



THE UNIVERSITY OF SPLIT
THE FACULTY OF CATHOLIC THEOLOGY



THE STUDY PROGRAMME OUTLINE

GRADUATE UNIVERSITY THEOLOGICAL-CATECHETIC STUDIES



SPLIT, September 2014.

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BASIC INFORMATION ABOUT THE FACULTY

Name of the higher education institution	The Faculty of Catholic Theology of the University of Split
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THE STUDY PROGRAMME PROFILE

Name of the study programme	Graduate University Theological-Catechetic Studies		
Issuing institution of the study programme	The Faculty of Catholic Theology of the University of Split		
Co-issuing institution of the study programme	/		
Type of the study programme	Vocational study programme <input type="checkbox"/>	University study programme <input checked="" type="checkbox"/>	
Level of the study programme	Undergraduate <input type="checkbox"/>	Graduate <input checked="" type="checkbox"/>	Integrated <input type="checkbox"/>
	Postgraduate university <input type="checkbox"/>	Postgraduate specialist <input type="checkbox"/>	Graduate specialist <input type="checkbox"/>
Academic degree/professional designation acquired by the study completion	Master of Arts in Catechetics		

INTRODUCTION

1.1. The purpose of the study programme

The main purpose of the Graduate Theological-Catechetic Studies is to provide qualifications for pedagogical and teaching work in primary and secondary schools as well as in other educational and teaching institutions.

Since the Republic of Croatia has included the teaching programme of confessional catechism in the primary and secondary educational and teaching system, the theological-catechetic study covers the qualification requirements for the process of education and teaching in primary and secondary schools.

Apart from educational and teaching purposes, this study also qualifies for the work in social, church, cultural and humanitarian institutions as well as in mass media communications.

Theological-catechetic study at the Catholic Theological Faculty of Split intensively follows the world development of theological and catechetic sciences, taking part in them and also taking special care of the interdisciplinary work with the related sciences as well as of the regional, historical, religious, social and cultural specifics.

1.2. Local community relations (economy, entrepreneurship, civil society, etc.)

An explicit joint interest in implementing the philosophical-theological studies is shown by the dioceses of the Archdiocese of Split and other dioceses, the Franciscan Province of the Most Holy Redeemer, other religious communities and the Croatian education system.

Stakeholders of other social areas such as media, humanitarian organizations, education and culture are also interested in philosophical-theological studies.

The study programme is supported by Archdiocesan Catechetical Office, Education and Teacher Training Agency, network of parish communities and preschool institutions where religious education is being implemented.

1.3. Compliance with requirements of professional associations

The programme is compliant with the document *Sapientia Christiana* of the Congregation for Catholic Education and the Guidelines of the National Catechetic Office of CBC (HBK).

1.4. Partners outside higher education system

The programme partners are the dioceses of the Archdiocese of Split, the Franciscan Province of the Most Holy Redeemer and the Catechetic Offices of the Archbishop and Bishop along with the Education and Teacher Training Agency through its counsellors and mentors for religious education.

1.5. Financing

The programme is financed from the state budget of the Republic of Croatia.

1.6. The study programme compliance with other accredited degree programmes in Croatia and the European Union

Graduate Theological-Catechetical Studies at CTF of the University of Split are in compliance with the programme study of Religious Pedagogy and Catechetics of CTF at the University of Zagreb. In the Republic of Croatia only CTF of the University of Split organizes Theological-catechetical studies at two levels: undergraduate and graduate. Graduate Theological-Catechetical Studies at CTF of the University of Split are comparable to *Graduate Theological-Catechetical Studies* of the University of Innsbruck in Austria (<http://www.uibk.ac.at/studium/angebot/ma-katholische-religionspaedagogik/infos-pruefungsreferate.html>).

1.7. The follow-up of the study programme and students' mobility (at local, national and international level)

Students' mobility is primarily possible within the higher education system of the Republic of Croatia, including the CTF, the University of Zagreb and other studies of theology in Rijeka, Đakovo, Zadar and in cooperation with the higher education system of the Republic of Bosnia and Herzegovina.

Students' mobility is feasible in cooperation with the University in Innsbruck, Austria, Master programme of the Catholic Religious Education (<http://www.uibk.ac.at/studium/angebot/ma-katholische-religionspaedagogik/infos-pruefungsreferate.html>) or with The Faculty of Theology in Lucerne, Switzerland.

The follow-up of Graduate Theological-Catechetical Studies is provided through postgraduate programme of the Faculty of the Catholic Theology of the University of Split and other national/international postgraduate study programmes.

According to the instructions from the Congregation for Catholic education, one is required to pass a differential exam and to have the knowledge of Latin language in order to enrol in Postgraduate studies at the Faculty of the Catholic Theology of the University of Split.

The Faculty of the Catholic Theology, Split endorses students' mobility through Erasmus and other exchange programmes.

1.8. Compliance with the University's mission and strategy, education provider and a strategic document of higher education institution network

In compliance with the Scientific strategy of the University of Split (2009-2014), the Faculty's mission is to achieve excellency and outstanding performance in teaching and scientific-research work aiming to:

- train future catechists, religious teachers and pastoral workers for different services in the Church and society,
- develop theological-catechetical sciences,
- promote dialogue with the world and culture.

1.9. Previous experience in implementing equivalent or similar study programmes

Experience in implementing equivalent programmes was passed over to the Faculty of Catholic Theology in Split from the Franciscan Theology in Split and Makarska where students were trained for diaconry and presbyterate centuries long and, ever since the independence of the Republic of Croatia, for educational-teaching work in the scholar system too.

Established as the Faculty of Catholic Theology in 1999, it designed the programme of *Graduate theological-catechetical studies* in 2005 and harmonized it with the principles of the Bologna process.

2. STUDY PROGRAMME DESCRIPTION

2.1. General part

Scientific/artistic area of the study programme	<ul style="list-style-type: none"> - area: humanistic, - field: theology.
Study programme duration	Two-year study with 4 semesters. Each semester consists of 15 weeks of teaching, and each week has in average 25 hours of lectures and exercises and a time required for writing seminar papers. Annual workload of students is 1800 working hours.
Minimal number of ECTS credits required for study completion	120.
Enrollment requirements and classification procedure	<p>Applications for enrollment in the first year of this study at CTF can be submitted personally by the students who completed an Undergraduate Theological-Catechetical Studies at any Catholic faculty and obtained a title baccalaureus/baccalaurea of arts in Catechetics or some other corresponding study on which, for individual case, a decision is brought by the Faculty council on the proposal of the Committee for transfer students.</p> <p>Conditions for enrollment in Graduate theological-catechetical study are the following:</p> <ol style="list-style-type: none"> 1. completed undergraduate study, 2. students will be grouped according to their final exam results at undergraduate level, 3. students who completed the Undergraduate Theological-Catechetical Studies at CTF are not required to submit any other documentation but the certificate of the final exam. 4. students from other HEI, in addition to the certificate of the final exam, should enclose: <ul style="list-style-type: none"> - birth certificate, - baptism certificate, - certificate of citizenship, - certificate of residence, - report cards from all four years of secondary school, - certificate of the passed National examination, - recommendation from the Ordinary bishop/religious superior

	or a parish priest, - three photographs (35 x 45mm), - copy of the tuition fee paid to bank account: HR4023600001101386150
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2.2. Learning outcomes of the study programme (list 15 - 30 learning outcomes)

Having successfully completed the study a student should be able to:

- Present and evaluate social determination in shaping different types of knowledge and acquire competencies for recognition and evaluation of social processes
- Present content, set up hypotheses on the origin and explain theological message of Biblical writings. Independantly use Biblical and literary texts in religious education and catechesis.
- Assess and interpret the basic exegetical methods of the Holy Scripture.
- Critically examine and support Christian doctrine of general and personal history starting from the event of God's Revelation in Jesus Christ.
- Interpret historical approaches to the person of Jesus Christ and explain the justification and Biblical ground of the Church proclamation of Jesus Christ.
- Analyse and interpret main texts from the New Testament on the death of Jesus and offer contemporary interpretative framework of Christ's Paschal mystery.
- Evaluate the ways in which the Holy Spirit works in the history of Salvation and differentiate the symbol of time.
- Evaluate basic concepts of theological anthropology.
- Compare perspectives of scientific and religious views of the world and dialogically challenge diverse opinions.
- Critically evaluate and explain the origin of sacramentology and argumenatively explain the theological purpose of sacraments of Christian initiation, healing and ministry.
- Valorize and support basic dogmatic expressions and documents of the Church teaching on the issues of faith.
- Critically evaluate, assess and justify the attitudes of Christian doctrine on sexuality, marriage and family.
- Discern and critically evaluate different bioethical models and paradigms.
- Valorize historical and pastoral purpose and the role of parish community in a local Church.
- Prepare, design, arrange and lead parish catechesis.
- Conceptualize, organize and lead pastoral planning in a parish community *ad intra* and *ad extra*.
- Prepare and carry out the pastoral of special parish groups, marriage and family.
- Valorize theological meaning, ritual and symbolic aspect of the sacraments.
- Analyse and evaluate rich sacred music practice after the Second Vatican Council and vernacular Glagolitic Church singing specific for the Croatian people.
- Organize liturgical singing and concerts of spiritual music in sacred space and sing simple Gregorian antiphons.
- Present legal provisions and the basic principles of the Canon law and legal organization of the Catholic Church.
- Differentiate, categorize and comment on psychological dynamics of religious experience.

- Valorize and interpret the implementation of contemporary catechetical and religious-pedagogical courses in Croatia.
- Plan, prepare and conduct classes of religious education and catechesis with the students of primary and secondary school.
- Design, prepare and deliver religious education classes in secondary school according to contemporary principles of planning and programming.
- Independently design a whole catechetical programme for the adults.

2.3. Employment possibility

Acquired knowledge and skills enable the employment in various aspects of social life, especially in the church and social field. Master of Arts in Catechetics can work:

- as religious teacher in primary and secondary school institutions,
- in social institutions,
- in parish catechesis.

2.4. Possibility for progression to higher level study

Upon the completion of the study, a student is awarded the degree of Master of Arts in Catechetics. After completion of the Graduate Theological-Catechetical Studies the student can proceed to the postgraduate studies from the fields of religious pedagogy, catechetics or similar sciences.

In order to enrol in theological postgraduate studies at the Faculty of Catholic Theology of the University of Split, students who have completed this study are required to, due to the nature of the study, comply with the Regulations of the Congregation for the Catholic Education and Regulations on postgraduate university studies of the Faculty of Catholic theology of the University of Split, article 7-9 and enrol differential courses equal to 30 ECTS credits or pass a differential exam according to *Regulations on Postgraduate university studies of the Faculty of Catholic Theology* (article 8, 9 and 10).

2.5. Lower level study/ies of the education providers or other Croatian institutions which offer the enrollment opportunity to the proposed study

Enrollment in the Graduate Theological-Catechetical Studies of CTF is possible only on the basis of the degree acquired at an Undergraduate Theological-Catechetical Studies of CTF of the University of Split or any other Catholic theological higher education institution. Decision on enrollment of the students from similar studies is brought for an individual case by the Faculty Council at the proposition of the *Committee for Students' Transfer from other Faculties*.

2.6. Conditions and methods of studying

2.6.1. Study structure

Graduate Theological-Catechetical Studies last two years, that is four semesters. Each year is divided in two semesters. The study programme consists of core and elective courses and seminars. Each semester corresponds to 30 ECTS credits, and academic year including all core, elective courses and seminars corresponds to 60 ECTS credits, in total. Having fulfilled preconditions for *Graduate Theological-Catechetical Studies*, the student completes the study by passing the final oral exam which is based on the final written paper and a thesaurus of theology.

A student is required to enrol all core courses and elective so that a workload per semester always corresponds to 30 ECTS credits, in total. Student can enrol elective courses if he meets the terms defined by the particular elective course. During the study, ECTS credits can be allocated to the student who enrolls a specific course which anticipate such possibility and includes writing of an essay of 3 ECTS credits. An essay should have at least 15 standard author pages and should be written in accordance with a scientific method treated in the course *Methodology of scientific work*. Student passes exam if his/her essay is positively graded.

During the study, a student can enrol two seminars except in the first year of study. Seminar work should have at least 20 standard author pages and should be written in accordance with a scientific method treated in the course *Methodology of scientific work*. From two core course seminars, at least one should be from the Biblical, i.e theological sciences.

The Faculty Council assigns a mentor to the student at the beginning of the study. Mentor can be the teacher of CTF appointed into scientific-teaching, teaching grade or an associate who has at least three years of teaching experience at the Faculty. The mentor assists the mentee in making choice of elective courses and seminars, follows his work and helps him to overcome difficulties while studying.

2.6.2. Number of students

Class size is regularly:

- around 30 students in lectures,
- at least three students in elective courses,
- up to 15 students in seminars,
- up to 5 students in didactic exercises.

2.6.3. Enrollment conditions for the next semester, Academic Year

In order to enrol the next academic year, student is required to achieve minimal number of ECTS credits defined by the Senate of the University of Split (the Senate Regulation (17/09/2012) on the tuition fee for the academic years 2012/13; 2013/14; 2014/15 sets out minimum of 42 ECTS credits required for enrollment). Failure to pass all the courses a student may enrol for the next academic year only those un-passed or courses from the past academic year. The student who achieved at least 60 ECTS credits in one academic year can enrol up to most 75 ECTS credits in the next academic year, while others in general enrol 60 ECTS credits.

In one course, the student can take the exam four times maximum. Failure to pass, the exam is administered by the Examining Committee appointed by the Dean. Failure to pass the exam even after repeated enrollment of the course by the end of the current academic year, student loses the right to study (CTF Statute, art. 84 and Regulations on studies and the system of studying at the University of Split (27 November 2008), art. 17-24).

Programme agreement between MSES and the University of Split, on 11 December 2012, for the three-year period defines that student who achieves 55 ECTS credits in one academic year is considered as successful and is not required to pay ECTS credits when enrolling in the next academic year. A student who achieves 42 to 54 ECTS credits pays ECTS credits according to the University regulations and a student who achieves less than 42 ECTS credits, and wishes to continue the study in terms with the afore mentioned regulations, is required to pay the full amount of participation according to the University regulations. During the study, it is possible to repeat one year at the expense of the Ministry of Science, Education and Sports.

Students are required to regularly attend lectures, seminars and exercises. Students are officially registered for a course by teacher's first signature, and a confirmation of class attendance is made by teacher's second signature. Students are allowed to be reasonably absent from a third of the lectures, at most. The teacher keeps records of class attendance.

2.7. Mentoring and guidance system during study

Mentoring and guidance during the study is organized by the Faculty through student representatives, student tutors (according to *Guidelines for faculty tutors' responsibilities*: http://www.CTF-st.hr/dok/pravilnici/Pravilnik_o_radu_voditelja_studenata) and Vice-dean for teaching.

2.8. List of courses students can enrol from other studies

In consultation with allocated tutor student may also take electives from other faculty of the University of Split. During the study, maximum workload of elective courses from other faculties is 15 ECTS credits. Study workload does not include sport activities, Croatian language or other foreign language.

2.9. List of courses which can be delivered in a foreign language

Teaching is performed in Croatian language. However, it is possible for certain courses to follow classes even in some other foreign language through literature, consultations and exams. This form of class is arranged by the course leader, teacher concerned and a student.

2.10. Criteria and credit transfer conditions

Guidelines for compatibility with the European Credit Transfer System (ECTS) are set out in the Article 88 of the Statute of the University of Split. Criteria and credit transfer conditions are regulated and defined by the General Act of the University, i.e. a contract between higher education institutions, and ECTS guidelines.

ECTS credits are awarded only after passing an exam and fulfilled requirements within the framework of a teaching plan and the study programme.

2.11. Study completion

<i>Form of study completion</i>	Final work <input type="checkbox"/> Graduate work <input checked="" type="checkbox"/>	Final exam <input type="checkbox"/> Graduate exam <input checked="" type="checkbox"/>
<i>Conditions for final/graduate work and/ or final/graduate exam</i>	<p>Study completion scheme Graduate theological-catechetical studies are completed by making written work and taking of the graduate exam which corresponds to 5 ECTS credits, in total.</p> <p>Graduate work and examination topics</p> <ul style="list-style-type: none"> - Graduate work is made from the field of theology or corresponding sciences from a two-year graduate study. - Work leader can be a teacher awarded degree of assistant professor or higher. - Graduate work, written in a scientific method, should contain at least 30 standard author pages. - Student is required to report the title of the graduate work and the name of the work leader to the Student Service Desk at least six months before the final exam. - Graduate work is graded by the work leader. - Dates of the graduate exam are foreseen once in a month during the academic year and are scheduled in the Academic Leaflet. - Oral part of the graduate exams includes topics only from two-year graduate study programme. - Topic of the written work should differ from that of the oral exam. - The graduate exam should include one topic of Catechesis out of three. - Two months before graduate exam a student is required to report the exam and topic different from that of the graduate work. - Dean's advisory board can decide on another examination topic within seven days after the final exam is reported. <p>Graduate exam</p> <ul style="list-style-type: none"> - In the first part the applicant presents his/her work and answers to the questions of committee members related to the work and its exposition. Presentation and discussion last 10 minutes each. - Second part of the exam is based on question- answer method conducted by the exam committee members and referring to one study topic proposed by the student when s/he reported the graduate exam, and other determined by the Dean's advisory board within seven days, the most, after the graduate exam is reported. - Student is required to confirm hypotheses selected from both topics and elaborate each in 15 minutes. - Upon finishing the exam, the exam committee decides on a final grade based on the grade obtained from the graduate exam, presentation, and question answering. Then, the exam committee assigns a grade and informs the student. - Final grade is the ratio of the overall grade of the study and 	

	<p>the grade obtained from the graduate exam.</p> <ul style="list-style-type: none"> - Graduate exam at Graduate Theological-Catechetical Studies can be repeated only once, the interval between exams should be at least 60 days. - Thesarium for the graduate work is determined by the Faculty Council. - Student may postpone the graduate exam at least eight days prior to the final exam. - Every postponement of the graduate exam upon second request should be paid according to the regulation of the Faculty Council. <p>Exam committee</p> <ul style="list-style-type: none"> - The dean appoints a president of the exam committee and two members from two different courses. - The president and members of the exam committee can be teachers appointed in the scientific-teaching grade of assistant professors and higher ranked teachers. - The president of the exam committee writes an exam report which is also signed by the exam committee members. <p>Prerequisites for an access to a graduate exam</p> <ol style="list-style-type: none"> 1. Audited the scheduled three-year study programme. 2. Passed all exams from core and elective courses. 3. Written and graded seminar papers. 4. Two weeks before the date of final exam the following documents should be submitted to the Student Service Desk: <ul style="list-style-type: none"> - application form with the grade of final paper, - two hard binding copies of the final work – one of them containing a grade and the signature of leader, - confirmation from the Faculty library on book discharge, - application form for the final exam, - <i>Registration form on the graduates</i> (for Croatian bureau of statistics) – filled in the Students' office, - Personal declaration on all fulfilled prerequisites required for an access to the graduate exam.
<p><i>Evaluation process of graduate exam and evaluation and defense of the graduate work</i></p>	<p>Procedure for evaluation and defense of graduate work</p> <p>Graduate work is written from the field of theology or related sciences represented in a two-year Graduate theological-catechetical study.</p> <p>Student is required to report theme (working title) at least six months before the final exam. The theme is confirmed by the leader/mentor with his signature. Signed application form is submitted to the Student Service Desk.</p> <p>Graduate work leader can be a teacher holding degree of assistant professor or higher.</p> <p>Graduate work, written in accordance to the scientific method, should contain at least 30 standard author pages.</p> <p>Graduate work is graded by the work leader.</p> <p>Two weeks before the date of graduate exam a student is required to submit a graded copy of the graduate work and an application form containing the grade of graduate work to the Student Service Desk.</p>

A week before the graduate exam, the graduate work is being presented in the professors' common room in order for all the teachers to have the opportunity to examine the work and state their own remarks regardless if they refer to the content or the grade, and for the committee members to meet with the content of the work.

The graduate work is equivalent to 11,0 ECTS credits.

Evaluation procedure for the graduate exam and graduate work defense

Two months before the final exam a student applies for the final exam and selects area different than the area treated by the graduate work. Religious pedagogy and catechetics is an obligatory field.

If graduate work is from religious pedagogy and catechetics then the Dean's advisory board determines one study area of the final exam.

Committee members can be teachers appointed in the teaching grade of assistant professor or higher ranked.

Final exam is public.

The exam consists of two parts:

In the first part the applicant presents his/her work and answers to the questions of committee members related to the work and its exposition. Presentation and discussion last for 10 minutes.

Second part of the exams is comprised with answers to the questions of the exam committee members from two study areas: the one selected by the student, and the other from religious pedagogy and catechesis / that is, the field assigned by the Dean's advisory board.

Student answers to one of three assumptions from each area.

Presentation and answers last around 10 minutes.

The president of the committee forms and signs the minutes of a graduate exam and other committee members affix their signatures as well.

In terms of ECTS credit system, 5,0 ECTS credits are awarded for the final exam.

