical recreation programme in tourism for adults. (2L+2E)</p> <p>13. Specificities of creating physical recreation programme in tourism for elderly persons. (2L+2E)</p> <p>14. Specificities of creating physical recreation programme in tourism for specific groups. (2L+2E)</p> <p>15. Social-economic effects of implementation of health &amp; prevention programmes in tourism. (2L)</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance, active participation in 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	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	<p>Class attendance – 15%.</p> <p>Written exam – 55%.</p> <p>Seminar essay – 15%.</p> <p>Oral exam – 15%.</p>				
2.11. Required literature (available in the library and via other media)	Naslov			Number of copies in the library	Availability via other media
	1. Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			10	
	2. Bartoluci, M. i sur. (2004). Menedžment u sportu i turizmu. Zagreb: Kineziološki fakultet, Ekonomski fakultet.			10	
2.12. Optional literature (at the time of submission of study programme proposal)	<p>1. Andrijašević, M. (ur.) (2009). Upravljanje slobodnim vremenom sadržajima sporta i rekreacije. Zbornik radova međunarodne znanstveno stručne konferencije. Zagreb: Kineziološki fakultet.</p> <p>2. Andrijašević, M., Jurakić, D. (ur.) (2011). Sportska rekreacija u funkciji unapređenja zdravlja. Zagreb: Kineziološki fakultet.</p> <p>3. Kušen, E. (2002). Turistička atrakcijska osnova. Zagreb: Institut za turizam.</p> <p>4. Ivanišević, G. (2005). Zdravstveni i lječilišni turizam – metode i programi. Knjiga izlaganja na znanstvenom skupu. Zagreb: Akademija medicinskih znanosti Hrvatske.</p> <p>5. Časopis Tourism, Institut za turizam Hrvatske (ur. Sanda Čorak).</p>				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. OPIS PREDMETA - OPĆE INFORMACIJE			
1.1. Nositelj predmeta	<p><b>Module Head Teachers:</b></p> <p><b>SPORT:</b>            Assoc.Prof. Vesna Babić, Ph.D. (TRACK-AND-FIELD)            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)            Prof. Hrvoje Sertić, Ph.D. (SHOOTING)            Prof. Franjo Prot, Ph.D. (TAEKWONDO)            Assoc.Prof. Boris Neljak, Ph.D. (TENNIS)</p> <p><b>PHYSICAL CONDITIONING OF ATHLETES</b>            prof.dr.sc. Igor Jukić, Ph.D.</p> <p><b>FITNESS TRAINING</b>            Assoc.Prof. Goran Marković, Ph.D.</p> <p><b>PHYSICAL RECREATION</b>            Prof. Mirna Andrijašević, Ph.D.</p>	1.6.Year of the study programme	4, 5
1.2. Naziv predmeta	<b>SPORT COACHING INTERNSHIP</b>	1.7.Credits (ECTS)	10
1.3. Suradnici		1.8.Type of instruction (number of hours L + S + E + e-learning)	210V
1.4. Studijski program (preddiplomski, diplomski, integrirani)	Specialistic graduate professional study programme	1.9.Expected enrolment in the course	30
1.5. Status predmeta	Compulsory	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. OPIS PREDMETA			

2.1. Ciljevi predmeta	The objective is to enable students to acquire programming and organizational-managing practical knowledge from their sport coaching specialty.					
2.2. Uvjeti za upis predmeta i ulazne kompetencije koje su potrebne za predmet	No exceptional enrolment requirements.					
2.3. Ishodi učenja na razini programa kojima predmet pridonosi	The students will be empowered to organize and monitor independently training/exercie process respective to their specialties.					
2.4. Očekivani ishodi učenja na razini predmeta (4-10 ishoda učenja)	The students will be empowered to: <ul style="list-style-type: none"> <li>Organize and monitor assessment procedures</li> <li>Organize and monitor methodological designing of training process under practical conditions</li> <li>Organize and monitor planning and programming of a particular training process in various time periods and cycles</li> <li>Organize and monitor practical implementation of a training process</li> </ul>					
2.5. Sadržaj predmeta detaljno razrađen prema satnici nastave	<ul style="list-style-type: none"> <li>Organize and monitor assessment procedures</li> <li>Organize and monitor methodological designing of training process under practical conditions</li> <li>Organize and monitor planning and programming of a particular training process in various time periods and cycles</li> <li>Organize and monitor practical implementation of a training process under the supervision of an expert team.</li> </ul>					
2.6. Vrste izvođenja nastave:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:			
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and the internet				
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory				
	<input type="checkbox"/> on line in entirety	<input type="checkbox"/> work with mentor				
	<input type="checkbox"/> partial e-learning	<input type="checkbox"/> (other)				
	<input type="checkbox"/> field work					
2.8. Obveze studenata	Regular class attendance, active participation in class work, problem tasks solving.					
2.9. Praćenje rada studenata (upisati udio u ECTS bodovima za svaku aktivnost tako da ukupni broj ECTS bodova odgovara bodovnoj vrijednosti predmeta):	Class attendance		Research		Practical training	X
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Ocjenjivanje i vrjednovanje rada studenata tijekom nastave i na završnom ispitu	Expert team will evaluate students' independent performance in sport training process organization and monitoring.					
2.11. Obvezna literatura (dostupna u knjižnici i putem ostalih medija)	Title			Number of copies in the library	Availability via other media	
	LITERATURE IS ADJUSTED TO SPECIALTIES.					
2.12. Dopunska literatura (u trenutku prijave prijedloga studijskoga programa)	OPTIONAL LITERATURE IS ADJUSTED TO SPECIALTIES..					
2.13. Načini praćenja kvalitete koji osiguravaju stjecanje izlaznih kompetencija	Anonymous student survey.					