2.12. List of core and elective courses

COURSE LIST							
Year of study: I							
Semestr: WINTER							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Core course	KBT: 401 ISVU: 82586	History of Catechesis and Catechetics	45				4
	KBT: 402 ISVU: 82587	Pastoral Theology	60				5
	KBT: 403 ISVU: 82588	Sociology	60				5
	KBT: 404 ISVU: 82589	Psychology of Religion	60				5
	KBT: 405 ISVU: 82590	Basic Principles of the Canon Law and Sacraments	45				4
	KBT: 406 ISVU: 82591	Liturgics	60				4
	Core course in total		330				27
Elective course		Elective course	30				3
	Elective course in total		30				3

COURSE LIST							
Year of study: I							
Semester: SUMMER							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Core course	KBT: 421 ISVU: 84055	Religious Education and Catechesis for Children and Preadolescents	45		15		5
	KBT: 422 ISVU: 82593	Hierarchical Constitution of the Catholic Church	45				4
	KBT: 423 ISVU: 82594	Theological Anthropology and Eschatology	45				5
	KBT: 424 ISVU: 82595	Sexual, Marital and Family Morality	30				3
	KBT: 425 ISVU: 82596	Pneumatology and Mariology	30				3
	KBT: 426 ISVU: 82597	Liturgical Music	30				2
	Core courses in total		225				22
Elective course/ seminar		Elective course	30				3
		Seminar		30			5
	Elective course/seminar in total		30	30			8

COURSE LIST							
Year of study: II							
Semester: WINTER							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Core course	KBT: 501 ISVU: 82598	Religious Education and Catechesis for Adolescents and Youth	45		15		5
	KBT: 503 ISVU: 82599	Christology	45				5
	KBT: 504 ISVU: 82600	On the Sacraments in general and the Sacraments of Initiation	60				5
	KBT: 505 ISVU: 82601	Biblical Theology of the Old Testament	30				3
	KBT: 506 ISVU: 82602	Biblical Theology of the New Testament	30				3
	KBF: 507 ISVU: 82548	Bioethics	30				3
	Core courses in total		240				24
Elective		Elective course	30				3
		Elective course	30				3
	Elective courses in total		60				6

COURSE LIST							
Year of study: II							
Semester: SUMMER							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Core course	KBT: 521 ISVU: 82603	Parish Community Pastoral	60				5
	KBT: 522 ISVU: 82604	The Sacraments of Healing and Sacraments at the Service of Communion	45				4
	KBT: 523 ISVU: 82605	Catechesis of Adults	45		15		5
	KBT: 524 ISVU: 82606	Graduate work					11
	KBT: 525 ISVU: 82607	Graduate exam					5
	In total		150		15		30

ELECTIVE COURSE LIST							
Year of study : I-V							
Semester: WINTER / SUMMER							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Elective	KBF: 531 ISVU: 83434	Philosophy and Scientific Research	30				3
	KBF: 547 ISVU: 82610	Sexual Violence	30				3
	KBF: 556 ISVU: 82612	Missiology	30				3
	KBF: 560 ISVU: 82613	Code of Canons of the Eastern Churches	30				3
	KBF: 565 ISVU: 82614	Religious Education and Catechesis for Secondary School Students	30				3
	KBF: 569 ISVU: 82615	Church and Film. Related Church Documents	30				3
	KBF: 584 ISVU: 82617	Dialogical Philosophy – Martin Buber	30				3
	KBF: 602 ISVU: 84767	Pedagogy of Spiritual Vocations	30				3
	KBF: 614 ISVU: 92082	New Evangelisation and Culture	30				3
	KBF: 615 ISVU: 112602	Philosophy as Life Forming	30				3
	KBF: 620 ISVU: 112619	Israelites in Egyptian Slavery (Ex 1-15)	30				3
	KBF: 540 ISVU: 82621	Old Church Slavonic Language and Glagolism	30				3
	KBF: 549 ISVU: 82623	Human Rights	30				3
	KBF: 557 ISVU: 82624	Mariology	30				3
	KBF: 559 ISVU: 82625	Juridic Status of the Catholic Church	30				3
	KBF: 580 ISVU: 82616	Institutions of the Old Testament	30				3
	KBF: 582 ISVU: 82627	Concept of God after Auschwitz	30				3
	KBF: 601 ISVU: 82629	Christian Perspective on Children's Rights and Violence against Children	30				3
	KBF: 607 ISVU: 84773	The Promised Land	30				3
	KBF: 609 ISVU: 84776	Television Announcement	30				3
	KBF: 617 ISVU: 112611	History of the Franciscan Order	30				3

	KBF: 604 ISVU: 84769	Social Dimension of Biblical faith	30				3
	KBF: 619 ISVU: 112614	Religious Education for the Persons with Disabilities	30				3
	KBF: 621 ISVU: 126312	Liturgical Books	30				3
	KBF: 622 ISVU: 129214	Theological English I	15		15		3
	KBF: 623 ISVU: 129228	Theological English II	15		15		3

SEMINAR LIST							
Year of study: I-V							
Semester: WINTER / SUMMER							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Seminars	KBS: 102 ISVU: 82630	Science, Religion and Ethics		30			5
	KBS: 120 ISVU: 82633	Burning Issues of Contemporary Ecumenism		30			5
	KBS: 162 ISVU: 84781	Understanding of Human Nature in Christianity and other Religions		30			5
	KBS: 178 ISVU: 112620	Franciscan Province of the Most Holy Redeemer from 1945 to 1960 – Documents		30			5
	KBS: 179 ISVU: 112623	Faith and Religious Experience		30			5
	KBS: 182 ISVU: 115196	Profane Rituals		30			5
	KBS: 107 ISVU: 82631	Urban Pastoral		30			5
	KBS: 142 ISVU: 82639	Archdiocese of Split-Makarska during the Second World War. Documents		30			5
	KBS: 153 ISVU: 83459	The Bible and the Dead Sea Scrolls		30			5
	KBS: 166 ISVU: 84785	A Woman and a Man between the “New” and the “Old” Feminism		30			5
	KBS: 180 ISVU: 112624	The Apostle Paul on Sexuality (1 Corinthians)		30			5
	KBS: 181 ISVU: 112625	Philosophy and Spiritual Exercises		30			5
	KBS: 186 ISVU: 126357	Eugenics and Crypto-Eugenics		30			5
	KBS: 184 ISVU: 126316	Mission of Priests and the Lay in the Church and Society		30			5
	KBS: 185 ISVU: 103707	Matrimonial Consent		30			5

2.13. Course description

COURSE TITLE		HISTORY OF CATECHESIS AND CATECHETICS				
Code	KBT: 401 ISVU: 82586	Year of study	I			
Course teacher/s	Associate professor Jadranka Garmaz, Ph.D.	Credit (ECTS)	4			
Assistants	Josip Periš, M.S.	Type of instruction (number of hours per semester)	L	S	E	F
			45			
Course status	Core course	Percentage of e-learning implementation				
COURSE DESCRIPTION						
Course goals	Student will be familiarised with historical development of catechesis and catechetics and understand methods and lessons of religious education through the history of the Church.					
Course enrollment requirements and core competencies	There are no prerequisites for enrollment. It is assumed one has already acquired fundamental knowledge of general catechetics and the Church documents on catechesis.					
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Recognize dynamic character of divine revelation through God's gradual revealing to a man and its culmination in Jesus Christ. 2. Recognize different forms of proclaiming God's word in the early Church. 3. Understand the causes of the emergence of the Catechumenate and its organization as a precondition to adhere to Christianity. 4. Recognize important dimensions of the Church life in the Middle Age and present models of religious education. 5. Recognize a contribution of Humanism, Protestant Reformation and the Council of Trent in the understanding and implementation of religious education. 6. Critically evaluate various social, cultural, Church and theological trends that affected the understanding of catechesis and the compilation of catechisms. 7. Understand and argumentatively present dimension of catechetical movement (revival, methods, problem of content and anthropological ground for catechesis). 8. Synthesize and present contemporary catechetical movements within the context of the Council and post-council events and documents. 9. Analyse and interpret the contemporary catechetical endeavours in Croatia.					
Detailed course content (weekly class schedule)	Catechetical view of the Revelation and Jesus from Nazareth as a perfect Master (3). Announcement and catechesis in the Apostolic Church (3). Catechesis and Catechumenate in the early period of the Church (4). Models of religious education and evangelisation in the early Middle Age (4). Models of religious education and preaching in the late Middle Age (4). Mid-term exam (1). The impact of Protestant Reformation on a development of catechesis (4). The Council of Trent and renewal of catechesis (4). Catechetical projects and influences from the 17th to the 19th century (5). Fundamental denotations of the catechetical movement in the 20th century (5). Fundamental denotations of catechesis after the Second Vatican Council (3). Catechetical movement and post-council catechesis in Croatia (5).					
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory			

	<input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input type="checkbox"/> mentorship work <input type="checkbox"/> (other)		
Student obligations	Regular lecture attendance and active participation in discussion.					
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,5	Research		Practical training	
	Experimental work		Written representation		(Other)	
	Essay		(Other)		(Other)	
	Mid-term exams	1,0	Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Written mid-term exam (40 %) Written or oral final exam (60 %)					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	M. Pranjić (ur.), <i>Religijsko-pedagoško katehetski leksikon</i> , KSC, Zagreb, 1991.				5	
	R. Paloš, <i>Sadržaj i metoda u religijskoj pedagogiji i katehezi</i> , u: <i>Kateheza</i> 19 (1997) 2, str. 84-97.				1	
Supplementary literature	A. Pavlović, <i>Doprinos Ferde Hefflera razvoju kateheze i katehetskog pokreta u Hrvatskoj (1900.-1940.)</i> , TIM, Mostar, 1997. L. Csonka, <i>Storia della catechesi</i> , u: P. Braido (a cura di), <i>Educare. Sommario di scienze pedagogiche, volume terzo</i> , PAS – Verlag, Zürich, 1964., str. 59-190. A. Bollin – F. Gasparini, <i>La catechesi nella vita della Chiesa. Note di storia</i> , Edizioni Paoline, Roma, 1990.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, critical observations, student attendance register, active participation in discussions, end-of-semester course and teacher evaluation.					
Other (according to the opinion of education provider)						

COURSE TITLE		PASTORAL THEOLOGY				
Code	KBT: 402 ISVU: 82587	Year of study	I			
Course teacher/s	Associate professor Stipe Nimac, Ph.D.	Credit (ECTS)	5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F
			60			
Course status	Core course	Percentage of e-learning implementation				
COURSE DESCRIPTION						
Course goals	Students are trained for independant scientific-theological analysis of the current Church practice of faith, critical evaluation of a particular social-religious situation and for setting up normative guidelines for personal practice and that of the Church and the faithful.					
Course enrollment requirements and core competencies						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student sholud be able to: 1. Obtain knowledge on the concept and the content of pastoral theology, pastoral and pastoral work. 2. Understand historical follow-up and a development of pastoral theology from its emergence up to present. 3. Understand today's Church and social practice by reading sign of the times, on the basis of the Gospels. 4. Improve the existing Church practice. 5. Evaluate the system of theological and practical values relying on the Revelation and awareness of his/her own time, life and pastoral activity. 6. Demonstrate "ad extra" and "ad intra" better Church and social practice through experience and testimony as well as through mediation of Church services and other forms of mediation like diakonia, koinonia, martyria and liturgy.					
Detailed course content (weekly class schedule)	1. Foundation of pastoral theology (10). 1.1. Basic forms of Christian/Church/pastoral work: martyria, liturgy, koinonia and diakonia. 1.2. Pastoral and pastoral work in the Bible. 1.3. Jesus's "pastoral" work and his preferences ("The Good Shepherd"). 1.4. Definition of pastoral theology. 1.5. Pastoral or practical theology. 1.6. Fundamental pastoral theology or general pastoral theology. 1.7. Special pastoral theology. 1.8. Pastoral theology as contextual theology (emphasis on Croatian speaking population). 2. Some important and contested questions in pastoral theology (10). 2.1. Epistemologic status (aspect) of pastoral theology. 2.2. Material and formal object of pastoral theology. 2.3. Agent of pastoral work: what kind of shepherd ("pastor of soul") and what kind of Church? 2.4. Method and methodology of pastoral theology and pastoral activity. 2.5. Sources of pastoral theology. 2.6. Assignments and goals of pastoral theology. 3. Historical path of pastoral theology (10). 3.1. From Rautenstrauch to the Second Vatican Council. 3.2. From the Second Vatican Council until present. 4. Croatian pastoral theology and Croatian pastoral theologists (10). 5. Pastoral theology and ecclesiology (20). 5.1. Christianity and the world, Church and society.					

	5.2. Understanding of the Church through history (highlighted features relevant according to the Church understanding). 5.3. Ecclesiology and pastoral: a) Dogmatic constitution „ <i>Lumen gentium</i> “ – ecclesiology. b) Pastoral constitution „ <i>Gaudium et spes</i> “ – pastoral. 5.4. Threefold mission of the Church. 5.5. Basic pastoral activities. 5.6. Principles of pastoral work. 5.7. Pastoral planning. 5.8. Special aspects of pastoral work: Local church and parish pastoral plan.					
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)		
Student obligations	Regular class attendance and active participation.					
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	2,0	Research		Practical training	
	Experimental work		Written representation	0,5	(Other)	
	Essay		Seminar essay		(Other)	
	Mid-term exams	0,5	Oral exam	2,0	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Mid-term exam– 20% Written representation -10 % Final exam – 70% (oral and/or written)					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library		Availability via other media
	Drugi vaticanski koncil, <i>Lumen gentium</i> . <i>Dogmatska konstitucija o Crkvi</i> (br. 1-69) i <i>Gaudium et spes</i> . <i>Pastoralna konstitucija o Crkvi u suvremenom svijetu</i> (br. 1-93), u: Dokumenti, Kršćanska sadašnjost, Zagreb, 7. izdanje, 2008.			2		
	Ž. Bezić, <i>Pastoralni radnik</i> , sv. 1. HKD Ćirila i Metoda, Zagreb, 1982., str. 252.			8		
	N. Mette, <i>Katolička pastoralna teologija. Praktična teologija nekoć i danas</i> , Franjevačka provincija Presvetoga Otkupitelja, Lepuri-Split, 2004., str. 1-79.			10		
	S. Nimac – B. Seveso, <i>Praktična teologija. Profil jedne teološke discipline s osvrtom na njezine zadaće u hrvatskoj Crkvi i društvu</i> , Ravnokotarski Cvit, Lepuri, 2009., str. 19-122, 149-166.			3		
	S. Nimac, <i>Pastoralna teologija u današnjem kriznom vremenu</i> , u: Bogoslovska smotra, 77 (2007.), br. 4., str. 839.-855.			1		www.hrcak.srce.hr
	S. Nimac, <i>Pokušaj odredbe pojma praktične teologije</i> , u: S. Nimac – B. Seveso, <i>Praktična teologija. Profil jedne teološke discipline s osvrtom na njezine zadaće u hrvatskoj Crkvi i društvu</i> , Ravnokotarski Cvit, Lepuri, 2009., str. 7-18.			3		www.hrcak.srce.hr
	J. Baloban, <i>Pastoralna teologija u Hrvatskoj</i> , u: I.			1		

	Džinić – I. Raguž (ur.), <i>Iščekivati i požurivati dolazak dana Božjega. Zbornik radova u čast prof. dr. sc. Peri Aračiću prigodom 65. obljetnice života</i> , Katolički bogoslovni fakultet, Đakovo, 2009., str. 15.-32.		
	S. Nimac - S. Klein, <i>Metoda u praktičnoj teologiji</i> , Ravnokotarski cvit, Lepuri, 2010., str. 7-16., 159-162.	5	
	S. Nimac, <i>Intradisciplinarnost i interdisciplinarnost praktične teologije</i> , u: I. Džinić - I. Raguž (ur.), <i>Iščekivati i požurivati dolazak dana Božjega. Zbornik radova u čast prof. dr. sc. Peri Aračiću prigodom 65. obljetnice života</i> , Katolički bogoslovni fakultet, Đakovo, 2009., str. 33-38.	1	
	S. Nimac, <i>Učinkovitost postojeće pastoralne paradigme u prenošenju vjere</i> , u: Bogoslovna smotra, 83(2013.), br. 3, str. 559-576.	1	www.hrcak.srce.hr
	S. Nimac, <i>Tradicija i otvorenost. Situacija i imperativi pred praktičnom teologijom u Hrvatskoj</i> , u: Bogoslovna smotra, 83(2013.), br. 4. str. 841-858.	1	www.hrcak.srce.hr
Supplementary literature	<p>P. M. Zulehner, <i>Pastoraltheologie</i>: 1. Fundamental pastoral. Kirche zwischen Auftrag und Erwartung, Patmos, Düsseldorf, 1989.</p> <p>M. Midali, <i>Teologia pratica</i>. 1. Cammino storico di una riflessione fondante e scientifica, LAS, Roma, 2005.</p> <p>H. Haslinger, (ur.), <i>Handbuch Praktische Theologie</i>, 1., Matthias-Grünwald-Verlag, Mainz, 1999.; Bd 2. Durchführungen, 2000.</p> <p>N. Mette, <i>Einführung in die katholische Praktische Theologie</i>, Wissenschaftliche Buchgesellschaft, Darmstadt, 2005.</p> <p>D. Neuer – R. Bucher – F. Weber (Hrsg.), <i>Praktische Theologie. Bestandsaufnahme und Zukunftsperspektiven Ottmar Fuchs zum 60. Geburtstag</i>, Verlag W. Kohlhammer, Stuttgart, 2005.</p> <p>A. Čondić, <i>Ustani zove te. Bogoslovno-pastoralna razmišljanja</i>, Crkva u svijetu, Split, 2013.</p> <p>Nikola Vranješ, <i>Pastoral danas. Izabrane teme iz pastoralne teologije</i>, Glas koncila, Zagreb, 2013.</p> <p>A. Čondić, <i>Prosudbeni osvrt na razvitak pastoralnog bogoslovlja od početka do Drugoga Vatikanskog sabora</i>, u: Bogoslovna smotra, 75 (2005.), br. 2., str. 557.-579.</p> <p>A. Čondić, <i>Pastoralno bogoslovlje u raspravi od Drugog vatikanskog sabora do danas</i>, u: Služba Božja, 45 (2005.), br. 4., str. 387.-408.</p> <p>A. Čondić, <i>Kritički osvrti metode pastoralne teologije</i>, u: Crkva u svijetu, 40 (2005.), br. 2., str. 161-186</p>		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, questionnaire, student attendance register, active participation in discussions, written representation, end-of-semester course and teacher evaluation.		
Other (according to the opinion of education provider)			

COURSE TITLE		SOCIOLOGY				
Code	KBT: 403 ISVU: 82588	Year of study	I			
Course teacher/s	Full professor Josip Mužić, Ph.D	Credit (ECTS)	5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F
			60			
Course status	Core course	Percentage of e-learning implementation				
COURSE DESCRIPTION						
Course goals	Introducing students with development, main themes and sociology implementation and acquiring competences for recognizing and evaluation of the current social problems.					
Course enrollment requirements and core competencies	Basic knowledge of philosophy.					
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Improve observational skills and analytical competences applied to social phenomenon. 2. Familiarise with basic concepts and principles of sociology as a scientific discipline. 3. Evaluate critically the fundamental social changes. 4. Provide arguments for social conditioning of different types of knowledge.					
Detailed course content (weekly class schedule)	Introduction. The emergence of sociology (A. Comte, H. Spencer) (2). Features of the early sociology; Founders of sociology (K. Marx, E. Durkheim, M. Weber) (2). Contemporary theoretical perspectives (2). Tehnickal methods – data collection methods (2). Analytical methods (2). Social position of a man. Nature of society (2). Sociability as a measure of order. Juridicial order (2). Basis and purpose of political community (2). Political authority. System of democracy (2). State and religious communities (2). Sociology of family (2). Visions of family (2). Functions and disfunctions of family (2). “Cultural” revolution (2). Undercover social activity (2). The social control theory (2). Designed future (2). Globalization (2). Public opinion. The financial world order (2). Global resources (2). Demographic politics and practice (2). Dehumanization (2). Children manipulation (2). Eugenics (2). Depopulation (2). Biotechnology (2). Secularization and dechristianization (2). Culture of life (2). Closing remarks and discussion on course topics (4).					
Format of course	<input checked="" type="checkbox"/> lectures		<input type="checkbox"/> individual tasks			

instruction:	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input checked="" type="checkbox"/> discussion		
Student obligations	Regular class attendance and active participation. Failure to meet minimal course requirements, student loses a right on the signature and an access to the exam.					
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	2,0	Research		Practical training	
	Experimental work		Written representation		(Other)	
	Essay		Seminar essay		(Other)	
	Mid-term exams	2,0	Oral exam		(Other)	
	Written exam	1,0	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Participation in lectures – 10%. Mid-term exams – 70%. Final exam – 20%.					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	M. Haralambos – R. Heald, <i>Uvod u sociologiju</i> , Globus, Zagreb, 1994., str. 142-171; 224-270; 314-388.					
	D. de Marco – B. Wiker, <i>Arhitekti kulture smrti</i> , Split, Verbum, 2007, 321-358.					
	G. Kuby, <i>Nova ideologija seksualnosti</i> , Verbum, Split, 2010.					
	D. Polšek (ur.), <i>Sociobiologija</i> , Jesenski i Turk, Zagreb, 1997., str. 301-342.					
Supplementary literature	P. Donati, <i>Manual de Sociologia de la Familia</i> , EUNSA, Pamplona, 1998., str. 430. G. Le Bon, <i>Psihologija gomila</i> , Globus – Pravni fakultet sveučilišta u Zagrebu, Zagreb, 1989., str. 190. G. Morra, <i>Perché la sociologia</i> , Editrice La Scuola, Brescia, 1986., str. 145. G. Ritzer, <i>McDonaldizacija društva. Istraživanje mijenjajućeg karakter suvremenog društvenog života</i> , Naklada Jesenski i Turk, Zagreb, 1999., str. 326. M. Perić, <i>Radničko pitanje u kršćanskoj sociologiji</i> , Biskupski odrinarijat Mostar, Mostar, 1997., str. 440. J. Rifkin, <i>Biotehnološko stoljeće. Trgovina genima u osvjet vrlog novog svijeta</i> , Naklada Jesenski i Turk – Hrvatsko sociološko društvo, Zagreb, 1999., str. 19-218. G. Ritzer, <i>Suvremena sociologijska teorija</i> , Nakladni zavod Globus, Zagreb, 1997., str. 486.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Anonymous questionnaire at the end of the semester and a possibility for peer-evaluation on the quality of treated materials.					
Other (according to the opinion of education provider)						

COURSE TITLE		PSYCHOLOGY OF RELIGION					
Code	KBT: 404 ISVU: 82589	Year of study		I			
Course teacher/s	Full professor Josip Mužić, Ph.D	Credit (ECTS)		5			
Assistants	Boris Vidović, M.S.	Type of instruction (number of hours per semester)	L	S	E	F	
			60				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Understand relationship between psychology and religion and gain knowledge on the most important approaches to the subject matter of religion psychology. Introduce students with the models of religious development and spiritual formation from the childhood to the mature age. Also, the student is introduced with the impact of emotions, cognitive processes and motivation on religious behaviour, as well as influence of environment on one's formation and expression. Students develop the ability do discern and recognize religious tendencies in the contemporary world.						
Course enrollment requirements and core competencies	Competences acquired in the courses: <i>General Psychology</i> and <i>Developmental Psychology</i> .						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Differentiate and interpret a relationship between psychology and religion. 2. Demonstrate and interpret psychological criteria for discerning healthy and unelathy religion. 3. Distinguish and interpret extraordinary religious phenomena. 4. Interpret the most relevant approaches in studying psychology of religion. 5. Evaluate contribution of psychology to theological reflections. 6. Identify religious elements in the contemporary world. 7. Recognize the influence of religion on psychological well-being and a person's health.						
Detailed course content (weekly class schedule)	General introduction to the psychology of religion (4). Relationship between psychology and religion (3). Religion and personality traits (4). Psychological approaches to religion: S. Freud (3), A. Adler (3), C.G. Jung (3), W. James (3), E. Fromm (3), G.W. Allport (3), A. Maslow (3), V.E. Frankl (3), R. Assagioli (3). Dimensions of religion: emotional (3), motivational (3), cognitive (3), social (3), ritual (3). Religion and health (4). New religious movements and religious tendencies (3).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)				
Student obligations	Regular class attendance and active participation.						
Screening student work (<i>specify portion in ECTS credits per each</i>)	Class attendance	2,0	Research		Practical training		
	Experimental work		Written representation		(Other)		

activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Essay		Seminar essay		(Other)	
	Mid-term exams	2,0	Oral exam	0,5	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Mid-term exam – 50 % Final exam – 40 % Participation in discussions – 10%					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	Š. Š. Čorić, <i>Psihologija religioznosti</i> , Slap, Jastrebarsko ² , 2003., 1-228., 249-272.				4	
	Frankl, V.E., <i>Bog kojega nismo svjesni</i> , Provincijalat franjevac trećoredaca, Zagreb, 2001. ⁵ , 1-132.				3	
	E. Fromm, <i>Psihoanaliza i religija</i> , V. B. Z., Zagreb, 2000., 1-109				2	
	Groeschel, B. J., <i>Psihologija duhovnoga razvoja</i> , Verbum, Split, 2009., 153-288.				1	
	Koić i dr., <i>Glossolalia</i> , u “Collegium Antropologicum”, 29 (2005.) 1, 373–379.					www.hrcak.srce.hr
	Živković, I., <i>Koncept Boga i religioznosti kod djece i adolescentata u istraživanjima Piagetovog, Kohlbergovog i postpiagetovog kognitivnog pravca</i> , u “Sociologija i prostor”, 45 (2007.), 177-178 (3–4): 321-337					www.hrcak.srce.hr
Supplementary literature	Živković I., Vuletić S., <i>Ekleziogene neuroze u psihopatološkim oblicima religioznosti</i> , u: “Društvena istraživanja”, Zagreb, god. 16 (2007.), br. 6 (92), str. 1263-1285				1	www.hrcak.srce.hr
	James, W., <i>Raznolikosti religioznog iskustva</i> , Naprijed, Zagreb, 1990., 1-359					
	Szentmartoni, M., <i>Psihologija duhovnog života</i> , FTI, Zagreb, 1990., 18-261.					
	Domazet, A., <i>Teologija i psihologija: mogućnosti i granice dijaloga</i> , u: Filozofska istraživanja, 27(2), 2007., str. 261-278.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Bulat, B., <i>Psihološki aspekti religioznog iskustva</i> , u: Iskustvo vjere danas, CUS, Split, 2000., str. 81-113.					
	Student-teacher consultations, monitoring presence and activities in discussions, end-of-semester course and teacher evaluation.					
Other (according to the opinion of education provider)						

COURSE TITLE		BASIC PRINCIPLES OF THE CANON LAW AND SACRAMENTS				
Code	KBT: 405 ISVU: 82590	Year of study	I			
Course teacher/s	Associate professor Ivan Jakulj, Ph.D.	Credit (ECTS)	4			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F
			45			
Course status	Core course	Percentage of e-learning implementation				
COURSE DESCRIPTION						
Course goals	Introduce students with the concept of law, history of its development, the most important collections of Canon law and the origin and content of CCL and CLEC. Introduce students with the most important legal institutions from General norms of CLL. Memorise norms referring to sacraments, particularly the sacrament of Marriage in the Catholic Church. Acquire knowledge on conditions required for lawful celebration, administration and the reception of the sacraments.					
Course enrollment requirements and core competencies	Completed Undergraduate Theological-Catechetic Studies.					
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Describe historical development and the promulgation of the 1983 Code of Canon Law and the Code of Canons of the Eastern Churches. 2. Define the most important legal principles and provisions comprised in General norms of CCL. 3. Differentiate legal and pastoral preparation for marriage. 4. Analyse legal provisions on matrimonial impediments and diriments and forms of valid and permitted matrimonial contract. 5. Analyse provisions on other sacraments. 6. Describe preparation for marriage, baptism, the sacrament of confirmation, the sacrament of penance, the sacrament of anointing the sick and the sacrament of the Eucharist. 7. Analyse provisions on the holy orders and other acts of Divine worship.					
Detailed course content (weekly class schedule)	The concept of law, classification, historical review of the sources, law collections and codification (5). Introductory canons, Ecclesiastical laws (promulgation, subservients, interpretation, cessation), custom (3). General decrees and instructions, the single administrative act (2). The Canonical condition of physical persons and factors affecting legal personality (age, place, domicile, residence, consanguinity, in-laws, adoption and baptism), of moral and legal person (3). Legal acts, human wrongdoing, power of governance in the Church (2). Ecclesiastical offices (the provisions of Ecclesiastical office, canonical election, postulation), loss of Ecclesiastical office, the reckoning of time (2).					

	<p>The beginning of interpretation of the Sanctifying office of the Church, introductory Canons; the Sacrament of Baptism (preparation, celebration, matter and form), the minister of baptism, the person to be baptized, sponsors, proof and registration of baptism (3).</p> <p>The Sacrament of Confirmation (celebration, the minister of confirmation, the person to be confirmed, sponsors, proof and registration of confirmation) (2).</p> <p>The Blessed Eucharist (celebration, the minister of the blessed eucharist, participation in the blessed eucharist, the rites and ceremonies of the eucharistic celebration), the reservation and veneration of the Blessed Eucharist, offences in the field of the eucharist (3).</p> <p>The offering made for the celebration of mass; the Sacrament of Penitence (celebration, the minister, confessional secret, the penitent, indulgencies) (3).</p> <p>The Sacrament of the Anointing of the Sick (celebration, the minister, a person to be anointed) (2).</p> <p>The Sacrament of the Holy Order (celebration of ordination and the minister, those to be ordained, the requirements in those to be ordained, prerequisites for ordination, required documents and investigation, the registration and evidence of ordination) (2).</p> <p>Introductory canons and the concepts from the matrimonial law (2).</p> <p>Pastoral care and the prerequisites for the celebration of marriage; Diriment impediments in general, dissolution from matrimonial impediments (2).</p> <p>The impediment of age, the impediment of sexual impotence, the impediment of bound of a previous marriage, the impediment of mixed religion, the impediment arising from sacred orders or from public perpetual vow of chastity in a religious institute of pontifical right (2).</p> <p>The impediment of abduction/detainment, the impediment of crime, the impediment of consanguinity in all degrees of direct line; the impediment of consanguinity in the second degree of the collateral line, the impediment of public propriety, the impediment of legal relations (2).</p> <p>Matrimonial consent, sources of incapability of contracting marriage, errors of matrimonial consent, forms of giving matrimonial consent; the form of the celebration of marriage (regular and extraordinary canonical forms) (2).</p> <p>Mixed marriages, the secret celebration of marriage, the effects of marriage, the separation of the spouses, the dissolution of the bond in the 'privilege of faith', the Pauline privilege, the authority of Roman Pontiff (2).</p> <p>Separation while the bond remains, the validation of marriage, simple validation, retroactive validation (1).</p>					
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)		
Student obligations	Regular class attendance and active participation.					
Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Written representation		Individual work	2,0
	Essay		Seminar essay		(Other)	
	Mid-term exams		Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluation of student work in	Class attendance – 10 %; Participation in discussion – 10 %;					

class and at the final exam	Final written exam – 80 %.		
	Title	Number of copies in the library	Availability via other media
Obligatory literature (available in the library or via other media)	Zakonik kanonskoga prava proglašen vlašću pape Ivana Pavla II. s izvorima, GK, Zagreb, 1996., kan. 1.-203; kan. 834-1253; kan. 1671-1707.	4	
	HBK, <i>Direktorij za obiteljski pastoral Crkve u Hrvatskoj</i> , KS, Zagreb, 2002., str. 75-108, 115-130.	1	obitelj.hbk.hr
	HBK, <i>Direktorij za pastoral sakramenata u župnoj zajednici</i> , GK, Zagreb, 2008., str. 19.-151.	2	
Supplementary literature	<p>N. Škalabrin, <i>Ženidba, pravno-pastoralni priručnik</i>, Đakovo, 1995., str. 25.-327; M. Berljak, <i>Sakramenti ozdravljenja, pokora i bolesničko pomazanje, pravno pastoralni komentar</i>, GK, Zagreb, 2004., str. 13.-127; M. Berljak, <i>Kumovi svjedoci. Krst-Potvrda-Ženidba</i>, GK, Zagreb, 2010., str. 13-71; J. Brkan, <i>Opće odredbe Zakonika kanonskoga prava</i>, Makarska, 1997., str. 1-396 (izabrana poglavlja). N. Škalabrin, <i>Uvod u kanonsko pravo</i>, Đakovo, 1994., str. 77-105; V. B. Nuić, <i>Opće pravo Katoličke Crkve</i>, KS, Zagreb, 1985., str. 3.-74; 251-404; 541-551; N. Škalabrin, <i>Postupci</i>, Đakovo, 2000., str. 244-302; L. Gerosa, <i>Crkveno pravo</i>, KS, Zagreb, 2007., str. 111-221; Kongregacija za bogoštovlje i disciplinu sakramenata, <i>Redemptionis Sacramentum</i>, KS, Zagreb, 2004.</p>		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student attendance register, active participation in lectures, questionnaire in the end.		
Other (according to the opinion of education provider)			

COURSE TITLE		LITURGICS				
Code	KBT: 406 ISVU: 82591	Year of study	I			
Course teacher/s	Associate professor Ivica Žižić, Ph.D.	Credit (ECTS)	4			
Assistants	Domagoj Volarević, M.S.	Type of instruction (number of hours per semester)	L	S	E	F
			60			
Course status	Core course	Percentage of e-learning implementation				
COURSE DESCRIPTION						
Course goals	Introduce students with the main topics of liturgical theology, liturgical sources and special methods of this theological discipline. Acquire knowledge on the origin and development of liturgy. Introduce students with the correlation between the Bible and liturgy, the Liturgy of the Hours. Theological evaluation of the liturgical time, space and art. Introduce and understand the Book of Rites and ritual programmes of the sacraments in the spirit of revival of the Second Vatican Council. Develop competencies for critical assessment of contemporary problems related to sacramental practice.					
Course enrollment requirements and core competencies	Completed and passed exams: <i>Introduction to the Mystery of Christ and the History of Salvation</i> (KBF 101) and <i>General Introduction to the Study of Holy Scripture</i> (KBF 126).					
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Implement acquired knowledge in the interpretation of the liturgy in the life of the Church. 2. Present and interpret historical development of liturgy. 3. Argumentatively present main theological topics, especially the doctrine of the Second Vatican Council. 4. Analyse and evaluate basic forms of liturgical time and space. 5. Implement acquired knowledge in the interpretation of the sacraments in the liturgical life of the Church. 6. Demonstrate and interpret sacramental rituals. 7. Argumentatively present main theological axis, particularly that of the eucharistic celebration. 8. Analyse and evaluate main ritual forms of other sacramental celebrations. 9. Apply acquired knowledge on theology of liturgical celebrations in a catechetical work.					
Detailed course content (weekly class schedule)	The meaning of liturgy and its development through history (6). Liturgical epistemology: relationship between liturgics and other theological disciplines and humanistic sciences (12). Theological characteristics of liturgical acts (4). The doctrine of the Second Vatican Council on liturgy (6). Development and theology of celebration within the cycle of liturgical year (6). Book of Hours (4). The concept of sacraments and sacramentality of liturgy (2). Misteries of approach to the Christianity with a special emphasis on the eucharist (14). Liturgical theology of sacraments of healing and service sacraments (6).					
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input checked="" type="checkbox"/> selection and studying of literature, class			

	<input type="checkbox"/> field instruction			presentation		
Student obligations	Lecture attendance, studying literature, making of a shorter scientific term essay and its presentation in class, taking an oral exam.					
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	2,0	Research		Practical training	
	Experimental work		Written representation	1,5		
	Essay		Seminar essay			
	Mid-term exams		Oral exam	0,5		
	Written exam		Project			
Grading and evaluation of student work in class and at the final exam	Class attendance, consultations, exam preparation – 50% Study of the literature, writing representations, class presentation – 30% Oral exam – 20%					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	V. Zagorac, <i>Kristova svećenička služba. Temeljni pojmovi bogoslužja. Povijest liturgije</i> , KS, Zagreb, 1997., 9-274.				1	
	A. Crnčević, <i>Liturgijska obnova u svjetlu poslijesaborskih smjernica</i> , u: Bogoslovska smotra 75 (2006.), 745-766.				1	hrcak.srce.hr
	A. Crnčević – I. Šaško, <i>Na vrelu liturgije. Teološka polazišta za novost slavljenja i življenja vjere</i> , HILP, Zagreb, 2009., 516-529.				2	
	M. Kirigin, <i>Konstitucija o svetoj liturgiji Sacrosanctum Concilium</i> , FTI, Zagreb, 1985., 199-243.				2	
Supplementary literature	J. Gelineau, <i>Pastoralna teologija liturgijskih slavlja</i> , KS, Zagreb. 1973.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultations, conversation, student attendance register, active participation in discussions, making of written representations, teacher and course evaluation through anonymous questionnaire.					
Other (according to the opinion of education provider)						

COURSE TITLE		RELIGIOUS EDUCATION AND CATECHESIS FOR CHILDREN AND PREADOLESCENTS				
Code	KBT: 421 ISVU: 84055	Year of study	I			
Course teacher/s	Associate professor Jadranka Garmaz, Ph.D.	Credit (ECTS)	5			
Assistants	Mihael Prović, Ph.D.	Type of instruction (number of hours per semester)	L	S	E	F
			45		15	
Course status	Core course	Percentage of e-learning implementation	10%			
COURSE DESCRIPTION						
Course goals	Acquire basic elements of religious teaching and catechetical work with primary school students. Students should familiarise with the content of religious education for primary school. Acquire competencies in programme design and planning of the religious education in primary school.					
Course enrollment requirements and core competencies	Students are required to know didactic and methodical conception of the teaching process.					
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Identify and describe main contents of religious education for primary school. 2. Classify psychological, pedagogical and social aspect of children and preadolescents. 3. Interpret religious orientation and a system of values of children and preadolescents. 4. Participate in observation lessons of religious education and catechesis for children and preadolescents. 5. Present catechetical models for children and preadolescents. 6. Conceptualize, prepare and deliver religious education in a primary school.					
Detailed course content (weekly class schedule)	Differentiate religious socialization from religious formation in catechesis and religious education for children and preadolescents (6). Explain the position of Catholic education in the Republic of Croatia (4). Pedagogical, psychological and sociological aspect of children and preadolescents, changes in religious behaviour and religious orientation interrelated with the content and goals of the catechesis (6). Methodical approaches, systems, methods and media in religious education and catechesis for children and preadolescents (4). Contents of religious education and catechesis for children and preadolescents (6). Analysis of the Catholic education programme for primary school (6). Analysis of religious education textbooks for primary school (4). The profile of an educator and a catechist (4). Demonstration classes (12). Methodical-didactical analysis of class (4). Presentations (5).					
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input checked="" type="checkbox"/> combined e-learning <input type="checkbox"/> field class		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentorship work <input type="checkbox"/> (other)			
Student obligations	Class attendance, demonstration classes of school religious education, preparation and delivery of demonstration classes.					

Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research		Practical training	1,5
	Experimental work		Written representation	0,5	Exercises	0,5
	Essay		Seminar essay		Consultations and written paper	1,0
	Mid-term exams		Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Demonstration classes, preparation and delivery of demonstration class – 20% Written critical review – 10% Written representation – 10% Final exam – 60%					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	HBK, <i>Program katoličkog vjeronauka u osnovnoj školi</i> , KS, Zagreb, 2003., str. 1-270.			3		
	Izabrane jedinice iz vjeronaučnih udžbenika za osnovnu školu s pripadajućim radnim bilježnicama i priručnicima za vjeroučitelje					
	M. Pranjić, <i>Metodika vjeronaučne nastave</i> , KSC, Zagreb, 1997., str. 94-121, 125-197, 381-395			6		
	J. Baričević, <i>Katehetsko-komunikacijski pristupi u susretu s biblijskim tekstovima</i> , u: <i>Diacovensia</i> 1(1994.), str. 110-145.			1	hrcak.srce.hr	
	A. G. Šabić, <i>Književno-komunikacijski pristup u susretu s biblijskim tekstovima u religioznom odgoju i katehezi</i> , u: <i>Diacovensia</i> 1 (1994.), str. 146-166.			1	hrcak.srce.hr	
Supplementary literature	M. L. Mazzarello, <i>Catechesi dei fanciuli. Prospetive educative</i> , Elle Di Ci, Torino, 1986. (Translation of some chapters for the purpose of students' personal use)					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, joint conversation at the end of the semester, questionnaire.					
Other (according to the opinion of education provider)						

COURSE TITLE		HIERARCHICAL CONSTITUTION OF THE CATHOLIC CHURCH					
Code	KBT: 422 ISVU: 82593	Year of study	I				
Course teacher/s	Associate professor Ivan Jakulj, Ph.D.	Credit (ECTS)	4				
Assistants	Marko Mrše, Ph.D.	Type of instruction (number of hours per semester)	L	S	E	F	
			45				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the concept of Church (One, Holy, Catholic and Apostolic). Students should reflect on the Church as a divine-human reality particularly in regard to the image of the Church as conveyed by the doctrine of the II Vatican Council and introduce its hierarchical structure through two codices: the Code of Canon Law and the Code of Canons of the Eastern Churches.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Describe the meaning, position and a mission of the Catholic Church in this world. 2. Provide arguments for models and causes of Christ's Church sustainability within the Catholic Church. 3. Define the importance of hierarchical structure of the Church within the framework of the rights and obligations of the individual Christian in accordance to the baptismal equality and differences with regard to the Holy order. 4. Describe the juridical personality of the Church, the Church services and the authority. 5. Understand the meaning, role and a mission of the supreme Church authority, Church authority of particular churches, and a constitution, legal position and a mission of institutions of consecrated life and associations of apostolic life. 6. Compare the meaning of relationship between the Latin Church and Eastern Catholic Churches in accordance with the respective Canons.						
Detailed course content (weekly class schedule)	Theological-ecclesiological principles on the Church (5). The nature and characteristics of the Catholic Church (3). Baptism as a prerequisite for incorporation into the Church (3). The concept and classification of the faithful/Christ's faithful, their rights, obligations and legal position (4). The Supreme authority of the Church (5). The constitution of the Roman curia (5). Particular Churches and their groupings (5). The authority constituted within particular Churches (5). Church services and authorities (5). Eastern Catholic Churches and their relation with the Latin Church (3). Place, role, legal position and the purpose of the institutes of consecrated life and the associations of Apostolic life (2).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)				

Student obligations	Regular class attendance, participation in discussions, making of presentations of assigned articles from the supplementary literature.					
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,5	Research		Practical training	
	Experimental work		Written representation		Individual work	1,0
	Essay		Seminar essay		Consultation	0,5
	Mid-term exams		Oral exam	1,0	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Lecture attendance – 10% Participation in discussion – 10% Final exam – 80%					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	<i>Zakonik kanonskoga prava proglašen vlašću pape Ivana Pavla II. s izvorima</i> , Glas Koncila, Zagreb, 1996., str. 93-373.				4	
	Ivan Pavao II., apostolska konstitucija o Rimskoj kuriji <i>Pastor bonus</i> , u: <i>Zakonik kanonskoga prava proglašen vlašću pape Ivana Pavla II. s izvorima</i> , Glas Koncila, Zagreb, 1996., str. 837-967.				4	
Supplementary literature	<i>Zakonik kanona istočnih crkava proglašen vlašću pape Ivana Pavla II. s izvorima</i> , Glas Koncila, Zagreb, 1996., str. 5-315. J. Brkan, <i>Klerici u zakonodavstvu Katoličke crkve</i> , Zbornik Kačić, Split, 2012. J. Brkan, <i>Obveze i prava vjernika laika</i> , Služba Božja, Split, 2005. J. Šalković, <i>Obveze i prava vjernika laika (kann. 224-231). Poslanje i djelovanje</i> , Glas Koncila, Zagreb, 2009.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student attendance register, participation in discussion, questionnaire.					
Other (according to the opinion of education provider)						

COURSE TITLE		THEOLOGICAL ANTHROPOLOGY AND ESCHATOLOGY					
Code	KBT: 423 ISVU: 82594	Year of study		I			
Course teacher/s	Full professor Ante Mateljan, Ph.D.	Credit (ECTS)		5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			45				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the theology of world and man creation. Gain knowledge on the Biblical and theological reflections on a man and his nature. Introduce students with the theology of sin and mercy. Understand the ultimate purpose of the world and human existence.						
Course enrollment requirements and core competencies	Completed Undergraduate theological-catechetic studies.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Interpret the meaning of basic concepts of theological anthropology. 2. Explain perspective of the scientific and religious view on the world. 3. Describe Christian view on a human and the purpose of human existence. 4. Evaluate different anthropologies.						
Detailed course content (weekly class schedule)	Introduction into theological anthropology; theology and science (2). <i>Theology of creation:</i> Biblical foundations of theology of creation (4). The act of creation and perpetual creation (4). Dogmatic development of the doctrine on creation (6). <i>The mystery of sin and mercy:</i> The concept of sin and development of the doctrine on the original sin (4). Contemporary notion of the ancestral sin (4). Good and evil forces – angels and demons (2). New life in Christ – the gift of Spirit and doctrine on mercy (6). Justification and predestination; freedom and salvation (4). <i>Christian eschatology:</i> Eschatology and parousia; theology of death; resurrection and eternal life (4). Retribution of the righteous and the retribution of the godless ones (3). Doctrine on purgatory; theology of hope – contemporary eschatological themes (2).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures						
Student obligations	Regular class attendance and active participation.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,5	Research		Practical training		
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams	1,0	Oral exam	2,5	(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of	Mid-term exam — 20 % Class attendance – 30 %						

student work in class and at the final exam	Oral exam – 50 %		
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	<i>Katekizam Katoličke Crkve</i> , br. 355-421; 988-1019; 1987-2029 (str. 104-118; 266-273; 497-505).	3	
	A. Mateljan, <i>Obdareni ljubavlju. Uvod u teologiju milosti</i> , CUS, Split, 2006., str. 1-224	5	
	L. Nemet, <i>Teologija stvaranja</i> , KS, Zagreb, 2003., str. 1-218	1	
	L. Nemet, <i>Kršćanska eshatologija</i> , KS, Zagreb, 2002., str. 1-160	1	
Supplementary literature	A. Scola – G. Marengo – J. Prades Lopez, <i>Čovjek kao osoba. Teološka antropologija</i> , KS, Zagreb, 2003., str. 1-324. N. Bižaca, <i>Božje djelovanje u svijetu dinamičkih procesa</i> , u: Filozofska istraživanja 23 (2003) 4, str. 931-955. N. Bižaca, <i>Osobno i društveno u suvremenom govoru o istočnom grijehu</i> , u: N. A. Ančić – N. Bižaca (prir.), <i>Društvena dimenzija grijeha</i> , CUS, Split, 2002., str.111-153. F. Courth, <i>Kršćanska antropologija</i> , UPT, Đakovo, 1998., str. 1-223. C. Pozo, <i>Eshatologija</i> , VVTŠ, Sarajevo, 1997., str. 1-515. I. Golub, <i>Prijatelj Božji</i> , Naprijed, Zagreb, 1990., str. 1-155. L. Boros, <i>Živjeti iz nade</i> , KS, Zagreb, 1970., str. 33-73.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultations. Questionnaire.		
Other (according to the opinion of education provider)			

COURSE TITLE		SEXUAL, MARITAL AND FAMILY MORALITY					
Code	KBF: 424 ISVU: 82595	Year of study		I			
Course teacher/s	Assistant professor Šimun Bilokapić, Ph.D.	Credit (ECTS)		3			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Acquire fundamental anthropological, theological and ethical truths on human sexuality, their evaluation through the analysis of concrete sexual issues. Introduction and comprehension of the Christian standpoints on certain issues. Familiarization with Christian view on the institution of marriage and family through current impediments and moral dilemmas. Understanding of the proper model of living human love and marital sexuality and love and fertility in a family.						
Course enrollment requirements and core competencies	Completed and passed course <i>Introduction to Moral Theology</i> .						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Make a holistic interpretation and evaluation of the human sexuality. 2. Difference clearly and provide reasonable arguments for ethically (un)acceptable sexual behaviours. 3. Explain purpose and the meaning of the institution of marriage and family. 4. Analyse and interpret current impediments of the instituion of marriage and family. 5. Define moral imperative with respect to particular marital and family dilemmas.						
Detailed course content (weekly class schedule)	Anthropology of sexuality (5). Theology of sexuality (4). Ethics of human sexuality (6). Love and marital sexuality (6). Love and fertility in a family (9).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)				
Student obligations	Regular class attendance and active participation.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams	0,5	Oral exam	1,5	(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of	Final exam – 70% Mid-term exam – 20%						

student work in class and at the final exam	Class attendance – 10%		
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	Drugi vatikanski sabor, Pastoralna konstitucija <i>Gaudium et spes</i> o Crkvi u suvremenom svijetu, KS Zagreb, 1986., br. 47-52.	2	
	Papa Pavao VI., <i>Humanae vitae</i> . Enciklika o ispravnoj regulaciji poroda, KS, Zagreb, 1968., str. 1-31.	8	
	Ivan Pavao II., <i>Obiteljska zajednica – Familiaris consortio</i> , KS, Zagreb, 1981., str. 1-130.	4	
	Ivan Pavao II., <i>Ljudska spolnost: istina i značenje</i> . Odgojne smjernice u obitelji, KS, Zagreb, 1997., str. 1-108.	3	
	Sveti zbor za katolički odgoj, <i>Odgojne smjernice o ljudskoj ljubavi. Obrisii spolnoga odgoja</i> , KS, Zagreb, 1996., str. 1-65.	5	
	<i>Katekizam Katoličke Crkve</i> , br. 2196-2257; 2331-2400.	3	
Supplementary literature	Ivan Fuček, <i>Moralno duhovni život. Predbračna ljubav, bračna ljubav</i> , Verbum, Split, 2005., str. 1-411. Ivan Fuček, <i>Moralno duhovni život. Roditelji, djeca</i> , Verbum, Split, 2008., str. 1-340. Petar Šolić, <i>Moralni aspekti ljudske seksualnosti</i> , CuS, Split, 2002., str.1-265.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student attendance register, taking mid-term exams, active participation in dicussions, questionnaire, joint conversation.		
Other (according to the opinion of education provider)			

COURSE TITLE		PNEUMATOLOGY AND MARIOLOGY					
Code	KBT: 425 ISVU: 82596	Year of study	I				
Course teacher/s	Associate professor Mladen Parlov, Ph.D.	Credit (ECTS)	3				
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Raise students awareness on deeper understanding of the experience of the Holy Spirit in the history of Salvation, i.e. in the Holy Scripture and the Church history. Discern signs of the times, i.e. detect the presence and the activity of the Holy Spirit in today's Church life and society. Understand and properly evaluate the role of the Blessed Virgin Mary in the history of Salvation and in today's Church life.						
Course enrollment requirements and core competencies	Knowledge on the basic philosophical-theological concepts; the patristic doctrine on the Holy Spirit and the Church doctrine.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Interpret and clarify the concept of the Holy Spirit and signs of His presence in the life of the Church and society. 2. Interpret the ways the Holy Spirit works throughout the history of Salvation, i.e. know to discern signs of times and identify in them the presence or the absence of the Holy Spirit in a particular Church community or individual believer. 3. Detect and properly assess contemporary spiritual tendencies in the Church and society. 4. Assess the value and the authenticity of spiritual experiences. 5. Analyse past and current spiritual movements offering an adequate evaluation. 6. Evaluate the role of the BV Mary in the history of Salvation. 7. Analyse and interpret Marian phenomenon in the life of the Church. 8. Interpret the relationship between the Church and Marian devotion in the life of the Church.						
Detailed course content (weekly class schedule)	Experience of the Spirit in the Old Testament (2). Experience of the Spirit in the New Testament (2). Experience of the Spirit through the Church history (3). Systems (a part): the Spirit in the mistery of the Trinity (2). The Spirit in the life of Jesus Christ (1). Relationship of the Spirit and the Church (2). The Spirit and charismas (2). Charisma in discerning of the spirits (2). The Holy Scripture on BV Mary (2). Mary the Mother of God (2). Mary – of the Immaculate Conception (2). Mary – of the perpetual virginity (2). Mary ascended into the Heavens (2). Mary – Mother of the Church (2). Marian devotion (1). Marian apparitions (1).						
Format of course	<input checked="" type="checkbox"/> lectures		<input type="checkbox"/> individual tasks				

instruction:	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)		
Student obligations	Regular class attendance and active participation.					
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research		Practical training	
	Experimental work		Written representation		Individual work	1,0
	Essay		Seminar essay		(Other)	
	Mid-term exams		Oral exam		(Other)	
	Written exam	1,0	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Mid-term exam – 40 % Final exam – 60% (oral and/or written)					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	A. Schneider, <i>Na putovima Duha</i> , FTI, Zagreb, 1991., str. 5-204.				2	
	Ivan Pavao II., <i>Dominum et vivificantem</i> , KS, Zagreb, 1997.				4	
	V. Košić, <i>Marija, Majka Sina Božjega</i> , KS, Zagreb, 2003., str. 1-76.				1	
Supplementary literature	H. Mühlen, <i>Obnova kršćanske vjere. Karizma - Duh - Oslobođenje</i> , Duh i voda, Jelsa, 1984., str. 51-78, 149-179. R. Cantalamessa, <i>Duh Sveti u Isusovu životu</i> , Duh i voda, Jelsa, 1984., str. 1-88. Ivan Pavao II, <i>Redemptoris Mater</i> , KS, Zagreb, 1987. J. Galot, <i>Mariologija, Bog i žena. Marija u spasenjskom djelu</i> , UPT, Đakovo, 2001., str. 95-442.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultations, questionnaires, student attendance register, active participation in discussions, written representation, end-of-semester course/teacher evaluation.					
Other (according to the opinion of education provider)						

COURSE TITLE		LITURGICAL MUSIC					
Code	KBT: 426 ISVU: 82597	Year of study		1			
Course teacher/s	Associate professor Šime Marović, M.A.	Credit (ECTS)		2			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduction to the liturgical music, particularly focusing on the music in liturgy after the Second Vatican Council.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Evaluate sacred music of the liturgy. 2. Analyse sacred music forms. 3. Sing simple Gregorian antiphons. 4. Organize singing in liturgy on a basis of the Church Documents on Liturgical Music. 5. Design concerts of spiritual music in a sacred place.						
Detailed course content (weekly class schedule)	Religious, sacred and liturgical music (2). Mass and historical background of the Ordinary and the Proper of the Mass (5). The most important sacred music forms (hymn, responsorium, the Bible chorale, vernacular songs) (3). Introduce students with the development of vernacular singing and the most relevant hymn-books in Croatia (2). The Church Documents on Liturgical Music: Motu proprio <i>Tra le sollecitudini</i> (1903) (2). Sacrosanctum concilium (3). Instructio musicam sacram (3). Concerts in churches (documents of Congregation for Divine Worship) (2). Circular letter of the archbishop of Split on concerts in churches, a manuscript of a great priest John Paul II on the 100th anniversary motu proprio <i>Tra le sollecitudini</i> on sacred music (3). Exercises (5).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field class		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)				
Student obligations	Regular class attendance, taking an oral exam.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research		Practical training	0,5	
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams		Oral exam	0,5	(Other)		
	Written exam		Project		(Other)		

Grading and evaluation of student work in class and at the final exam	Class attendance – 30% Exercises – 10%, Final exam – 60%		
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	M. Martinjak, <i>Gregorijansko pjevanje</i> , Hrvatsko društvo crkvenih glazbenika, Zagreb, 1997., str. 1-282.	1	
	Š. Marović, <i>Glazba i bogoslužje. Uvod u crkvenu glazbu</i> , CUS, Split, 2009., str. 109-163, 203-223.	1	
Supplementary literature	Razni autori, <i>Crkvena glazba</i> . Priručnik za bogoslovna učilišta, Zagreb, 1988., str. 8-24. <i>Pjevajte Gospodu pjesmu novu</i> . Hrvatska liturgijska pjesmarica, Zagreb, 2003., str. 1-798.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student attendance register, teacher-student consultations, active participation in exercises.		
Other (according to the opinion of education provider)			

COURSE TITLE		RELIGIOUS EDUCATION AND CATECHESIS FOR ADOLESCENTS AND YOUTH				
Code	KBT: 501 ISVU: 82598	Year of study	II			
Course teacher/s	Associate professor Jadranka Garmaz, Ph.D	Credit (ECTS)	5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F
			45		15	
Course status	Core course	Percentage of e-learning implementation				
COURSE DESCRIPTION						
Course goals	Introduce students with the basic elements of religious education and catechetic work with the secondary school students. Familiarise students with the content of religious education for secondary schools. Acquire competences and skills for programme design and planning of the religious education for secondary school.					
Course enrollment requirements and core competencies	Knowledge of didactic-methodical conception of the teaching process.					
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Identify and describe main contents of religious education for secondary school religious education. 2. Classify psychological, pedagogical and social aspect of the adolescence and the youth. 3. Interpret religious orientation and a system of values of the adolescence and the youth. 4. Participate in observation lessons at classes of religious education and catechesis for the young. 5. Present catechetical models for the adolescents and the young. 6. Conceptualize, prepare and deliver religious education in secondary school.					
Detailed course content (weekly class schedule)	Psychological, pedagogical and social aspect of the adolescence (4). Formation of religious identity and religious socialization of the adolescents and the young (6). Values of the secondary school students, changes in religious behaviour and religious orientation interrelated with the content and goals of the catechesis (6). Methodical approaches, systems, methods and media in religious education and catechesis of the adolescents and the young (4). Contents of religious education and catechesis for the adolescents and the young (6). Analysis of the Catholic education programme for secondary school (6). Analysis of religious education textbooks for secondary school (4). The profile of an educator and a catechist (4). Demonstration classes (12). Methodical-didactical analysis of class (3).					
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input checked="" type="checkbox"/> combined e-learning <input type="checkbox"/> field class		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentorship work <input type="checkbox"/> (other)			

Student obligations	Class attendance, observation lessons of school religious education, preparation and delivery of demonstration classes.					
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,5	Research		Practical training	1,5
	Experimental work		Written report	0,5	Exercises	0,5
	Essay		Seminar essay		Consultations and a written paper	0,5
	Mid-term exams		Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Demonstrations, preparation and delivery of a demonstration class – 20% Written critical review – 10% Written representation (report) – 10% Final exam – 60%					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	Gadža, Milanović (i dr.), <i>Tražitelji smisla</i> , vjeronaučni udžbenik za 1. raz. sr. šk., KSC 2003.					
	Gadža, Milanović, <i>Odvažni svjedoci</i> , vjeronaučni udžbenik za 2. raz. sr. šk., KSC 2004.					
	Čaplar, Kustura, Živković, <i>Životom darovani, udžbenik katoličkoga vjeronauka za 3. razred srednjih škola, KS, Zagreb 2010.</i>					
	Filipović (i dr.), <i>Svjetlom vjere</i> , udžbenik katoličkog vjeronauka za 4. Razred srednjih škola, KS 2009.					
	V. Mandarić, <i>Mladi integrirani i (ili) marginalizirani</i> , GK, Zagreb, 2009., 1-305.				1	
	NKU HBK-HILP, <i>Župna kateheza u obnovi župne zajednice. Plan i program</i> , Zagreb - Zadar, 2000., br. 20-43, 55-66.				2	
Supplementary literature	J. Colomb, <i>Kateheza životnih dobi</i> , Zagreb, 1979., 63-109. (5 copies in the library)					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultations, joint conversation at the end of the semester, questionnaire.					
Other (according to the opinion of education provider)						

COURSE TITLE		CHRISTOLOGY				
Code	KBT: 503 ISVU: 82599	Year of study	II			
Course teacher/s	Associate professor Mladen Parlov, Ph.D	Credit (ECTS)	5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F
			45			
Course status	Core course	Percentage of e-learning implementation				
COURSE DESCRIPTION						
Course goals	Acquire fundamental knowledge on the mission and the message of Jesus Christ. Deeper understanding of the mystery of Jesus Christ and His role in various periods of the Church history. More profound understanding of Christian existence in the light of Christ's paschal mystery. Student acquires competence for critical interpretation of various contemporary approaches to the personality of Jesus Christ.					
Course enrollment requirements and core competencies	Knowledge of the basic philosophical-theological concepts and knowledge on fundamental texts of the Holy Scripture.					
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Interpret and clarify basic concepts and classification of Christology as the focus of dogmatic theology. 2. Interpret different historical approaches to the personality of Jesus Christ. 3. Analyse development of speech about the historical Jesus and Christ of faith and provide justification and Biblical ground for the Church announcement of Jesus Christ. 4. Evaluate historical context of the event of Jesus Christ. 5. Interpret theological meaning of Jesus' miracles. 6. Analyse the New Testament texts on Jesus' death; know how to interpret them and offer contemporary interpretative framework of Christ's paschal mystery. 7. Analyse and interpret the theological dicta like <i>unio hypostatica; communicatio idiomatum</i> . 8. Explain and analyse speech on Christ's pre-existence. 9. Elaborate a fundamental statement of Jesus Christ "true God and true man".					
Detailed course content (weekly class schedule)	Definition, concepts and methods of Christology (2). Interest for Jesus Christ in a contemporary world (literature, philosophy, religions, spiritual movements, church announcement) (2). Main trends in contemporary Christology (2). Historical issue on Jesus Christ: the historical Jesus and Christ of faith (2). Jesus Christ in contemporary Catholic theology and Christology (2). Importance of the history for Christology (1). Historical sources on Jesus Christ (2). Historical context of the life of Jesus from Nazareth (1). Jesus' message on the kingdom of God (1). Jesus' miracles (1). Preaching, behaviour and work of Jesus (1). Christological titles in the life of Jesus (2). Conflict, judgement and the death of Jesus from Nazareth (2). Theological interpretations of Jesus' death (2). Resurrection of Jesus (1). The oldest confessions of faith in Christ's resurrection (1 Cor 15,3-5) (1). Kerygma and christological faith in the early community (1). Christology in Paul's writings (1). Christology in the Gospels and other writings of the New Testament (1). Christology in Judeo-Christian surrounding. Docetism and gnosticism (1). Christology of the Apostolic Fathers (1). Christology of the apologists and the Church fathers of the II and III century (1). Heresy of Arianism and the Council of Nicaea (1). Cappadocian Fathers, the Alexandrian School and the Antioch School. Apollinarism: Council of Constantinopole (1). Nestorianism and the					

	Council of Ephesus (1). Monophysitism and Chalcedon Council (1). The second Council of Constantinople. Monothelitism and the Third Council of Constantinople (1). Christology in the Middle Age. Anselmo. Thomas Aquinas. Bonaventura. John Duns Scotus (1). Systematic Christology: basic criteria (1). History of Jesus; Jesus from Nazareth, One of us. Is Jesus an ordinary man? History of Jesus as a revelation of the Messiah and the Son (2). Mystery of Jesus Christ, the Son of God: pre-existence of the embodied Logos (texts: mythological interpretation; christological meaning of pre-existence) (1). Embodiment of the Son of God. Embodiment as the trinitary event (work of the Father, work of the Son, work of the Holy Spirit). The meaning and purpose of the embodied Logos (1). <i>Unio hypostatica. Communicatio idiomatum</i> (1). Impeccability of Jesus. Jesus' knowledge (1). Psychological unity and a self-consciousness of Jesus (1).					
Format of course instruction:	<input checked="" type="checkbox"/> lectures			<input type="checkbox"/> (other)		
Student obligations	Regular class attendance and active participation.					
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,5	Research		Practical training	
	Experimental work		Written representation	1,5	Individual work	
	Essay		Seminar essay		(Other)	
	Mid-term exams		Oral exam		(Other)	
	Written exam	2,0	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Presentation – 10 % Mid-term exam – 40 % Final exam – 50% (oral and/or written)					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	W. Kasper, <i>Isus Krist</i> , CuS, Split, 1995., str. 5-344.				5	
	I. Karlič, <i>Bogočovjek Isus Krist, 1. Uvod u kristologiju</i> , KS, Zagreb, 2001., str. 7-182.				2	
	<i>Katekizam Katoličke Crkve</i> , Zagreb, 1994., br. 422-686.				3	
Supplementary literature	Ivan Pavao II., <i>Redemptor hominis</i> , KS, Zagreb, 1997. Kongregacija za nauk vjere, <i>Dominus Jesus</i> , KS, Zagreb, 2000. J. Galot, <i>Kristologija</i> , UPT, Đakovo, 1996., str. 7-395; G. O'Collins, <i>Cristologia, Uno studio biblico, storico e sistematico su Gesù Cristo</i> , Queriniana, Brescia, 1997., str. 53-319.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultations, questionnaire, student attendance register, active participation in discussions, written representation, end-of-semester course/teacher evaluation.					
Other (according to the opinion of education provider)						

COURSE TITLE		ON THE SACRAMENTS IN GENERAL AND THE SACRAMENTS OF INITIATION					
Code	KBT: 504 ISVU: 82600	Year of study		II			
Course teacher/s	Full professor Ante Mateljan, Ph.D.	Credit (ECTS)		5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			60				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with anthropological, Biblical, christological and ecclesiological foundations of the sacraments. Acquire knowledge on the origin, development and theology of Christian initiation. Familiarise students with the theology of baptism, confirmation and eucharist.						
Course enrollment requirements and core competencies	Completed an Undergraduate theological-catechetic study.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student will be able to: 1. Interpret the basic concepts of sacramentology. 2. Explain the origin and development of Christian initiation. 3. Present the content of dogmatic documents on the sacraments of initiation. 4. Evaluate different approaches to the sacraments: theological, pastoral, moral.						
Detailed course content (weekly class schedule)	<i>Fundamental sacramentology:</i> Anthropological basis of the sacraments (4). Sacramentality of Christ and the Church (4). Structure of the sacramental act and the effectiveness of the sacraments (4). <i>Theology of Baptism:</i> Biblical foundations, typology, Christ and baptism (4). Development of theology and liturgical practice, documents. (4). Baptism and salvation, justifiability of children's baptism (2). <i>Theology of Confirmation:</i> A gift of the Holy Spirit in the Holy Scripture (2). Development of theology and liturgical practice, documents (4). Reform of Paul VI, the Apostolic constitution "Partaking in the Divine nature" (2). The sacrament of consecration and mission; Age and Christian maturity (4). <i>Theology of Eucharist:</i> OT preparation and establishment from Christ: Analysis of texts (6). Eucharistic practice of the early Church (3). Eucharistic realism and symbolism, theological trejectories (3). Documents of the teachers on the eucharist, especially of the Council of Trent (6). Eucharist – synaxis (2). Eucharist – a memory act (2). Eucharist – a sacramental sacrifice (2).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures						
Student obligations	Regular class attendance and active participation.						
Screening student work (<i>specify portion in ECTS credits per each</i>)	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation	0,5	(Other)		

activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Essay		Seminar essay		(Other)	
	Mid-term exams	1,5	Oral exam	2,0	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Mid-term exam – 30 % Class attendance – 20 % Presentation – 10 % Oral exam – 40 %					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	Katekizam Katoličke Crkve, br. 1113-1134; 1212-1419.			3		
	A. Mateljan. <i>Otajstvo susreta, temeljna sakramentologija</i> , CUS, Split 2010. str. 1-224			6		
	B. Testa, <i>Sakramenti Crkve</i> , Zagreb, 2009.; str. 1-165;			1		
	A. Mateljan, <i>Otajstvo poslanja. Sakrament potvrde</i> , CUS, Split, 2004., str. 1-212.			2		
	A. Mateljan, O sakramentima (Sakrament krštenja; Sakrament euharistije), Split, 2013. /skripta, str. 1-140/					
Supplementary literature	E. Schillebeeckx, <i>Krist sakrament susreta s Bogom</i> , KS, Zagreb, 1992. F. Courth, <i>Sakramenti</i> , UPT, Đakovo, 1997. K. Rahner, <i>Izabrani spisi</i> , FTIDI, Zagreb, 2008. N. Ikić, <i>Gorući grm sakramentalne milosti</i> , Zagreb, 2012.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultations. Questionnaire.					
Other (according to the opinion of education provider)						

COURSE TITLE		BIBLICAL THEOLOGY OF THE OLD TESTAMENT					
Code	KBT: 505 ISVU: 82601	Year of study		II			
Course teacher/s	Full professor Marijan Vugdelija, Ph.D.	Credit (ECTS)		3			
Assistants	Miljenko Odrliin, M.S.	Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the main themes of the Old Testament which are key elements of the theological structure of the entire Old Testament. Introduce students with a development of theological thought through various periods of the Old Testament history. Recognize the values and the completeness of the Old Testament. Acquire competence to continue an independant study the Old Testament.						
Course enrollment requirements and core competencies	Completed course <i>General introduction into the Study of the Holy Scripture</i> and a basic knowledge of the Hebrew language.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Read and understand the Old Testament. 2. Study independantly and deepen the knowledge on fundamental themes and figures of the Old Testament. 3. Understand the theology of the Old Testament. 4. Describe and analyse core themes of the Biblical theology of the Old Testament.						
Detailed course content (weekly class schedule)	Short review of historical scientific research of the Old Testament (6). Definition of the Biblical theology (2). Names of God in the Old Testament (4). One God (2). Man in a community (2). Union (4). Revelation and the channels of revelation (2). Moral, sin, absolution (2). Judgement, salvation (2). Messiah, development of king's messianism (2). Life after death (2).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely		<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> discussions <input type="checkbox"/> multimedia <input type="checkbox"/> (other)				
Student obligations	Regular class attendance and active participation.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,5	Research		Practical training		
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams	0,5	Oral exam		(Other)		
	Written exam	1,0	Project		(Other)		
Grading and	Class attendance – 40 %						

evaluation of student work in class and at the final exam	Mid-term exam – 25% Final (written) exam – 35 % Written representation		
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	A. Rebić, <i>Središnje teme Staroga zavjeta. Biblijsko-teološki pregled starozavjetne poruke</i> , KS, Zagreb, 1996.	1	
	R. E. Brown i dr. (ur.), <i>Biblijska teologija Staroga i Novoga zavjeta</i> , KS, Zagreb, 1980., str. 55-225.	5	
	C.Tomić, <i>Poruka spasenja Svetoga pisma Staroga zavjeta</i> , Zagreb, 1983.	2	
Supplementary literature	L. Krinecki, <i>Savez Božji s ljudima prema Starom i Novom zavjetu</i> , KS, Zagreb, 1999., str. 1-119. W. Eichrodt, <i>Teologia dell'Antico Testamento, vol I.i II.</i> , Paideia, Brescia, 1979.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student attendance register, frequent discussions on more important issues, (written mid-term exam).		
Other (according to the opinion of education provider)			

COURSE TITLE		BIBLICAL THEOLOGY OF THE NEW TESTAMENT					
Code	KBT: 506 ISVU: 82602	Year of study		II			
Course teacher/s	Full professor Marinko Vidović, Ph.D.	Credit (ECTS)		3			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduction, understanding and interpretation of the origin and development of theological thought of the New Testamental texts.						
Course enrollment requirements and core competencies	Passed course: <i>Introduction and Exegesis of the New Testament</i> . Exegetic, historical and literary context for understanding of the New Testament texts.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Understand, interpret, critically examine, describe and evaluate theological thought of the New Testament. 2. Include theological thought in the religious education through comparison and distinction of the epochs of thoughts. 3. Evaluate the reality in the light of New Testament theological perspectives and standpoints. 4. Argue on the claim that the contemporary thought is based on the New Testament.						
Detailed course content (weekly class schedule)	Theology of Paul (10). Theology of Mark (3). Theology of Matthew (4). Luke's theology (4). John's Gospels (6). Theology of the Catholic epistles (3). Essential theological thoughts are highlighted and interpreted. Their historical ground, development and actuality are being recognized and described, particularly regarding its purposefulness within the religious education and in shaping religious views of life.						
Format of course instruction:	<input checked="" type="checkbox"/> lectures		<input checked="" type="checkbox"/> discussions				
Student obligations	Class attendance, participation in discussions, questions and taking an exam at the end of the semester.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,2	Research		Practical training		
	Experimental work		Written representation		Discussions	0,3	
	Essay		Seminar essay		(Other)		
	Mid-term exams		Oral exam		(Other)		
	Written exam	1,5	Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Questions. Discussions, critical observations, interest in the subject and a written or oral exam containig three questions that need to be answered 50% correctly for a pass.						

	Title	Number of copies in the library	Availability via other media
Obligatory literature (available in the library or via other media)	J. Gnilka, <i>Teologija Novoga zavjeta</i> , KS, Zagreb, 1999.	2	
	I. Dugandžić, <i>Biblijska teologija Novoga zavjeta</i> , KS, Zagreb, 2004.	2	
	R. E. Brown (i dr.), <i>Biblijska teologija Staroga i Novoga zavjeta</i> , KS, Zagreb, 1980.	5	
	X. Léon-Dufour, <i>Rječnik Biblijske teologije</i> , KS, Zagreb, 1980.	4	
Supplementary literature	W. Beilner – M. Ernst, <i>Unter dem Wort Gottes. Theologie aus dem Neuen Testament</i> , Kulturverlag, Thaur, 1993.; H. Conzelmann, <i>Teologia del Nuovo Testamento</i> , Paideia, Brescia, 1991.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Mid-term examination of the acquired knowledge; critical observations and competences for implementation of the acquired knowledge on an actual situation; written exam at the end of the semester.		
Other (according to the opinion of education provider)			

COURSE TITLE		BIOETHICS					
Code	KBF: 507 ISVU: 82548	Year of study			V		
Course teacher/s	Assistant professor Šimun Bilokapić, Ph.D.	Credit (ECTS)			3		
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with basic information, ideas and content of bioethics. Familiarise students with its material and formal aspect. Understand specific research method. Grasp its main epistemological, ethical and anthropological complex issues. Acquire basic bioethical principles and raise awareness on interdisciplinary character of bioethics.						
Course enrollment requirements and core competencies	Preknowledge on basic concepts of philosophical and theological anthropology and ethics.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Competently interpret the reasons, need and a meaning of this new discipline and its place within the range of other existing sciences. 2. Explain the role, method and epistemological work of bioethics. 3. Compare bioethics with similar disciplines and identify its „specificity“. 4. Discern and critically assess different bioethical models and paradigms. 5. Evaluate and offer solutions for concrete issues from the field of special bioethics, based on adopted principles in general bioethics (genetic engineering, organ transplatations, artificial insemination, abortion, euthanasia, sterilization, etc.).						
Detailed course content (weekly class schedule)	Origin, spread and definition of bioethics (3). Epistemological foundation of bioethical evaluation (7). Forms, source and purpose of life (3). Human person and its body (5). Bioethics and its principles. The importance and scope of the traditional moral principles (7). Bioethics and other diciplines (biology, medicine, law, theology, philosophy etc.) (5).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)			
Student obligations	Regular class attendance, written paper, preparation and taking an exam.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation		Written paper	0,5	
	Essay		Seminar essay		(Other)		
	Mid-term exams	0,5	Oral exam	1,0	(Other)		
	Written exam		Project		(Other)		

Grading and evaluation of student work in class and at the final exam	Final exam – 60% Written paper – 20% Mid-term exam – 10% Class attendance – 5% Activity in class – 5%		
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	Ivan Pavao II., <i>Evandjelje života. O vrijednosti i nepovredivosti ljudskoga života</i> , KS, Zagreb, 1995., str. 1-195.	3	
	Valentin Pozaić, <i>Život prije rođenja. Etičko moralni vidici</i> , FTI, Zagreb, 1990., str. 15-42.		
	Tonči Matulić, <i>Vodič kroz bioetiku. Oblikovanje identiteta bioetičke discipline</i> , Glas Koncila, Zagreb, 2006., str. 23-179.		
Supplementary literature	Tonči Matulić, <i>Bioetika</i> , Glas Koncila, Zagreb, 2001., str. 1-329; Michele Aramini, <i>Uvod u bioetiku</i> , KS, Zagreb., 2009., str. 1-443; Ivan Fuček, <i>Moralno-duhovni život. Život, smrt</i> , Verbum, Split, 2008., str. 1-518.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultations, questionnaire, making of paper and its presentation, student attendance register.		
Other (according to the opinion of education provider)			

COURSE TITLE		PARISH COMMUNITY PASTORAL				
Code	KBT: 521 ISVU: 82603	Year of study	II			
Course teacher/s	Assistant professor Alojzije Čondić, Ph.D.	Credit (ECTS)	5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F
			60			
Course status	Core course	Percentage of e-learning implementation	20%			
COURSE DESCRIPTION						
Course goals	Students' competences for evangelical judgement and overall pastoral work in a parish community within current socio-cultural context.					
Course enrollment requirements and core competencies	Completed course: <i>Pastoral Theology</i> .					
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Valorize historical - pastoral scope of a parish community and social trends. 2. Conceptualize pastoral plan of parish community <i>ad intra</i> : upbringing and education of the faithful in Synodical spirit, promoting Christian unity and spiritual directory and <i>ad extra</i> : new evangelisation, presence and the Church contribution to society and culture. 3. Setting up of parish community pastoral planning in Synodical spirit. 4. Perform duties of the lay faithful in the parish community and society. 5. Deliver parish catechesis, participate in pastoral programming of sacraments and catechumen and in setting pastoral priorities. 6. Evaluate the mission of Church movements, the role of pastoral council and animators in the parish community and caritative mission of the faithful. 7. Encompass various forms of pastoral work such as marriage, family, the young and animators.					
Detailed course content (weekly class schedule)	Origin and historical development of the parish community pastoral (5). Parish community in the documents of the Second Vatican Council up to present (4). Sociological and theological-pastoral aspect of a community (<i>communio</i>) (2). The importance of a group. Small parish communities. Parish animators (2). Pastoral theology in the service of the parish community up to and after the Second Vatican council (3). Subject matter and methods of pastoral theology, basic denotations (indicators) of the pastorals (3). Parish community pastoral programming (4). Forms of parish community. Cooperation of the shepherds and the lay in a parish community (3). Participation of the lay faithful in the parish community life (3). The parish community pastoral <i>ad intra</i> : Christian upbringing and education of the faithful in Synodical spirit and promotion of Christian unity (4). Pastoral of the parish community <i>ad extra</i> : new evangelisation, first announcement, religious education and catechesis and a social pastoral (labour, economy, politics) (5). Pastoral of the sacraments in the parish community (5). Christian initiation of adults, pastoral model in the parish community (2). Parish community – catechumenic place (3). Church movements in the parish community pastoral (2). Parish pastoral council, animators and other parish structures (2). Pastoral <i>for</i> and <i>with</i> the youth, marriage and family in the parish community (5).					

	Diaconian-caritative mission of the believers (3).					
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)		
Student obligations	Regular class attendance and active participation.					
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	2,0	Research		Practical training	
	Experimental work		Written representation	0,5	(Other)	
	Essay		Seminar essay		(Other)	
	Mid-term exams	0,5	Oral exam	2,0	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Mid-term exam – 20% Presentation - 10% Written exam – 70% (oral and/or written exam)					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	Kongregacija za klerike, <i>Naputak o nekim pitanjima suradnje vjernikâ laikâ u svećeničkoj službi</i> , KS, Zagreb, 1999.				2	
	HBK, <i>Direktorij za pastoral sakramenata u župnoj zajednici</i> , GK, Zagreb, 2008.				2	
	HBK, <i>Za život svijeta</i> . Pastoralne smjernice za apostolat vjernika laika u Crkvi i društvu u Hrvatskoj, GK, Zagreb, 2012.				2	
	J. Šimunović, <i>Župna zajednica na početku trećeg tisućljeća</i> , GK, Zagreb, 2009. (dio: I.-IV.)				1	
Supplementary literature	Ivan Pavao II., <i>Apostolska pobudnica Christifideles laici – Vjernici laici. O pozivu i poslanju laika u Crkvi i svijetu</i> (30. XII. 1988.), KS, Zagreb, 1990. HBK, <i>Župna kateheza u obnovi župne zajednice. Plan i program</i> , NKU/HBK-HILP, Zagreb-Zadar, 2000. S. Lanza, <i>La parrocchia in un mondo che cambia</i> , OCD, Roma, 2003. P. M. Zulehner, <i>Aufbrechen oder untergehen. So geht Kirchenentwicklung</i> , Schwabenverlag, Ostfildern, 2003. S. Nimac – B. Perše, <i>Župa u povijesnim mijenama</i> , Lepuri, 2013. A. Čondić, <i>Ustani, zove te. Bogoslovno-pastoralna razmišljanja</i> , CUS, Split, 2013.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultations, questionnaire, student attendance register, active participation in discussions, written representation, end-of semester course/teacher evaluation.					
Other (according to the opinion of education provider)						

COURSE TITLE		THE SACRAMENTS OF HEALING AND SACRAMENTS AT THE SERVICE OF COMMUNION					
Code	KBT: 522 ISVU: 82604	Year of study		II			
Course teacher/s	Full professor Ante Mateljan, Ph.D.	Credit (ECTS)		4			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			45				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce with: theology and practice of the Sacrament of Penance; development and theology of the Sacrament of the Anointing the Sick; theology of the Sacrament of the Holy Orders; theology of the Sacrament of the Marriage.						
Course enrollment requirements and core competencies	Completed Undergraduate Theological-Catechetic Studies.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student will be able to: 1. Interpret theological purpose of sacraments of healing and ministerial sacraments. 2. Explain the origin and development of Christian practice of obedience. 3. State the content of dogmatic documents on the healing and ministerial sacraments. 4. Evaluate different approaches to these sacraments: theological, pastoral, moral.						
Detailed course content (weekly class schedule)	<i>The sacrament of Penance:</i> Sin and conversion (2). Authority of the absolution from sins: analysis of texts (4). Development of canonical, tariff and contemporary penance, documents (4). Structure of the sacramental act and actual issues of the practice of obedience (4). <i>The sacrament of Anointing of the Sick:</i> Biblical foundations, illness, health and salvation (2). Christ and the sick, anointment of the sick in the Church (4). Theology of the sacramental act; the Eastern Church practice (2). <i>The sacrament of the Holy Orders:</i> Authentic, Christ's common priesthood (2). Origin and development of services in the early Church (4). Ranking of ministerial services, documents (2). Sacramental order, the structure of the sacramental act (4). <i>The sacrament of Marriage:</i> Natural sanctity of the matrimony and marriage (2). Christ and elevation to the dignity of the sacraments (3). Theology of the marriage: Christological and ecclesiological aspect (2). Features and effects of the sacramental marriage (2). Theological and pastoral issues (2).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures						
Student obligations	Regular class attendance and active participation.						
Screening student work (specify portion in ECTS credits per each	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation	0,5	(Other)		

activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Essay		Seminar essay		(Other)	
	Mid-term exams	1,5	Oral exam	2,0	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Mid-term exam – 30 % Class attendance – 20 % Presentation – 10 % Oral exam – 40 %					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	Katekizam Katoličke Crkve, br. 1420-1666.				3	
	A. Mateljan. <i>Sakrament pokore /skripta/</i> Split 2009.					
	A. Mateljan, <i>Otajstvo supatnje. Sakrament bolesničkog pomazanja</i> , CUS, Split, 2002., str. 1-144.				3	
	G. Greshake, <i>Biti svećenik u ovom vremenu</i> , KS, Zagreb, 2010., str. 55-186.					
	C. Tomić, <i>Uzvišena tajna</i> , Zagreb, 1974, str. 1-254.				1	
Supplementary literature	B. Testa, <i>Sakramenti Crkve</i> , KS, Zagreb, 2009., str. 165-274. F. Courth, <i>Sakramenti</i> , UPT, Đakovo, 1997. K. Rahner, <i>Izabrani spisi</i> , FTIDI, Zagreb, 2008. N. Ikić, <i>Gorući grm sakramentalne milosti</i> , Zagreb, 2012. A. Mateljan, <i>Kršćanska ženidba</i> , CUS, Split, 2008.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultations. Questionnaire.					
Other (according to the opinion of education provider)						

COURSE TITLE		CATECHESIS OF ADULTS					
Code	KBT: 523 ISVU: 82605	Year of study	II				
Course teacher/s	Associate professor Jadranka Garmaz, Ph.D.	Credit (ECTS)	5				
Assistants	Josip Periš, M.S.	Type of instruction (number of hours per semester)	L	S	E	F	
			45		15		
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Acquire knowledge and understand basic elements of methodology of adult catechesis. Competences for preparation and delivery of catechesis for different groups of the adult believers.						
Course enrollment requirements and core competencies	Basic knowledge in catechesis, didactics and educational methodology.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Critically evaluate socio-cultural context in which Church is primarily oriented to adult catechesis and a permanent upbringing in faith. 2. Recognize and positively evaluate privileged forms of adult catechesis in overall Church activity. 3. Identify and analyse socio-cultural, psycho-anthropological and theological-pastoral motivations for adult catechesis. 4. Understand various psychological studies on adult and religious maturity and properly deliver them in adult catechesis. 5. Identify specific features of teaching adults and take it into consideration while performing catechetical practice. 6. Know the main goals-setting of adult catechesis on an individual, community and ecclesiastical level. 7. Select adequately the catechetical contents aimed at formation of active faithful. 8. Design the adult catechetical programme which includes all relevant didactic-methodical elements (agents, goals, contents, methods, evaluation). 9. Design a catechetical model and practise it successfully. 10. Establish mutual communication as a ground for active involvement of adult faithful in catechetical meeting aimed at their religious growth.						
Detailed course content (weekly class schedule)	Postcouncil pastoral commitment for adult catechesis (4). Forms and models of adult catechesis (4). Requirements and motivation for adult catechesis (4). Psychological development of adulthood (4). Mid-term exam (1). Religious maturity of adults (4). Scope and goals of adult catechesis (5). Criteria for the adult catechetical programme design (4). Stakeholders, methods and means of adult catechesis (3). Observation lessons at adult catechetical meetings (4). Observation lesson reports (8 hours).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input checked="" type="checkbox"/> (reporting from observation lessons)				

Student obligations	Regular lecture attendance, active participation in discussions, observation lessons in parishes, report delivery from the observation lessons.					
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research		Practical training	
	Experimental work		Written report	0,5	Observation lessons in a parish	1,0
	Essay		Seminar essay		(Other)	
	Mid-term exams	1,0	Oral exam	1,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Presentation of the written report from observation lessons – 10 % Written mid-term exam– 40 % Written or oral final exam – 50 %					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	E. Alberich – A. Binz, <i>Odrasli i kateheza. Elementi katehetske metodologije za odraslu dob</i> , KSC, Zagreb, 2002.				8	
	HBK, <i>Župna kateheza u obnovi župne zajednice. Plan i program</i> , NKU HBK – HILP, Zagreb-Zadar, 2000.				2	
Supplementary literature	M. Šimunović, <i>Pastoral za novo lice Crkve. Teološka promišljanja o župnoj zajednici</i> , KS, Zagreb, 2006. Više autora, <i>Odgoj i predanje. Zbornik radova XV. I XVI. Katehetske ljetne škole. Šibenik 1986. – Subotica, 1987.</i> , KS, Zagreb, 1988.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultations, critical observations, student attendance register, active participation in discussions, end-of- semester course/ teacher evaluation.					
Other (according to the opinion of education provider)						

COURSE TTILE		PHILOSOPHY AND SCIENTIFIC RESEARCH					
Code	KBF: 531 ISVU: 83434	Year of study			II-V		
Course teacher/s	Associate professor Ivan Kešina, Ph.D.	Credit (ECTS)			3		
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with practical philosophy focusing on anthropological ethics and human practice from the ethical point of view.						
Course enrollment requirements and core competencies	Basic knowledge of philosophy of mind and human nature.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Interpret the concept, subject and methodology of practical philosophy. 2. Explain why philosophy is said to be the mother of all sciences. 3. Evaluate the role of philosophy in natural scientific research. 4. Discuss on possible boundaries of natural sciences. 5. Argue on the incomplete aspect of philosophy and natural sciences.						
Detailed course content (weekly class schedule)	Concept, objects and methodology of the course: Philosophy and natural scientific research (2). Relationship between philosophy and natural sciences (4). Philosophical reflections on the subject matter, methods and results of scientific reserch (6). Natural scientific facts and philosophical reflections on - <i>cosmogenesis</i> (3). Mid-term exam (1). Natural scientific facts and philosophical reflections on - <i>biogenesis</i> (4). Natural scientific facts and philosophical reflections on – <i>philogenesis</i> (4). Natural scientific facts and philosophical reflections on – <i>anthropogenesis</i> (4). The shock of “monkey theory” (Darwinism) (2).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures			<input type="checkbox"/> (other)			
Student obligations	Regular class attendance and active participation.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	0,5	Research		Practical training		
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams	1,0	Oral exam	1,5	(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Mid-term exam – 30% Final exam – 70% (oral and/or written)						
Obligatory literature (available in the library or via other	Title			Number of copies in the library		Availability via other media	

media)	V. Bajsić, <i>Granična pitanja religije i znanosti</i> , Zagreb, 1998.	5	
	I. Kešina, <i>Znanost, vjera, etika. Promišljanja odnosa prirodnih znanosti, filozofije i teologije</i> , Split, 2005.	2	
	I. Macan, <i>Filozofija spoznaje</i> , Zagreb, 1998.,		
Supplementary literature	I. Kešina, <i>Stvaranje evolucijom</i> , Split 2012. H. A. Müller, <i>Naturwissenschaft und Glaube</i> , Bern, München, Wien, 1988. D. Lambert, <i>Znanost i teologija. Oblici dijaloga</i> , Zagreb, 2003. H.-P. Dürr, <i>Physik und Transzendenz</i> , Bern, München, Wien 1986.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, questionnaire, student attendance register, active participation in discussions, end-of-semester course and teacher evaluation.		
Other (according to the opinion of education provider)			

COURSE TITLE		SEXUAL VIOLENCE					
Code	KBF: 547 ISVU: 82610	Year of study			II-V		
Course teacher/s	Assistant professor Šimun Bilokapić, Ph.D.	Credit (ECTS)			3		
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the nature, volume, different types and forms, various profiles of victims and perpetrators, causes and effects of sexual violence phenomenon. Raising the awareness on the need for prevention and appropriate treatment of victims. Understanding of the functioning and meaning of massive sexual violence during and after the war. Evaluate this complex individual and social problem from the moral point of view and endorse ethically acceptable solutions to specific moral issues related to that phenomenon.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Clearly present and adequately interpret causes, forms, frequency and consequences of sexual violence. 2. Critically analyse the most frequent motives, prejudices, stereotypes related to sexual violence. 3. Observe difference between peacetime and wartime violence and their likely interconnection. 4. Select and suggest efficient strategies for prevention. 5. Interpret the reasons for negative moral appraisal of every type of sexual violence. 6. Offer reasonably based solutions for specific moral issues related to sexual violence: resistance, consent, life endangering, abortion, use of contraception, fate of the unborn.						
Detailed course content (weekly class schedule)	The nature and spread of the phenomenon of sexual violence (2). Contemporary theories on sexual violence (4). Types and forms of sexual violence (4). Perpetrators, victims and the context (2). Consequences of the sexual violence and their treatment (2). Prevention of sexual violence (2). Massive/collective sexual violence in war (4). Moral judgement of sexual violence (2). Specific moral issues related to sexual violence (responsibility, consent, utmost resistance and the value of life, abortion, use of contraception, fate of the children born of sexual violence) (8).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures			<input type="checkbox"/> (other)			
Student obligations	Class attendance, written paper, preparation and taking of an exam.						
Screening student work (specify portion in ECTS credits per each activity so that total	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation		Written paper	1,0	
	Essay		Seminar essay		(Other)		

number of ECTS credits corresponds to the ECTS credit value of the course)	Mid-term exams		Oral exam	1,0	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Final exam – 60% Written work – 20% Class attendance – 10% Class activity – 10%					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	Ivan Pavao II., <i>Na barbarstvo mržnje i rasizma valja odgovoriti snagom ljubavi i solidarnosti. Pismo Sarajevskom nadbiskupu mons. Vinku Puljiću – 2. veljače 1993.</i> , u: Velimir Blažević (prir.), <i>Služenje miru</i> , KS, Zagreb, 1995., str. 138-140.			1		
	Jordan Kuničić, <i>Pravo bračnog druga na samoobranu</i> , BS, 39 (1969.), 2-3., str. 217-221.			1	www.hrcak.srce.hr	
	Valentin pozaić, <i>Odgovornost u vrtlogu rata</i> , OŽ, 48 (1993.), 3-4., str. 287-307.			1	www.hrcak.srce.hr	
	Šimun Bilokapić, <i>Spolno nasilje u obitelji. Teološko-moralni osvrt</i> , u: Ante Čovo, Dijana Mihalj (ur.), <i>Muško i žensko stvori ih. Žene i muškarci u življenju i u službi Božjeg poslanja</i> , Zbornik radova, Franjevački institut za kulturu mira, Split, 2008., str. 243-273.			2		
	Šimun Bilokapić, <i>"Hitna kontracepcija" i prevencija trudnoće nakon spolnog nasilja</i> , CuS, 45 (2010.), 2, str. 169-192.			1	www.hrcak.srce.hr	
	Šimun Bilokapić, <i>Etički vidovi kemijske kastracije</i> , CuS, 45 (2010.), 3, str. 333-354.			1	www.hrcak.srce.hr	
	Zvonimir Šeparović (ur.), <i>Masovna silovanja kao ratni zločin</i> , Documenta Croatica, Zagreb, 1993., str. 1-197.					
	<i>Katekizam Katoličke Crkve</i> , br. 2356.			3		
Supplementary literature	Susan Brownmiller, <i>Protiv naše volje</i> , Zagorka 5, Zagreb, 1995., str. 1-475. Seada Vranić, <i>Pred zidom šutnje</i> , Antibarbarus, Zagreb, 1996., str. 1-248. Marina Ajduković, Gordana Pavleković (ur.), <i>Nasilje nad ženom u obitelji</i> , 2. dopunjeno izd., Društvo za psihološku pomoć, Zagreb, 2004., str. 1-267. Bože Vuleta (ur.), <i>Nasilje nad ženama. Teološko-pastoralni izazov</i> , Zbornik radova, Franjevački institut za kulturu mira, Split, 2006., str. 1-294.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultation, questionnaire, paper writing and presentation, student attendance register.					
Other (according to the opinion of education provider)						

COURSE TITLE		MISSIOLOGY					
Code	KBF: 556 ISVU: 82612	Year of study		II-V			
Course teacher/s	Full professor Ante Mateljan, Ph.D.	Credit (ECTS)		3			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the evangelical mission of the Church in the context of contemporary pluralism and inculturation and on the basis of the Holy Scripture, documents and the Church practice.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Interpret the meaning of Church missionary task. 2. Explain the concept and meaning of inculturation. 3. Express doctrinal principles of the missionary work. 4. Evaluate different elements of missionary activity.						
Detailed course content (weekly class schedule)	Missiology as a theological dicipline (2). <i>Plantatio Ecclesiae</i> (4). Salvation and pagan religions (4). Pluralism and inculturation of faith (4). Mission encyclicals and documents (4). Doctrinal principles of missionary work (4). General Church, particular Churches and missions (3). Missionaries and missionary cooperation (3). Organization of missionary activity: Missionary works (2).						
Format of course instruction:	<input checked="" type="checkbox"/> Lectures <input checked="" type="checkbox"/> Use of video materials			<input checked="" type="checkbox"/> Communication with the missionaries			
Student obligations	Class attendance, written paper, preparation and taking an exam.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation	1,0	(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams		Oral exam		(Other)		
	Written exam	1,0	Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Class attendance – 30% Written representation – 30% Written exam – 40%						
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library		Availability via other media
	AA. VV. <i>Crkva i misije</i> , Sarajevo 1993, 1-484				5		
	II. vaticanski sabor, <i>Ad gentes</i> , (u: <i>Dokumenti</i>) KS, Zagreb 2008., br. 1-42.				2		

	Pavao VI., <i>Evangelii nuntiandi</i> , KS, Zagreb, 1976., br. 1-80.	5	
	Ivan Pavao II., <i>Redemptoris missio</i> , KS, Zagreb, 1991., br. 1-92.	4	
Supplementary literature	Misijski časopisi (Radosna vijest i dr.). S. Ivančić, <i>Misijski pokret dijecezanskog klera u Crkvi u Hrvata</i> , TKI, Mostar, 2007. Dokumenti Kongregacije za evangelizaciju naroda. D. J. Bosch, <i>Transforming Mission</i> , Orbis Books, Marryknoll /NY/, 1997. H. Rzepkowski, <i>Lexikon der Mission</i> , Styria, Graz-Wien-Köln, 1992. Multimedial means for introducing with missions.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultation. Questionnaire.		
Other (according to the opinion of education provider)			

COURSE TITLE		CODE OF CANONS OF THE EASTERN CHURCHES					
Code	KBF: 560 ISVU: 82613	Year of study		II-V			
Course teacher/s	Associate professor Ivan Jakulj, Ph.D.	Credit (ECTS)		3			
Assistants	Marko Mrše, Ph.D.	Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Familiarise students with historical facts related to the codification of the law of the Eastern Churches, interpretation of hierarchical organization and specifics of the Eastern Catholic Churches. Understand the meaning and contents of the Code norms, and learn key differences between the Code of Canon Law and the Code of Canons of the Eastern Churches.						
Course enrollment requirements and core competencies	Knowledge of general norms of the Canon Law.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Analyse historical ground of the Canon Law of the Eastern Churches. 2. Discern specifics of the Code of Canons of the Eastern Churches. 3. Argumentatively explain the importance of the promulgation of the Code of Canons of the Eastern Churches regarding the concept of the Church diversity which is One, Holy, Catholic and Apostolic. 4. Define organization, mission and activity of the Eastern Catholic Churches and their rich historical, ritual, theological and spiritual tradition.						
Detailed course content (weekly class schedule)	Sources and codification of the Eastern Canon Law until the Second Vatican Council (5). Apostolic constitution <i>Sacri canones</i> (2). Classification of the Code of Canons of the Eastern Churches (2). Code of Canons of the Eastern Churches and Latin Church (2). Obligations and rights of the faithful of the Eastern Catholic Churches (4). Particular Churches and rituals (5). Supreme Church authority (5). Patriarchal Churches and cathedrals (2). Metropolitan churches and other particular Churches (2). Eparchies and bishops, exarchates and exarchs (2). Clerics and the lay, monks and other friars (2).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures		<input type="checkbox"/> (other)				
Student obligations	Requirement to attend lectures, participation in discussions, presentation of assigned articles from the supplementary literature.						
Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation		Individual work and consultations	1,5	
	Essay		Seminar essay		(Other)		
	Mid-term exams		Oral exam	0,5	(Other)		
	Written exam		Project		(Other)		

Grading and evaluation of student work in class and at the final exam	Lecture attendance – 10% Discussion participation – 10% Final exam – 80%		
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	<i>Zakonik kanona Istočnih Crkava proglašen vlašću pape Ivana Pavla II., s izvorima, Glas Koncila, Zagreb, 1996., str. VIII-XXIII i XXVII-LIII.</i>	2	
Supplementary literature	Pio Vito Pinto (ur.), <i>Commento al Codice dei Canonici delle Chiese Orientali</i> , Libreria Editrice Vaticana, Città del Vaticano, 2001., str. 13-451. Dimitrios Salachas, <i>Istituzioni di diritto canonico delle Chiese cattoliche orientali</i> , Edizioni Dehoniane Bologna, 1993. Juraj Kolarić, <i>Ekumenska trilogija. Istočni kršćani. Pravoslavni. Protestanti</i> , Prometej, Zagreb, 2005., str. 125-248		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student attendance register, participation in discussion, questionnaire.		
Other (according to the opinion of education provider)			

COURSE TITLE		CATECHESIS FOR SECONDARY SCHOOL					
Code	KBF: 565 ISVU: 82614	Year of study		V			
Course teacher/s	Associate professor Jadranka Garmaz, Ph.D.	Credit (ECTS)		3			
Assistants	Mihael Prović, Ph.D.	Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation		10%			
CORSE DESCRIPTION							
Course goals	Acquire basic elements of religious education and catechesis for secondary school students. Familiarise students with the content of religious education for secondary schools. Obtain competence for religious education planning and programming at secondary school level. Correlation of the religious education in school and parish catechesis.						
Course enrollment requirements and core competencies	Knowledge of didactic-methodical aspect of the teaching process.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Detect and describe main aspects of religious education in secondary school. 2. Classify psychological, pedagogical and sociological aspect of adolescence and youth. 3. Interpret religious orientation and a system of values of adolescents and the young. 4. Participate in observation classes relating to religious education and catechesis for the young. 5. Present catechetical models of the adolescents and the young. 5. Design, prepare and deliver religious education at secondary school level.						
Detailed course content (weekly class schedule)	Separate religious socialization from catechesis and religious education in secondary school (4). Explain the status of Catholic education in the Republic of Croatia (2). Pedagogical, psychological and social aspect of secondary school students, changes in religious behaviour and religious orientation within the content and goals of catechesis (6). Methodical approaches, systems, methods and media in religious education and catechesis for secondary school students (4). Contents of religious education and catechesis for secondary school students (4). Analysis of the religious education programme for secondary schools (4). Analysis of religious education textbooks for secondary schools (4). The profile of religious education educator and a catechesist (2). Observation classes (12). Methodical-didactic analysis (3).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input checked="" type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentorship work <input type="checkbox"/> (other)				
Student obligations	Class attendance, observation classes of school religious education, preparation and delivery of demonstration class hours.						
Screening student work (<i>specify portion in ECTS credits per each</i>)	Class attendance	1,0	Research		Practical training	0,5	
	Experimental work		Written representation	0,5	Exercises	0,5	

activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Essay		Seminar essay		Consultations and written paper	0,5
	Mid-term exams		Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Observation classes, preparation and delivery of a demonstration class – 20% Written critical review – 10% Written representation – 10% Final exam – 60%					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	Program nastave katoličkog vjeronauka za srednje škole, HBK-NKU, Zagreb, 2002., str. 15-81.					
	V. Gadža, <i>Tražitelji smisla. Vjeronaučni udžbenik za prvi razred srednje škole</i> , Zagreb, KSC, 2003., str. 10-42, 170-214.					
	V. Gadža, <i>Odvažni svjedoci. Vjeronaučni udžbenik za drugi razred srednje škole</i> , Zagreb, Katehetski salezijanski centar, 2006., str. 10-56, 168-208.					
	A. T. Filipović, <i>Svjetlom vjere. Udžbenik katoličkoga vjeronauka za 4. razred srednjih škola</i> , Zagreb, HBK-NKU-KS, 2009., 10-42. 156-179.					
Supplementary literature	<i>Katekizam Katoličke Crkve</i> , HBK-GK, Zagreb, 1994., Codex Iuris Canonici, GK, Zagreb, 1996. Ivan Pavao II., <i>Apostolska pobudnica Catechesi tradendae</i> , 1979. Drugi vatikanski sabor, <i>Deklaracija o odgoju Gravissimum educationis</i> , 1965. Kongregacija za kler, <i>Opći direktorij za katehezu</i> , KS-NKU, Zagreb, 2000. M. Pranjić, (ur.), <i>Religijsko-pedagoško katehetski leksikon</i> , KSC, Zagreb, 1991. J. Colomb, <i>Kateheza životnih dobi</i> , KSC, Zagreb, 1996. G. Hilger – S. Leimgruber – H. Ziebertz – Georg, <i>Vjeronaučna didaktika</i> . Priručnik za studij, obrazovanje i posao, Salesiana, Zagreb, 2009. I. Pažin (ur.), <i>Za trajni odgoj u vjeri</i> . Katehetske škole za vjeroučitelje osnovnih i srednjih škola, NKU, Zagreb, 2006. M. Pranjić, <i>Metodika vjeronaučne nastave</i> , KSC, Zagreb, 1997. R. Razum, <i>Vjeronauk između tradicije i znakova vremena</i> , GK, Zagreb, 2008. <i>Katehetski glasnik</i> 6 (2008.), 1 + Dodatak: ugovori-zakoni-pravilnici.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, end-of-semester conversation, questionnaire.					
Other (according to the opinion of education provider)						

COURSE TITLE		CHURCH AND FILM. RELATED CHURCH DOCUMENTS					
Code	KBF: 569 ISVU: 82615	Year of study		I-V			
Course teacher/s	Assistant professor Josip Dukić, Ph.D.	Credit (ECTS)		3			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the basic film terminology. Study the type of relationship between the Church and a film. Introduce with the world's and Croatian films related to or based on religious themes. Develop the ability for critical judgement and expression.						
Course enrollment requirements and core competencies	Basic knowledge of the film art. Solid knowledge of theology and theological disciplines.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Describe all aspects of the film art. 2. Define specificities and the basic film terminology. 3. Make continuity sketches (storyboard) for writing scenario, animation and montage. 4. Analyse dialectical relationship between the Church and film industry. 5. Analyse religious and religion-related films. 6. Develop competences to express an artwork with film form.						
Detailed course content (weekly class schedule)	Introductory lecture on the movie, movie terminology, movie genres and film history (10). Church and film relationship, film- related Church documents (10). Analyses of selected films from Croatian and the world's cinematography related to religious topics and the Church (10).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentorship work <input type="checkbox"/> (other)			
Student obligations	Class attendance. Research work. Exam preparation.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	2,0	Research	0,5	Practical training		
	Experimental work		Written representation		Individual work		
	Essay		Seminar essay		(Other)		
	Mid-term exams		Oral exam		(Other)		
	Written exam	0,5	Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Student attendance register . Active class participation. Comprehension check of the supplementary literature. Mid-term exam and exam (written and oral) grading.						
Obligatory literature (available in the	Title				Number of copies in	Availability via other media	

library or via other media)		the library	
	S. Canals, <i>La Chiesa e il cinema</i> , Romae, 1961.		
	E. Baragli, <i>Cinema cattolico. Documenti della S. Sede sul cinema</i> , Roma, 1965.		
	V. Petrić, <i>Uvođenje u film</i> , Beograd, 1968.		
	A. Peterlić, <i>Pojam i struktura filmskog vremena</i> , Zagreb, 1976.		
	H. Turković, <i>Teorija filma</i> , Zagreb, 1994.		
	I. Škrabalo, <i>101 godina filma u Hrvatskoj 1896.-1997.</i> , Zagreb, 1998.		
	<i>Hrvatski filmski ljetopis</i>		
Supplementary literature	F. Cacucci, F., <i>Il prete nel cinema italiano dal 1945 a oggi</i> , Bari, 1980. J. R. May – M. Bird, <i>Religion in Film</i> , Tennessee, 1987. (2. izd.). P. Malone, <i>Movie Christs and Antichrists</i> , Sydney, 1988. L. Baugh, <i>Imaging the Divine. Jesus and Christ – Figures in Film</i> , Franklin, Wisconsin, 1997. Ch. Deacy, <i>Screen Christologies. Redemption and the Medium of Film</i> , Cardiff, 2001.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Interactive work with students. Encouraging additional activities. Student attendance register. Assistance in studying.		
Other (according to the opinion of education provider)			

COURSE TITLE		INSTITUTIONS OF THE OLD TESTAMENT					
Code	KBF: 580 ISVU: 82616	Year of study		I-V			
Course teacher/s	Full professor Marijan Vugdelija, Ph.D.	Credit (ECTS)		3			
Assistants	Miljenko Odrljin, M.S.	Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the important aspects of life in the Old Testament aiming at profound understanding of the content and the message it conveyed. Familiarise students with the way of life in the Old Testament times in order to comprehend the role of the Chosen people in the history of Salvation. Laying the groundwork for a detailed study of the Old Testament. Adhere to the true worship of the Creator and appreciate genuine relationship with Him.						
Course enrollment requirements and core competencies	Acquired elementary knowledge on the Hebrew language.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Define and better understand the life in the Old Testament times. 2. Argue on the purpose and role of many elements of today's liturgy. 3. Describe the meaning of the relationship with God and a proper way to establish it. 4. Continue the further study of the Old Testament more easily.						
Detailed course content (weekly class schedule)	Altars and sacrifices (4). Other ritual acts (prayer, vows) (2). Jewish holidays before the slavery (4). Later feasts in the Old Testament (2). Priesthood (2). Priesthood after the slavery (4). Places of worship (4). The Ark of the Covenant (2). Sanctuaries in Israel from the Siege of Jerusalem to the building of the Temple (2). The Holy Temple in Jerusalem (4).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> individual tasks		<input checked="" type="checkbox"/> discussions <input type="checkbox"/> (other)				
Student obligations	Regular class attendance and active participation.						
Screening student work (specify portion in ECTS credits per each activity so that total	Class attendance	1,5	Research		Exercises		
	Experimental work		Written representation		Individual work		

number of ECTS credits corresponds to the ECTS credit value of the course)	Essay		Personal work and consultations		(Other)	
	Mid-term	0,5	Oral exam		(Other)	
	Written exam	1,0	Written work		(Other)	
Grading and evaluation of student work in class and at the final exam	Class attendance – 40% Mid-term exam – 25% Final (written) exam - 35%					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	<i>Religijske Institucije Izraela</i> , u: R.E.Brown (i drugi), <i>Biblijska teologija Staroga i Novoga zavjeta</i> , KS, Zagreb, 1993.				5	
	A. Popović, <i>Biblijske teme. Egzegetsko-teološka analiza tekstova Staroga i Novoga zavjeta s Dodatkom</i> , KS, Zagreb, 2004.				1	
	M. Modrić, <i>Sveta zemlja Isusova domovina: vodič za hodočasnike</i> , Zagreb, 2000.				2	
Supplementary literature	R. de Vaux, op., <i>Le Istituzioni dell' Antico Testamento</i> , Marietti, Torino, 1977.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student attendance register, discussions on relevant subject matters, (mid-term exam).					
Other (according to the opinion of education provider)						

COURSE TITLE		DIALOGICAL PHILOSOPHY - MARTIN BUBER					
Code	KBF: 584 ISVU: 82167	Year of study		I-V			
Course teacher/s	Full professor Ivan Tadić, Ph.D.	Credit (ECTS)		3			
Assistants	Ante Akrap, Ph.D.	Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduction to the Buber's thought in the context of various interpretations of human existence in contemporary anthropology.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Evaluate the true strength and a power of a dialogue. 2. Critically think and reasonably argue. 3. Embrace readily and skillfully the obligatory power of reason. 4. Correctly evaluate human relationships. 5. Embrace moral equality and freedom of a person, the value of pluralism, human rights, responsibility, solidarity, tolerance, justice and peace as prerequisite for the development of responsible and democratic citizenship.						
Detailed course content (weekly class schedule)	Personal identity and cultural sources of Buber's intellectual thought (2). The influence of Hasidism on Buber's thought (2). Relationship between existentialism and dialogical philosophy? (2). Intersubjectivity as a return to being (substance)? (2). Basic principles of relationship philosophy (2). Relation of Buber and Levinas (an „other“ as the exit) (2). Being-in-itself, the furthering of intersubjectivity (Sartre) (2). Thomas Hobbes - anthropological pesimism (2). Relationship between Buber and Karl Jaspers (2). „I – Thou“, basic relation (4). „I – It“, relation subject - object (4). “I – Thou“ eternally, relationship with God (4).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures		<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> (other)				
Student obligations	Lecture attendance, passing oral exam.						
Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams		Oral exam	2,0	(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Active class participation – 30 % Oral exam – 70%						

	Title	Number of copies in the library	Availability via other media
Obligatory literature (available in the library or via other media)	M. Buber, <i>Das dialogische Prinzip</i> , Verlag Lambert Schneider, 1979.	1	
	M. Buber, <i>Ja i Ti</i> , Vuk Karadžić, Beograd, 1977.		
	M. Buber, <i>Problem čoveka</i> , u: M. Buber, <i>Dva tipa vere</i> , Zepter, Beograd, 2000., str.117-195.		
	R. Wisser, <i>Odgovornost u mijeni vremena</i> , Svjetlost, Sarajevo, 1988. str. 169-212.		
	Werner Licharz; Heinz Schmidt, <i>Martin Buber; Internationales Symposium zum 20. Todestag</i> , Frankfurt am Main, 1991.; Haag und Herchen; Band 1.		
	A. Akrap, <i>Susret - otkrivanje bitka</i> , Služba Božja 4/2004., str. 5-25; 1/2005, str. 5-35.	1	www.hrcak.srce.hr
	M. Buber, <i>Werke I., Schriften zur Philosophie</i> , Kosel und Lambert Schneider, Munchen - Heildelberg, 1962.		
Supplementary literature	Andrea Poma, <i>La filosofia dialogica di Martin Buber</i> , Rosenberg & Sellier, Torino, 1974., str. 115. AA.VV., <i>La filosofia del dialogo da Buber a Levinas</i> , Biblioteca pro civitate christiana, Assisi, 1990., str. 85-217. Arno Anzenbacher, <i>Die Philosophie Martin Bubers</i> , Verlag A. Schendl, Wien, 1965., str. 109. M. A. Beek, J. Sperna Weiland, <i>Martin Buber</i> , Queriniana, Brescia, 1972. Giuseppe Schillaci, <i>Relazione senza relazione</i> , Galatea, Acireale, 1996.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultation, conversation, student attendance register, student success in oral exam and active class participation.		
Other (according to the opinion of education provider)			

COURSE TITLE		PEDAGOGY OF SPIRITUAL VOCATIONS				
Code	KBF: 602 ISVU: 84767	Year of study	I-V			
Course teacher/s	Associate professor Jadranka Garmaz, Ph.D.	Credit (ECTS)	3			
Assistants	Jenko Bulić, M.S.	Type of instruction (number of hours per semester)	L	S	E	F
			30			
Course status	Elective course	Percentage of e-learning implementation	10%			
COURSE DESCRIPTION						
Course goals	Introduction to the meaning, goals and tasks of pedagogy of spiritual vocations. Acquire anthropological forms of vocation and psycho-pedagogical guidelines in spiritual vocation judgement. Understand the stages of spiritual formation: planting, monitoring, educating, forming and discernment. Acquire dimensions of ministry formation and a correlation with the theology of vocation and pastoral vocation.					
Course enrollment requirements and core competencies						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Explain key elements of vocational pedagogy as a recent branch of pedagogy. 2. Recognize the elements of the decision-making process. 3. Acquire ability for spiritual guidance of the young who feel their calling to ministry. 4. Evaluate pedagogical places of faith and calling: family, parish community, movements and school.					
Detailed course content (weekly class schedule)	What is pedagogy? (1) Development of pedagogy as a theory of education (1). Purpose, character and tasks of pedagogical sciences (2). System of pedagogical sciences – branches of pedagogy (1). Actuality and the need for the pedagogy of spiritual vocation as an interdisciplinary science and reality (2). Educational-evangelical standpoints and: Planting the seeds of knowledge (1). Monitoring – the path of calling, the well of living water, register of vocation follow-up (2). Educate for – self-consciousness, the mystery, for the interpretation of life, for invocation (2). Formation - recognizing Jesus, recognizing the truth of life, the vocation as self-awareness, self-recognition of students (3). Discernment– called ministry- the right choice, decision-making ability, return to home, personal testimony, endorsement of a spiritual director, vocational identity, plan of vocation enriched by memory of the called, „docibilitas (learning to learn)“ of a calling (3). Theology of vocation – Triple icon – Father calls into existence (1). Son calls for the heritage (1). Spirit calls for the testimony (1). From the Trinity to the Church in the world (1). Mary, Mother and a Model of every vocation (1). The pastoral of vocation – general principles (1). The paths of pastoral vocation – liturgy and a prayer, ecclesial community, serving in love, testimony and the announcement of the Gospels (1). Educational agents of pedagogy vocation: Family – the source and the centre of pedagogy and pastoral vocation, the role of parents in the education vocation, challenges, difficulties and impediments in the freedom of choice (2). Parish community – contemporary challenges and imperatives of parish community, parish priests, parish vicars in the service of testimony, encouragement, promotion, animation and endorsment of spiritual vocations (2).					

	School – a gifted place of growth in Christian and spiritual vocation, religious teachers – other educators and supervisors in the spiritual vocation. The need for cooperation and coordination between a school and a parish in the pastoral vocation (1).					
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)		
Student obligations	Class attendance, written representation and final exam.					
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research		Practical training	
	Experimental work		Written representation	0,5	(Other)	
	Essay		Seminar essay		(Other)	
	Mid-term exams		Oral exam	1,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Presentation – 25% Final exam – 75%					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	Papinsko djelo za crkvena zvanja, <i>Nova zvanja za novu Europu</i> , KS, Zagreb, 2000,. str. 39-145.				1	
	H. U. von Balthazar, <i>Svećenička duhovnost</i> , KS, Zagreb, 2010.					
Supplementary literature	M. Szentmártoni, <i>Modeli Isusova učenika</i> , u: <i>Iz naroda za narod</i> , Zbornik radova svećenika studenata Papinskog hrvatskog zavoda Sv. Jeronima u Rimu u Svećeničkoj godini, GK, Zagreb, 2010., str. 285-297.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	End- of - semester conversation, consultations, questionnaire.					
Other (according to the opinion of education provider)						

COURSE TITLE		PHILOSOPHY AS LIFE FORMING					
Code	KBF: 615 ISVU: 112602	Year of study			I-V		
Course teacher/s	Associate professor Ante Vučković, Ph.D.	Credit (ECTS)			3		
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduction to philosophy aimed at life forming. Discernment from the philosophy as scientific discipline. Analysis of development and transformation of philosophy in a practice of spiritual exercises. Understanding of the contemporary imperative of exercising.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Describe ancient philosophical schools dedicated to practical forming of life. 2. Comprehend philosophy as a way of living. 3. Recognize its basic features. 4. Describe which philosophical schools dealt with life forming questions and how. 5. Distinguish spiritual exercises and explain their transition to Christianity. 6. Understand and describe contemporary imperative of exercising.						
Detailed course content (weekly class schedule)	The origin of life forming exercises in the frameworks of the ancient philosophy: Socrate, Epictetus, Marco Aurelius, Seneca (10). Christianity and development of spiritual exercise: Monasticism, Ignatius of Loyola, contemporary context and different forms of spiritual renewals (6). Contemporary philosophy as a way of living: Foucault, Hadot, Achenbach, Marinoff (6). Contemporary literature of philosophical life forming and its influence: Allain de Botton, Precht, Evans (4). Peter Sloterdijk and the imperative of exercising (4).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)			
Student obligations	Regular class attendance and active participation.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation		Written review of one book	1,0	
	Essay		Seminar essay		(Other)		
	Mid-term exams		Oral exam	1,0	(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in class and at the	Class participation. Written review of a book from supplementary literature or other one in consultation with a teacher. Oral exam.						

final exam			
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	P. Hadot, <i>Exercice spirituels et philosophie antique</i> , Albin Michel, Paris 2002.		
	P. Hadot, <i>La philosophie comme manière de vivre</i> , Albin Michel, Paris 2001.		
	M. Foucault, <i>Vladanje sobom i drugima</i> , Antibarbarus, Zagreb, 2010.		
	M. Aurelije, <i>Samomu sebi</i> , CID, Zagreb, 1996.	1	
	I. Lojolski, <i>Duhovne vježbe</i> , FTI, Zagreb, 1998.	1	www.injigo.com
	Bonaventura, <i>Razgovor sa samim sobom. O četiri-duhovnim vježbama</i> , Demetra, Zagreb, 2011.		
	A. de Botton, <i>Utjecha filozofije</i> , SysPrint, Zagreb, 2002.		
	Peter Sloterdijk, <i>Du must dein Leben ändern</i> , Suhrkamp, Frankfurt am main, 2009.		
Supplementary literature	R. D. Precht, <i>Tko sam ja?</i> , VBZ, Zagreb, 2011. J. Evans, <i>Filozofija za život</i> , Ljevak, Zagreb, 2012. L. Marinof, <i>Platon, a ne prozak!</i> , Mozaik, Zagreb, 2012. M. Scott Peck, <i>Put kojim se rjeđe ide</i> , Mozaik, Zagreb, 2013. K. John, <i>Snaga vjere</i> , Brodsko vinogorje, 2006. A. de Mello, <i>Put k Bogu</i> , FTI, Zagreb, 1996. W. Lambert, <i>Tražiti i nalaziti Boga u svemu</i> , FTI, Zagreb, 2001.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Consultations during lectures, questionnaire.		
Other (according to the opinion of education provider)			

COURSE TITLE		NEW EVANGELISATION AND CULTURE					
Code	KBF: 614 ISVU: 92082	Year of study		I-V			
Course teacher/s	Associate professor Stipe Nimac, Ph.D.	Credit (ECTS)		3			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	General knowledge about evangelisation and culture; competence for evangelisation of culture and inculturation of the Gospel.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to:						
	1. Obtain overall knowledge comprised and understood under the concept of evangelisation and culture. 2. Understand historical follow-up and development of evangelisation and culture and the main concepts of culture. 3. Understand present postmodern culture and its features. 4. Acquire competence in inculturation of the Gospel and postmodern culture evangelisation. 5. Make evaluation of the system of theological-practical values still adhering to the Revelation and through awareness of the time, culture and pastoral work s/he performs. 6. Present high-quality inculturation of the Gospel and evangelisation of culture based on own experience and testimony and the Church services like diaconia, koinonia, martyria and liturgy, “ad extra” and “ad intra”.						
Detailed course content (weekly class schedule)	Evangelisation and culture (4). Historical review: the Church and culture (6). Some new concepts of culture (4). Features of modern and postmodern culture (4). Issues of evangelisation in relation to culture (4). Inculturation of faith: concept and definition, methodology and main principles (4). Church and its task of inculturation (4).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures		<input type="checkbox"/> (other)				
Student obligations	Class attendance, reading literature, construction of a written representation.						
Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Class attendance	0,5	Research		Practical training		
	Experimental work		Written representation	0,5	(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams	0,5	Oral exam	1,5	(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Mid-term exam – 20 % Presentation – 10 % Final exam – 70 % (oral and/or written exam)						

	Title	Number of copies in the library	Availability via other media
Obligatory literature (available in the library or via other media)	<i>Pastoralna konstitucija o Crkvi u suvremenom svijetu 'Gaudium et spes'</i> , u: Drugi vatikanski koncil. Dokumenti, KS, Dokumenti 50, Zagreb, 1972., br. 53-66.	2	
	Pavao VI., <i>Evangelii nuntiandi. Apostolski nagovor o evangelizaciji u suvremenom svijetu</i> , Dokumenti 50, KS, Zagreb, 1976., br. 1-82.	5	
	Papinsko vijeće za kulturu, <i>Promicati pastoral kulture</i> , Dokumenti 121, KS, Zagreb, 1999., br. 1-39.	3	
	Papinsko vijeće za kulturu, <i>Vjera i kultura. Antologija tekstova papinskog učiteljstva od Lava XIII. do Ivana Pavla II.</i> , KS, Zagreb, 2010., str. 5-21. 1117-1121.	1	
	Papa Franjo, <i>Evangelii gaudium. Apostolska pobudnica o naviještanju evanđelja u današnjem svijetu</i> , Dokumenti 163, Kršćanska sadašnjost, Zagreb, 2013. br. 1-288.		
	S. Nimac, <i>Učinkovitost postojeće pastoralne paradigme u prenošenju vjere</i> , u: Bogoslovska smotra, 83 (2013.), br. 3, str. 559-576.	1	
Supplementary literature	M. P. Gallagher, <i>Fede e cultura. Un rapporto cruciale e conflittuale</i> , Edizione San Paolo, Cinisello Balsamo, 1999., str. 223. Peelman, <i>L'inculturazione. La Chiesa e le culture</i> , Queriniana, Brescia, 1993., str. 194. J. Gevert, <i>Catechesi e cultura contemporanea</i> , Elle Di Ci, Leumann (Torino), 1993. P. Tilich, <i>Teologija kulture</i> , Ex libris – Rijeka, Synopsis – Sarajevo, 2009., str. 1-205. Gibellini, <i>Teologija kulture</i> , u: Isti, <i>Teologija dvadesetog stoljeća</i> , KS, Zagreb, 1999., str. 81-102.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultation, questionnaire, student attendance register, active class participation, presentation, end-of-semester course and teacher evaluation.		
Other (according to the opinion of education provider)			

COURSE TITLE		ISRAELITES IN EGYPTIAN SLAVERY					
Code	KBF: 620 ISVU: 112619	Year of study		I-V			
Course teacher/s	Assistant professor Domagoj Runje, Ph.D.	Credit (ECTS)		3			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Exegetic analysis of the first part of the Book of Exodus (Ex 1-15).						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Understand text Ex 1-15 within its literary and historical context. 2. Use deductive reasoning to assume Biblical theological views on slavery. 3. Explain Biblical concept of freedom in theological-existential context. 4. Compare Biblical images of slavery with the modern slavery. 5. Search for Biblical theological answers to complex issues of freedom and people.						
Detailed course content (weekly class schedule)	General introduction to the Book of Exodus (4). Detailed analysis of the text Ex 1-15: The position of Hebrews in Egypt (4). Moses' call and the mission (8). The ten Plagues of Egypt (8). Pascha and the Exodus from Egypt (6).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)			
Student obligations	Lecture attendance and making of written works.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,5	Research		Practical training		
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams		Oral exam		Construction of a written work		
	Written exam	1,5	Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Attendance and class activity– 40% Final exam – 60%						
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media	
	Anto Popović, <i>Torah – Pentateuh – Petoknjižje. Uvod u knjige Petoknjižja i u pitanje nastanka Pentateuha</i> . KS, Zagreb, 2012.. str. 91-122.						

	Gordon F. Davies, <i>Izrael in Egypt. Reading Exodus 1-2</i> , Sheffield, 1992., str. 13-181.		
Supplementary literature	Wilfrid J. Harington, <i>Uvod u Stari zavjet</i> , Kršćanska sadašnjost, Zagreb, 1992., str. 5-190. Jean Louis Ska, <i>Introduzione alla lettura del Pentateuco. Chiavi per l'interpretazione dei primi cinque libri della Bibbia</i> , EDB Bologna, 2001.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Questionnaire and a possibility for oral and/or written review after the lecture or/and exam.		
Other (according to the opinion of education provider)			

COURSE TITLE		THEOLOGICAL ENGLISH I					
Code	KBF: 622 ISVU: 129214	Year of study		I			
Course teacher/s	Full professor Josip Mužić, Ph.D.	Credits (ECTS)		3			
Assistants	Angelina Gašpar, Ph.D.	Type of instruction (number of hours per semester)		L	S	E	F
				15		15	
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the major theoretical frameworks in specialized language of theology, develop students' skill of reading comprehension (theological texts), improve students' listening, speaking and writing skills in general/specialized language, provide a foundational knowledge of the range of theological vocabulary						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	After the completion of the course the student should be able to: - read and comprehend English theological text (identify key words, translate and interpret text, elaborate on key information); - listen and comprehend theological text (basic vocabulary acquisition); - use speaking skill (conversation, answer the questions, opinion, comment); - write text in english language (use of grammar and basic theological vocabulary).						
Detailed course content (weekly class schedule)	Introductory lecture (2). The Bible (Catholic Old/New Testament books) (2). In God's own words (2). The history of the Hebrew nation 1 (2). The history of the Hebrew nation 2 (2). How I grew to love Mary (2). Who is Mary? (2). First mid-term exam (2). Jesus Christ (2). The Holy Land (2). The Liturgical Year (2). Christmas (2). Holy Week (2). Second mid-term exam (2). Result analysis (2).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)			
Student obligations	Class attendance, seminar essay, translation tasks						
Screening student work (specify portion in ECTS credits per each activity so that total	Class attendance	0,5	Research		Practical training		
	Experimental work		Written representati on		(Other)		

number of ECTS credits corresponds to the ECTS credit value of the course)	Essay		Seminar essay	0,5	(Other)	
	Mid-term exams	2	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Tests (2) – 70% Grading scale (60-69%-2, 70-79%-3, 80-89%-4, 90-100%-5) Oral exam - 15% Class attendance (0%), Class activity (5%), Individual task (5%), Exercises (5%) Failure to pass two mid-term exams at the threshold of 70%, student is required to take the final exam.					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	Sešek, U., S. Zabukovec. <i>English for Theologians</i> . Ljubljana: Teološka fakulteta, 2010.					
	<i>Sunday Gospels</i> (Sunday Gospels in English language)					Internet
Supplementary literature	The Holy See: http://www.vatican.va/phome_en.htm Sacred Scripture: http://www.vatican.va/archive/bible/index.htm Catechism of the Catholic Church: http://www.vatican.va/archive/catechism/ccc_toc.htm Documents of II Vatican Council: http://www.vatican.va/archive/hist_councils/ii_vatican_council/index.htm News: http://www.zenit.org/english/					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultation, active student involvement, class attendance, student attendance register, course/teacher evaluation.					
Other (according to the opinion of education provider)	Student's class attendance requirement is 70%; active student involvement, regular and active participation in translation project (individually, group work), seminar essay, translate short text weekly (special language).					

COURSE TITLE		OLD CHURCH SLAVONIC LANGUAGE AND GLAGOLITISM				
Code	KBF: 540 ISVU: 82621	Year of study	I-V			
Course teacher/s	Assistant professor Josip Dukić, Ph.D.	Credit (ECTS)	3			
Assistants	Josip Grbavac, M.S.	Type of instruction (number of hours per semester)	L	S	E	F
			30			
Course status	Elective course	Percentage of e-learning implementation				
COURSE DESCRIPTION						
Course goals	Acquire knowledge of the Glagolitic and Cyrillic script. Familiarise students with the basic knowledge of Old Slavonic language. Broaden students insight into the history of Glagolitism. Introduce students with the Glagolitic heritage as ecclesial, liturgical but also cultural specificity of Croatian people and an important ecclesial and cultural connecting factor for other Slavonic people of the West and Byzantine Circle.					
Course enrollment requirements and core competencies	Solid classical education. Basic knowledge of the Church history.					
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Explain the causes of the emergence and development of Old Slavonic scripts, languages and literature. 2. Define concepts: Old Slavonic language, Canon, review and recension. 3. Highlight the significance of Glagolitic heritage for Croatian culture. 4. Independently transliterate Glagolitic texts (round and angular Glagolitic font) and Cyrillic script; transcribe and read selected texts. 5. Interpret the value of Old Slavonic language and literature and Glagolitic heritage for Croatian culture.					
Detailed course content (weekly class schedule)	The position of Old Slavonic language among the Indoeuropean languages and in particular Slavonic languages (Slavonic mission of the brothers from Salonika, saints Cyril and Methodius: social and Church context, chronology and the meaning of their mission for Slavonic people) (2). The problem of precedence and the authorship of Slavonic scripts. Chernorizets Hrabar's account (2). Old Slavonic canon; Old Slavonic recensions (2). Theories of the emergence and the origin of Glagolitic alphabet. Graphic system of Glagolitic script. Transliteration exercises of the text written in the round, all-Slavonic Glagolitic script the most important corpus: Kiev missal (<i>Kijevski listići</i>), Codex Zographensis (<i>Zografsko evanđelje</i>), Codex Marianus (<i>Marijansko evanđelje</i>), Codex Assemanius (<i>Assemanijevo evanđelje</i>), Glagolita Clozianus (<i>Kločev glagoljaš</i>) (4). Beginnings and development of Slavonic liturgy in Croatian people (1). Round (triangular, Croatian) Glagolitic font as the written reflection of Croatian Old Slavonic language and as a separate Croatian cultural denotation on the dividing line between the cultures of East and West from the period of the 12th century up to the present (2). Development of Croatian version of Old Slavonic language. Croatian Glagolitic writings, especially liturgical codices (2). Glagolitic ephigraphs (Valun tablet, Plomin tablet, Krk tablet, Baška tablet, Senj tablet, Supetar fragment, Grdoselo fragment, and other) (2). Transliteration exercises of the texts written in round Glagolitic font: Glagolitic writings of liturgical (Hrvoje's missal) and non-liturgical texts (anthology Petrisov zbornik, Paris codex, Priest Martinac's account), Croatian incunabula (<i>Missale Romanum Glagolitice/Misal po zakonu Rimskoga dvora</i>) and later imprinted works (4). Transcription practice on selected texts (2). The origin of Cyrillic script. Ohrid and Preslav literary school. Graphic system of Cyrillic alphabet. Transliteration					

	exercises of the texts written in Cyrillic and Bosnian cyrillic script (The Charter of ban Kulin/ <i>Listina bana Kulina</i>) (2). Use of Cyrillic script in Croatian territory (The Charter of Povelja/ <i>Povaljska listina</i> , Poljica statute/ <i>Poljički statut</i>) (1).					
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> exercise			<input type="checkbox"/> individual tasks <input type="checkbox"/> (other)		
Student obligations	Regular class attendance and active participation.					
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research		Individual work	2,0
	Experimental work		Written representation		(Other)	
	Essay		Seminar essay		(Other)	
	Mid-term exams		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Student attendance register. Active class participation. Comprehension check of supplementary literature. Mid-term exam and exam (oral).					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	Stjepan Damjanović, <i>Slovo iskona – Staroslavenska/starohrvatska čitanka</i> , Matica hrvatska, Zagreb 2002., str. 9-61; 65-118; 183-246. (52 str. ilustr.).					
	Žitja Konstantina Ćirila i Metodija i druga vrela. Preveo i protumačio Josip Bratulić, Zagreb, 1985., str. 5-119.			1		
	Hercigonja, E., <i>Napomene uz transliteraciju oda-branih tekstova</i> , u: Misal po zakonu rimskoga dvora, Frane Paro, <i>Glagoljska početnica</i> , Rijeka, 1995., str. 1-56.			1		
	Dokumenti o sv. Ćirilu i Metodu, KS, Zagreb, 1985., str. 9-56.			1		
	V. Štefanić, <i>Determinante hrvatskog glagoljizma</i> , Slovo, 21, 1971., str. 13-30.			1		
Supplementary literature	Stjepan Damjanović, <i>Staroslavenski jezik</i> (Peto, nepromijenjeno izdanje) Hrvatska sveučilišna naklada, Zagreb, 2005., str. 56-148. Ivo Frangeš, <i>Povijest hrvatske književnosti</i> , (bilo koje izdanje), poglavlje: Srednjovjekovna književnost. Stjepan Damjanović, <i>Hrvatski glagoljaši i počeci hrvatskog književnog jezika</i> , Croatica 37-38-39, Zagreb, 1993., str. 93-106. Josip Hamm, <i>Hrvatski tip staroslavenskog jezika</i> , "Slovo" 13, Zagreb, 1963., str. 43-68; Slavko Kovačić, <i>Glagoljsko bogoslužje i glagoljaši na području srednje Dalmacije od 16. do 20. stoljeća</i> , Kačić 25, Split, 1993., str. 449-459. M. Reljanović, <i>Enciklika 'Grande munus' i pitanje obnove glagoljaštva u Dalmaciji</i> , Radovi zavoda za povijesne znanosti HAZU u Zadru, 43., 2001., str. 355-374.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Interactive work with students. Encouraging additional activities. Student attendance register. Assistance in studying.					
Other (according to the opinion of education provider)						

COURSE TITLE		HUMAN RIGHTS					
Code	KBF: 549 ISVU: 82623	Year of study			III-V		
Course teacher/s	Full professor Luka Tomašević, Ph.D.	Credit (ECTS)			3		
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with human rights issues especially with regard to the Catholic Church. Clarify human rights issues in the Europe and worldwide, understand human rights issues in the context of Christian faith and moral. Discerning Catholic views on the acquisition and development of human rights within the spirit of the Catholic morality and the Church social doctrine.						
Course enrollment requirements and core competencies	Completion of the first two years of the Integrated philosophical-theological studies.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Define and interpret human rights. 2. Describe human rights and engage in their promotion. 3. Discern on the emergence and acquisition of human rights. 5. Distinguish human rights from mere aspirations.						
Detailed course content (weekly class schedule)	The concept and criteria determining human rights (2). Diachronic view of the history of human rights achievements; De Las Casas and Indian rights; USA human right declarations, French parliament, UN (2). Human rights in the Holy Scripture (2). Church tradition and documents: encyclical <i>Pacem in terris</i> , and other conventions and declarations (2). Theological view on human rights (Thomas Aquinas, F. de Vitoria) (2). The last popes and human rights: John XXIII, Paul VI, Vatican Council II, John Paul II, Benedict XVI, the current Pope (2). Human rights in Croatia through History and today (2). The scope and understanding of human rights in the world and in Croatia: Helsinki watch (2). More recent theological reflections (2). Human rights and human dignity (2). Discussion (2). Presentation of student works (4). Human rights in society and public wide (2).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures			<input type="checkbox"/> (other)			
Student obligations	Regular attendance, active participation and discussions.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research		Practical training	1,0	
	Experimental work		Written representation	1,0	(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams	1,0	Oral exam	1,0	(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of	Presentation – 20% Mid-term exam – 30%						

student work in class and at the final exam	Exam – 50%		
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	Profesorova skripta (ad usum privatum)		
	Socijalni dokumenti Crkve, <i>Sto godina katoličkog socijalnog nauka</i> (ur. M. Valković), KS, Zagreb, 1991.	5	
	G. Concetti, <i>Kriteriji određivanja ljudskih prava</i> , Nova et Vetera, 33(1983)153-166.	1	
Supplementary literature	J. Hrznjak (prir.), <i>Međunarodni i europski dokumenti o ljudskim pravima. Čovjek i njegove slobode u pravnoj državi</i> , Zagreb, 1992. M. Matulović, <i>Ljudska prava, Osnovni međunarodni dokumenti</i> , Zagreb, 1990.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, student questionnaires, student attendance register, active class participation (discussions), end-of-semester course and teacher evaluation.		
Other (according to the opinion of education provider)			

COURSE TITLE		SEXUAL VIOLENCE					
Code	KBF: 547 ISVU: 82610	Year of study		II-V			
Course teacher/s	Assistant professor Šimun Bilokapić, Ph.D.	Credit (ECTS)		3			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the nature, volume, different types and forms, various profiles of victims and perpetrators, causes and effects of sexual violence phenomenon. Raising the awareness on the need for prevention and appropriate treatment of victims. Understanding of the functioning and meaning of massive sexual violence during and after the war. Evaluate this complex individual and social problem from the moral point of view and endorse ethically acceptable solutions to specific moral issues related to that phenomenon.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Clearly present and adequately interpret causes, forms, frequency and consequences of sexual violence. 2. Critically analyse the most frequent motives, prejudices, stereotypes related to sexual violence. 3. Observe difference between peacetime and wartime violence and their likely interconnection. 4. Select and suggest efficient strategies for prevention. 5. Interpret the reasons for negative moral appraisal of every type of sexual violence. 6. Offer reasonably based solutions for specific moral issues related to sexual violence: resistance, consent, life endangering, abortion, use of contraception, fate of the unborn.						
Detailed course content (weekly class schedule)	The nature and spread of the phenomenon of sexual violence (2). Contemporary theories on sexual violence (4). Types and forms of sexual violence (4). Perpetrators, victims and the context (2). Consequences of the sexual violences and their treatment (2). Prevention of sexual violence (2). Massive/collective sexual violence in war (4). Moral judgement of sexual violence (2). Specific moral issues related to sexual violence (responsibility, consent, utmost resistance and the value of life, abortion, use of contraception, faith of the children born of sexual violence) (8).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures			<input type="checkbox"/> (other)			
Student obligations	Class attendance, written paper, preparation and taking of an exam.						
Screening student work (specify portion in ECTS credits per each activity so that total	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation		Written paper	1,0	
	Essay		Seminar essay		(Other)		

number of ECTS credits corresponds to the ECTS credit value of the course)	Mid-term exams		Oral exam	1,0	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Final exam – 60% Written work – 20% Class attendance – 10% Class activity – 10%					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	Ivan Pavao II., <i>Na barbarstvo mržnje i rasizma valja odgovoriti snagom ljubavi i solidarnosti. Pismo Sarajevskom nadbiskupu mons. Vinku Puljiću – 2. veljače 1993.</i> , u: Velimir Blažević (prir.), <i>Služenje miru</i> , KS, Zagreb, 1995., str. 138-140.			1		
	Jordan Kuničić, <i>Pravo bračnog druga na samoobranu</i> , BS, 39 (1969.), 2-3., str. 217-221.			1	www.hrcak.srce.hr	
	Valentin pozaić, <i>Odgovornost u vrtlogu rata</i> , OŽ, 48 (1993.), 3-4., str. 287-307.			1	www.hrcak.srce.hr	
	Šimun Bilokapić, <i>Spolno nasilje u obitelji. Teološko-moralni osvrt</i> , u: Ante Čovo, Dijana Mihalj (ur.), <i>Muško i žensko stvori ih. Žene i muškarci u življenju i u službi Božjeg poslanja</i> , Zbornik radova, Franjevački institut za kulturu mira, Split, 2008., str. 243-273.			2		
	Šimun Bilokapić, <i>“Hitna kontracepcija” i prevencija trudnoće nakon spolnog nasilja</i> , CuS, 45 (2010.), 2, str. 169-192.			1	www.hrcak.srce.hr	
	Šimun Bilokapić, <i>Etički vidovi kemijske kastracije</i> , CuS, 45 (2010.), 3, str. 333-354.			1	www.hrcak.srce.hr	
	Zvonimir Šeparović (ur.), <i>Masovna silovanja kao ratni zločin</i> , Documenta Croatica, Zagreb, 1993., str. 1-197.					
	<i>Katekizam Katoličke Crkve</i> , br. 2356.			3		
Supplementary literature	Susan Brownmiller, <i>Protiv naše volje</i> , Zagorka 5, Zagreb, 1995., str. 1-475. Seada Vranić, <i>Pred zidom šutnje</i> , Antibarbarus, Zagreb, 1996., str. 1-248. Marina Ajduković, Gordana Pavleković (ur.), <i>Nasilje nad ženom u obitelji</i> , 2. dopunjeno izd., Društvo za psihološku pomoć, Zagreb, 2004., str. 1-267. Bože Vuleta (ur.), <i>Nasilje nad ženama. Teološko-pastoralni izazov</i> , Zbornik radova, Franjevački institut za kulturu mira, Split, 2006., str. 1-294.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultation, questionnaire, paper writing and presentation, student attendance register.					
Other (according to the opinion of education provider)						

COURSE TITLE		MARIOLOGY					
Code	KBF: 557 ISVU: 82624	Year of study		III-V			
Course teacher/s	Associate professor Anđelko Domazet, Ph.D.	Credit (ECTS)		3			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Understand Biblical references to Mary. Fundamental knowledge of the presence and the role of the Blessed Virgin Mary in the mystery of Christ's Salvation and the mystery of the Church. Integration and implementation of the Council's guidelines on Mariology in the contemporary announcement.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Understand a place and role of Mary in the history of Salvation. 2. Argue on the emergence and content of Marian dogmas. 3. Evaluate Orthodox and Protestant views on Mary. 4. Apply key aspects of the Catholic Mariology in spirituality, preaching and catechesis.						
Detailed course content (weekly class schedule)	Development of Mariology through History. (2). Relationship between Biblical theology and Mariology (2). A model of Mary in some Gospels (4). Development and meaning of four truths and dogmas of faith concerning the Blessed Virgin Mary: Mother of God and the Blessed Virgin, Immaculate Conception and Assumption into Heaven (8). Relationship between Mary and Church (2). Controversial articles associated with Mary (2). The Second Vatican Council: Mary within the Church and the history of Salvation (2). Mary in post-Council documents: <i>Marialis cultus</i> and <i>Redemptoris mater</i> (4). The significance of Mariology in ecumenism (2). The significance of the proper Marian devotion in spirituality and the life of the faithful (2).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures		<input type="checkbox"/> (other)				
Student obligations	Regular class attendance and active participation.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams	0,4	Oral exam	1,6	(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of	Presentation – 20% Final exam – 80% (oral and/or written)						

student work in class and at the final exam			
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	Ivan Pavao II., <i>Redemptoris Mater</i> , KS, Zagreb, 1987.	3	
	J. Galot, <i>Mariologija. Bog i žena. Marija u spasenjskom djelu</i> , UPT, Đakovi, 2001., str. 95-442.	1	
	L. Markešić, <i>Marija – Službenica Božja</i> , Svjetlo riječi, Sarajevo, 2011., str. 1-77.		
Supplementary literature	K. Rahner, <i>Marija, Majka Gospodinova</i> , KS, Zagreb, 1980., 73 str. V. Košćić, <i>Marija, Majka Sina Božjega</i> , KS, Zagreb, 2003., str. 1-76.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, student questionnaires, student attendance register, active class participation (discussions), end-of-semester course and teacher evaluation.		
Other (according to the opinion of education provider)			

COURSE TITLE		JURIDIC STATUS OF THE CATHOLIC CHURCH IN CROATIA				
Code	KBF: 559 ISVU: 82625	Year of study	I-V			
Course teacher/s	Associate professor Ivan Jakulj, Ph.D.	Credit (ECTS)	3			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F
			30			
Course status	Elective course	Percentage of e-learning implementation				
COURSE DESCRIPTION						
Course goals	Introduce students with the historical development of the relationship between the Catholic Church and the State from the Roman Empire to the first Concordat. Familiarise students with the circumstances and the content of the Concordat of Worms in 1122, and the Napoleon's Concordat of 1801 and other European concordats. Understand the Church-State relations of the unions Croatia was the member state. Remember the content of four agreements between the Holy See and the Republic of Croatia and other contracts.					
Course enrollment requirements and core competencies						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Analyse historical development of the relationship between the Church and the state. 2. Describe the historical background of the various approaches to concordats, particularly those including Croatian people. 3. State the orders of four international Agreements between the Holy See and the Republic of Croatia, and comment on contracts and acts made by the Croatian Government and the Croatian Bishops' Conference (CBC). 4. Elaborate on the significance of the Agreement between the Holy See and the Republic of Croatia for religious freedom of the Catholic Church in Croatia. 5. Compare the dimension of religious freedom the other religious communities enjoy in Croatia.					
Detailed course content (weekly class schedule)	Church - State relation from its beginnings to the first Concordat (3). The Concordat of Worm, Napoleon's Concordat, Concordat in Austria in 1855, Montenegro Concordat 1886, Convention of the Holy See and Austria for Bosnia and Herzegovina (2). The Serbian Concordat 1914, The Concordat of the Kingdom of Yugoslavia 1935, The Lateran Agreement 1929, The German Concordat 1933 (2). Juridic position of the Catholic Church in Poland and concordats in 1925 and 1998, the Catholic Church in the Czech Republic and Slovakia, conclusion of the historical part (2). Juridic position of the Catholic Church in the Communist Yugoslavia, Protocol 1966, the Law on the Legal position of Religious Communities (2). Diplomatic relations of the Catholic Church and Bosnia and Herzegovina, the Law on religious Communities in Bosnia and Herzegovina from 2004, Basic Agreement between Bosnia and Herzegovina and the Holy See in 2006 (3). Diplomatic representatives (in general), Diplomatic representatives of the Holy See (types, duties, end of service) (2). Short history of diplomatic relationships between the Holy See and Croatian people, the establishment of diplomatic relations between the Holy See and the Republic of Croatia (2). The Agreement between the Holy See and the Republic of Croatia on Legal Questions (2). Canon Law on marriage affected by civil matters, Agreement on pastoral care in penitentiaries, prisons and upbringing institutions, Protocol on the modality of					

	registering of the Catholic Church's legal personality (2). Agreement on pastoral care in hospitals and other health care institutions and social welfare establishments (2). Agreement between the Holy See and the Republic of Croatia on cooperation in the field of education and culture (2). Agreement on the Catholic religious education in public schools and religious education in public preschools, Agreement on Catholic primary and secondary schools, Agreement between HRT and HBK (Croatian Radiotelevision and Croatian Bishops' Conference), Agreement on the return of parish registers, state of souls' books, chronicles and other books which were illegally taken away from the Catholic Church during the Communist regime (2). Agreement on pastoral care for the members in the armed and police forces of the Republic of Croatia, Statute of the Military Ordinariate in the Republic of Croatia, Regulations on the organization and operation of the Military Ordinariate in the Republic of Croatia (2). The Agreement between the Holy See and the Republic of Croatia on Economic Issues, the Law on Legal Position of Religious Communities in the Republic of Croatia from 2002 (2).					
Format of course instruction:	<input checked="" type="checkbox"/> lectures			<input type="checkbox"/> (other)		
Student obligations	Lecture attendance, participation in discussion.					
Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Class attendance	1,0	Research		Practical training	
	Experimental work		Written representation		Individual work	1,0
	Essay		Seminar essay		(Other)	
	Mid-term exams		Oral exam		(Other)	
	Written exam	1,0	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Class attendance – 10% Discussion participation – 10% Final exam – 80%					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	Hrvatska biskupska konferencija, <i>Ugovori između Svete Stolicе i Republike Hrvatske</i> , Povijest nastanka i komentar Nikola Eterović, GK, Zagreb, 2001., str. 27-69, 105-354.			1	www.hbk.hr	
Supplementary literature	Vojni ordinarijat u Republici Hrvatskoj, <i>Dokumenti o ustroju i djelovanju</i> , drugo dopunjeno izdanje, Vojni ordinarijat u RH, Zagreb, 2003., str. 9-43. N. Eterović, <i>Ugovori između Svete Stolicе i Republike Hrvatske o dušobrižništvu katoličkih vjernika, pripadnika oružanih snaga i redarstvenih službi Republike Hrvatske</i> , <i>Povijest nastanka i komentar</i> , u: <i>Dokumenti o ustroju i djelovanju</i> , Dodatak, izd. Vojni ordinarijat u RH, Zagreb, 2003., str. 57-79.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student attendance register, active participation in discussion, questionnaire.					
Other (according to the opinion of education provider)						

COURSE TITLE		CONCEPT OF GOD AFTER AUSCHWITZ					
Code	KBF: 582 ISVU: 82627	Year of study	I-V				
Course teacher/s	Full professor Ivan Tadić, Ph.D	Credit (ECTS)	3				
Assistants	Ante Akrap, Ph.D	Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduction to the philosophical and theological issues focusing on God's presence and absence, during and after the tragedy of Auschwitz.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Analyse and judge religious, moral and ethical dilemmas concerning the mentioned topic s/he is challenged with. 2. Understand different positions and currents of thought of Jewish people when dealing with God issue and His relation to the Chosen people. 3. Ask provocative questions and provide answers to such questions coherently and reasonably. 4. Raise awareness on the value of existence in diversity and pluralism, detect boundaries of man and human behaviour which is often affected by prejudices and stereotypes leading to racism. 5. Develop the sense of empathy and compassion for sufferers, victims of different abuses of power and authority.						
Detailed course content (weekly class schedule)	Biblical dimension of God (2). History of Holocaust (2). God in Jewish and philosophical thought after the tragedy of Auschwitz. Different assumptions and perspectives of the philosophers and theologians dealing with this issue (4). Holocaust and Golgota (2). The eclipse of God - Martin Buber (2). Sartre's and Heidegger's views on God (2). Jung and the question of God (1). Rubenstein – God as the master of history? (1). Andre Neher - God's silence (2). Abraham Heschel – the question of responsibility of both God and man (1). Sergio Quinzio – relationship between God's promises through history and the presence of evil in the world (1). Emil Fackenheim – relationship between the announced faith and modern opinion (1). Eliser Berkovits – the hiding of the Divine Face (1). Jonas – the concept of God (Cabala) (2). Arthur A. Cohen – “horror” as one of the aspects of God but also of human possibilities (1). I.Greenberger - alliance of God and man (1). E. Levinas – relationship of freedom and responsibility (2). Experience of the victims of Holocaust (2).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures		<input type="checkbox"/> (other)				
Student obligations	Class attendance and active participation in the curriculum.						
Screening student work (<i>specify</i>)	Class attendance	1,0	Research		Practical training		

portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Experimental work		Written representation		(Other)	
	Essay		Seminar essay		(Other)	
	Mid-term exams		Oral exam	2,0	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Activity in lectures – 30% Oral exam – 70%					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	I. Devčić, <i>Bog i filozofija</i> , KS, Zagreb, 2003.			1		
	A. Vučković, <i>Bog i zlo. Teodicejski ulomci</i> , Filozofska biblioteka Speculatio, Zadar, 2008.			1		
	G. Agamben, <i>Ono što ostaje od Auschwitza</i> , AB, Zagreb, 2008.					
	<i>Antropološka i religiozna dimenzija žrtve</i> , Zbornik radova XVIII. međunarodnog teološkog simpozija, Cus, Split, 2013., (A. Akrap., <i>Holokaust-Golgota 20. Stoljeća? Holokaust u svjetlu židovske filozofske i teološke misli</i> , str.175-209.)			2		
	Hannah Arendt, <i>O zlu</i> , Breza, Zagreb, 2006.					
	Slavoj Žižek, <i>O nasilju</i> , Ljevak, Zagreb, 2008					
	Predrag Finci, <i>Umjetnost uništenog</i> , AB, Zagreb 2005.					
	AA. VV., <i>L assurdo di Auschwitz</i> , Ancora, Milano, 1998.					
Supplementary literature	Irene Kajon, <i>La storia della filosofia ebraica</i> , Cedam, Padova, 1993.					
	Irene Kajon, <i>Fede ebraica e ateismo dopo Auschwitz</i> , Editrice Benucci, Perugia 1993.					
	Emil L. Fackenheim, <i>La presenza di Dio nella storia</i> , Queriniana, Brescia, 1997.					
	Massimo Giuliani, <i>Auschwitz nel pensiero ebraico</i> , Morcelliana, Brescia, 1998.					
	Silvia Benso, <i>Pensare dopo Auschwitz</i> , ESI, Napoli, 1992.					
	R. Eaglestone, <i>Postmodernizam i poricanje holokausta</i> , Naklada Jesenski i Turk, Zagreb, 2001.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	N. G. Finkelstein, <i>Industrija holokausta</i> , Hasanbegović, Zagreb, 2006.					
	Student-teacher consultation, conversation, student attendance register, student success at the oral exam and active class participation.					
Other (according to the opinion of education provider)						

COURSE TITLE		CHILDREN'S RIGHTS AND VIOLENCE AGAINST CHILDREN FROM CHRISTIAN PERSPECTIVE					
Code	KBF: 601 ISVU: 82629	Year of study		IV-V PTS I-II Graduate TCS			
Course teacher/s	Assistant professor Šimun Bilokapić, Ph.D.	Credit (ECTS)		3			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with causes of emergence and historical development of children's rights. Understanding of content, role and the importance of basic documents on children's rights. Knowledge of personal, civil, educational, health, social, economic, cultural and legal-protection of the children's right. Introduction to the rights/duties of children and parents in a family context. Detection of personal, familial and social factors and situations that endanger children's fundamental rights. Raise awareness on the education for protection of children's rights.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Know the basic documents on children's rights and interpret their content. 2. Explain the role and importance of documents on children's right. 3. Present the content of the basic children's rights. 4. Evaluate significance and tasks of the family in realisation of children's rights. 5. Elaborate on the need for education and teaching in the field of children's rights.						
Detailed course content (weekly class schedule)	Causes of the emergence and development of children's rights (2). Analysis and evaluation of content, role and the importance of basic documents on children's rights, particularly <i>Convention on the Rights of the Child</i> (1989) (4). Classification of children's rights and the interpretation of children's basic rights (4). Welfare and the best interest for the child? (2). Rights/obligations of the children and parents in family environment (8). Examples of endangering of children's rights, especially violence against children (4). Measures for the protection of children's rights (4). The importance of education on children's rights issues (2).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)				
Student obligations	Class attendance, written paper, preparation and taking exam.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds</i>	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation		Written paper	1,0	
	Essay		Seminar essay		(Other)		
	Mid-term exams		Oral exam	1,0	(Other)		

to the ECTS credit value of the course)	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Final exam – 60% Written paper – 20% Class attendance – 10% Activity in class – 10%					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	Povelja o pravima obitelji Svete Stolice predložene svim osobama, ustanovama i predstavnicima vlasti za poslanje obitelji u suvremenom svijetu, KS, Zagreb, 1984.			2		
	Konvencija o pravima djeteta, Centar za pravo djeteta, Zagreb, 2000.					
	Branka Rešetar (ur.), Dijete i pravo, Pravni fakultet u Osijeku, Osijek, 2009.					
	Dubravka Hrabar, Pravni odnosi roditelja i djece, u: Mira Alinčić, Dubravka Hrabar, Dijana Jakovac-Lozić, Aleksandra Korać Graovac, Obiteljsko pravo, Narodne novine, Zagreb, 2007., str. 217-307.					
	Ivan Fuček, Moralno-duhovni život. Pravo, pravda, Verbun, Split, 2008., str. 15-92.					
	Ivan Čubelić, Prava djece u međunarodnim dokumentima, CuS, 29 (1994.) 4, str. 453-459.			1	www.hrcak.srce.hr	
Supplementary literature	Ellen Key, Stoljeće djeteta, Educa, Zagreb, 2000. Corinne May-Chahal, Maria Herczog (ur.), Seksualno zlostavljanje djece u Europi, Ibis grafika, Zagreb, 2004. Web: www.dijete.hr, www.unicef.hr, www.amnesty.hr i slične adrese.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, questionnaire, paper writing and presentation, student attendance register.					
Other (according to the opinion of education provider)						

COURSE TITLE		SOCIAL DIMENSION OF BIBLICAL FAITH					
Code	KBF: 604 ISVU: 84769	Year of study		II-V			
Course teacher/s	Full professor Marijan Vugdelija, Ph.D.	Credit (ECTS)		3			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with broaden aspect of Biblical faith which based on the Old and the New Testament has deep impact on the social life forming and limiting its capacity merely into inner feeling would be a pure fake.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Argue on the issues concerning the relationship between faith and social engagement and take a firm position on it. 2. Take critical attitude towards those who endanger the rights of the poor and the unprotected. 3. Contribute to better and more human world shaping as imbued and driven by the spirit of Jesus's higher justice and one's own conscience imposing such obligation. 4. Influence on shaping of real, social life as imbued with deep and genuine Biblical virtue.						
Detailed course content (weekly class schedule)	This course thoroughly and argumentatively reveals social dimension of the faith of the Old and the New Testament. The Old Testament specifically treats: Biblical Exodus, ministry of the prophets, legal provisions and religious institutions involved in the protection of the rights of the poor and the rights-deprived ones (15). The New Testament particularly reveals a social dimension of the proclamation of the God's Kingdom and the relation between a Biblical believer and civil authority (15).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input checked="" type="checkbox"/> discussion				
Student obligations	Class attendance and active class participation. Reading of the assigned literature and preparation and taking final oral exam.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation		(Other)	1,0	
	Essay		Seminar essay		(Other)		
	Mid-term exams		Oral exam	1,0	(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in	Regular class attendance and oral final exam with two questions from the audited materials and one question from the assigned literature student was required to read.						

class and at the final exam			
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	M. Vugdelija, <i>Politička ili društvena dimenzija biblijske vjere</i> , Split, 2005., str. 1-243.	2	
	Kongregacija za nauk vjere, <i>Doktrinalna nota o nekim pitanjima vezanim uz sudjelovanje katolika u političkom životu</i> , IKA, Zagreb, 2003.	7	
	R. J. Clifford, <i>The Exodus in the Christian Bible: The case for "Figural" reading</i> , u: Theological Studies 2 (2002.), str. 345-361.		
Supplementary literature	Ž. Bezić, <i>Crkva i politika</i> , u: Obnovljeni život 1 (2001.), str. 59-68. S. Baloban, <i>Kršćanstvo, Crkva i politika</i> , Zagreb, 1999. J. Bigo, <i>Isus i politika</i> , u: Kana 4 (1989.), str. 12-13.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Anonymous student questionnaire during the course delivery and after the exam.		
Other (according to the opinion of education provider)			

COURSE TITLE		THE PROMISED LAND					
Code	KBF: 607 ISVU: 84773	Year of study		II-IV			
Course teacher/s	Full professor Marijan Vugdelija, Ph.D.	Credit (ECTS)		3			
Assistants	Miljenko Odrjin, M.S.	Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Holistic approach to the concept of Promised land. Introduce students with more relevant historical periods of the Promised land. Understand the complex relationship and problems between the Jews and Arabs.						
Course enrollment requirements and core competencies	Basic knowledge of Hebrew language.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Base further study, especially that of the Holy Scripture on the acquired knowledge. 2. Understand idealism and fanaticism in a fight over a small piece of Land. 3. Understand clearly the role of Chosen people in the history of Salvation. 4. Know how to deepen knowledge of this important issue of theological education.						
Detailed course content (weekly class schedule)	Introductory lecture (2). Promised land in History (4). Establishment of the state Israel in 1948 and its consequences (2). Jewish settlements in the state of Israel (2). Exegesis of the Bible; stages of development of the Old Testament history (4). The conquest of the Promised Land in the Bible (2). The Exile and return to the Land (2). Land and hopes of Israel (4). The Promised Land after Christ (2). Jesus and the Land (2). The Land in the Apostolic teaching (4).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> discussions <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)			
Student obligations	Regular class attendance and active participation.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,5	Research		Practical training		
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams	0,5	Oral exam		(Other)		
	Written exam	1,0	Project		(Other)		
Grading and evaluation of student work in class and at the	Class attendance – 40% Written representation – 25% Final (written) exam – 35%						

final exam			
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	C. Chapman, <i>Čija je Obećana zemlja?</i> , Zagreb, 2002.		
	K. J. Kuschel, <i>Spor oko Abrahama</i> , Sarajevo, 2001.	1	
	M. Šešok, <i>Putovanje biblijskim zemljama</i> , Zagreb, 2005.		
Supplementary literature	C. Tomić, <i>U Zemlju obećanja</i> , Zagreb, 1980.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student attendance register, discussions on more important subjects, (mid-term exam).		
Other (according to the opinion of education provider)			

COURSE TITLE		TELEVISION ANNOUNCEMENT					
Code	KBF: 609 ISVU: 84776	Year of study		I-V			
Course teacher/s	Associate professor Ante Vučković, Ph.D.	Credit (ECTS)		3			
Assistants	Mirko Mihalj, M.S.	Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation		20%			
COURSE DESCRIPTION							
Course goals	Introduction to the basic knowledge and skills of television.						
Course enrollment requirements and core competencies	Interest and talent for television.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Analyse television programmes. 2. Prepare television material. 3. Cooperate in religious shows. 4. Guide media workshops.						
Detailed course content (weekly class schedule)	Broadcast journalism (7). Preparation of television shows (7). Editing and conducting shows (4). Processing of the announcements, news, reportages (6). Preparation of TV program material (6).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input checked="" type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)			
	Student obligations						
		Class attendance, reading literature, written papers, mid-term exams and exams.					
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research		Practical training	1,0	
	Experimental work		Written representation		Individual work		
	Essay		Seminar essay		(Other)		
	Mid-term exams		Oral exam	1,0	(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Written papers – 25% Creating of TV-feature – 25% Oral exam – 50%						
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library		Availability via other media	
	T. Perišin, "Televizija", u: <i>Uvod u medije</i> , ur., Z. Peruško, Naklada Jesenski i Turk, Zrinski d.d., Čakovec, 2011., str. 141-172.						
	Z. Letica, <i>Televizijsko novinarstvo</i> , Disput, Zagreb, 2003., str.107-320, 341-378.						

	D. Rendulić, <i>Osnove televizije</i> , skripta,		www.novinarstvo.info
	I. Muratović, <i>Osnove televizije, Dokumentarni film</i> , skripta		www.novinarstvo.info 1
Supplementary literature	S. Malović, <i>Osnove novinarstva</i> , "Golden marketing – Tehnička knjiga", Zagreb, 2005. <i>Crkva i mediji</i> , GK, Zagreb, 2006.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Consultations and conversation on the content comprehension, student attendance register. Presentations.		
Other (according to the opinion of education provider)			

COURSE TITLE		HISTORY OF THE FRANCISCAN ORDER					
Code	KBF: 617 ISVU: 112611	Year of study		I-V			
Course teacher/s	Assistant professor Josip Dukić, Ph.D.	Credit (ECTS)		3			
Assistants	Željko Tolić, Ph.D.	Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduction to the history of the Franciscan order. Study the relationship between the Church and the Franciscan order. Introduce eminent figures of the Franciscan order. Develop competence for critical judgement and research.						
Course enrollment requirements and core competencies	Basic knowledge of the history of the Franciscan order . Solid knowledge of the Church history.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Acquire knowledge on the charisma of the Franciscan order. 2. Describe spiritual contribution of the Fransican order to the Church. 3. Analyse missionary fruits of the Franciscan order within the Church. 4. Descibe cultural contribution of the Franciscan order. 5. Describe the heritage of the Franciscan order preserved by the Croatian people.						
Detailed course content (weekly class schedule)	The emergence of the Franciscan order within the Church context (10). The spread of the Order within and outside the Europe (10). Fertility of the Franciscan charisma in various fields (10).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentorship work <input type="checkbox"/> (other)			
Student obligations	Class attendance, research work, preparation for the exam.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	2,0	Research	0,5	Practical training		
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams		Oral exam		(Other)		
	Written exam	0,5	Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Monitoring class attendance. Active class participation. Comprehesion check of the supplementary literature. Mid-term exam and exam grading (written and oral).						
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media	
	Franjevački izvori, Sarajevo-Zagreb, 2012.						
	K. Esser. <i>Pregled povijesti franjevačkog reda</i> .				1		

	Sarajevo, 1972.		
	L. Iriarte, <i>Povijest franjevaštva</i> , Zagreb, 2013.		
Supplementary literature	M. D'Altari, <i>Kapucini, povijest jedne franjevačke obitelji</i> , Zagreb, 2010. S. J. Škunca, <i>Franjevačka renesansa u Dalmaciji i Istri</i> , Split, 1999. G. G. Merlo, <i>Nel nome di san Francesco</i> , Roma, 2033. D. Mandić, <i>Franjevačka Bosna</i> , Rim, 1968.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Interactive work with students. Encouragement of additional activities. Student attendance register. Assistance in studying.		
Other (according to the opinion of education provider)			

COURSE TITLE		RELIGIOUS EDUCATION FOR THE PERSONS WITH DISABILITIES					
Code	KBF: 619 ISVU: 112614	Year of study		III-V			
Course teacher/s	Associate professor Jadranka Garmaz, Ph.D.	Credit (ECTS)		3			
Assistants	Mihael Prović, Ph.D.	Type of instruction (number of hours per semester)	L	S	E	F	
			45				
Course status	Elective course	Percentage of e-learning implementation		10%			
COURSE DESCRIPTION							
Course goals	Knowledge and understanding of the content of the religious education and of the basic methodology regarding the persons with disabilities. Acquire competences for preparing and delivering parish catechesis, religious education in school or special care institutions for persons with disabilities.						
Course enrollment requirements and core competencies	Knowledge of didactic-methodical design.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Know the possibilities of religious education for the children with disabilities. 2. Work and communicate with the persons with disabilities in biosocial, cognitive and psychosocial level. 3. Emphasize theological evaluation of the illness. 4. Present methodological approaches and religious education-catechetical forms of work and communication with autists and the visually impaired and the hearing impaired.						
Detailed course content (weekly class schedule)	Introductory lecture on the status of a person with disabilities (5). Approach and interaction with the persons with disabilities (2). Comprehend the importance of interaction with persons with disabilities in a biosocial, cognitive and psychosocial level and its improvement within family, parish and school (6). Goals and content of religious education of the persons with visual, auditory, speech, physical, intellectual disabilities and behavioural disorders (6). Customized teaching programmes and the integration of persons with disabilities (2). The profile of an educator and catechetical for work with persons with disabilities, special needs, educational and teaching assistant (4). Methodical-didactical planning and teaching preparation for children with: intellectual disabilities (4), disorders in reading and writing (4), autism (4), vision impairment (4) and hearing impairment (4).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> exercises <input checked="" type="checkbox"/> combined e-learning <input checked="" type="checkbox"/> field instruction		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input checked="" type="checkbox"/> mentorship work <input type="checkbox"/> (other)				
Student obligations	Class attendance, observation classes for religious education, preparation and delivery of demonstration lessons.						
Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation	0,5	Exercises	0,5	
	Essay		Seminar essay		Consultations and written paper	0,5	
	Mid-term exams		Oral exam		(Other)		

to the ECTS credit value of the course)	Written exam	0,5	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Preparation for demonstration class – 40% Final exam – 60%					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	J. Šimunović, <i>Župna zajednica na početku trećega tisućljeća</i> , GK, Zagreb, 2009., str. 192-215.			1		
	L. Cottini, <i>Didactica speciale e integrazione scolastica</i> , Carocci editore, Roma, 2006., str. 19.-44., 63-231.					
	Z. Matoić (ur.): <i>Srcem prema vjeri. Nacionalni skup o vjerskom odgoju djece i mladeži s posebnim potrebama</i> , Zagreb 7. i 8. svibnja 1999., Zbornik radova, Nacionalni katehetski ured Hrvatske biskupske konferencije, Zagreb, 1999., str. 20-103.					
Supplementary literature	Kongregacija za laike, <i>Opći direktorij za katehezu: naslovnici kateheze, prilagođavanje naslovniku, kateheza za posebne prilike, mentalitet, ambijent</i> , Nacionalni katehetski ured Hrvatske biskupske konferencije, KS, Zagreb, 2000., br. 163-170, 189-192. Hrvatska biskupska konferencija, <i>Smjernice hrvatskih biskupa o pastoralnoj skrbi osoba s invaliditetom</i> , Službene vijesti Hrvatske biskupske konferencije, 4 (1996.), 1, str. 5-6.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Consultations, end-of- semester conversation, questionnaire.					
Other (according to the opinion of education provider)						

COURSE TITLE		LITURGICAL BOOKS					
Code	KBF: 621 ISVU: 126312	Year of study		IV-V			
Course teacher/s	Associate professor Ivica Žižić, Ph.D.	Credit (ECTS)		3			
Assistants	Domagoj Volarević, Ph.D.	Type of instruction (number of hours per semester)	L	S	E	F	
			30				
Course status	Elective course	Percentage of e-learning implementation		30%			
COURSE DESCRIPTION							
Course goals	Introduce students with the emergence and historical background of various types of liturgical books of the Roman Rite either used in the past or present. Using appropriate terminology and titles of liturgical books and chapters. Understanding of the content and use of liturgical books not only for the purpose of liturgical celebrations, but also as sources of tradition and the history of liturgy and Church and as “means” of an interdisciplinary work.						
Course enrollment requirements and core competencies	Completed course in <i>Liturgics</i> (PTS and TCS).						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Discuss about the concept of a book as a medium in Christian history. 2. Understand the concept of liturgical book. 3. Classify various types of liturgical books. 4. Use contents of a particular book.						
Detailed course content (weekly class schedule)	1. Meaning and practical feature of the book as a medium for Christian liturgy (4). 2. History and development of liturgical books (8). 3. Typology of liturgical books (4). 4. Types of liturgical books – short history and the basic conceptual structure (6). 5. Introduction to hermeneutics of liturgical books (4). 6. The Second Vatican Council on liturgical books. Guidelines for publication of liturgical books (4).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input checked="" type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)			
Student obligations	Class attendance, practical research work with certain liturgical books.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,5	Research		Practical training	1,0	
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams		Oral exam	0,5	(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Regular class attendance and active class participation. Evaluation of the understanding of the research work through conversation in the final exam.						
Obligatory literature (available in the	Title			Number of copies in		Availability via other media	

library or via other media)		the library	
	<i>Konstitucija o svetoj liturgiji "Sacrosanctum Concilium"</i> , u: Drugi vatikanski koncil: Dokumenti, VII. izdanje (popravljeno i dopunjeno), Zagreb 2008.	1	
	M. Kirigin, <i>Konstitucija o svetoj liturgiji, Sacrosanctum Concilium</i> , Filozofski Institut Družbe Isusove u Zagrebu, 1985.	1	
	<i>Rimski obrednik: Red krštenja</i> , Kršćanska sadašnjost, Zagreb 1970	1	
	<i>Rimski pontifikal: Red potvrde</i> , Kršćanska sadašnjost, Zagreb 2011		
	<i>Rimski obrednik: Red slavljenja ženidbe</i> , Kršćanska sadašnjost, Zagreb 2011.		
	<i>Rimski misal, opća uredba iz trećeg tipskog izdanja</i> , Kršćanska sadašnjost Zagreb, 2004.	1	
	<i>Rimski misal</i> (hrv. prijevod), Kršćanska sadašnjost, Zagreb 1980.		
	Adam, A., <i>Uvod u katoličku liturgiju</i> , hrv. ed. A. Benvin, Hrvatski institut za liturgijski pastoral, Zadar 1993	6	
Supplementary literature	C. Vogel, <i>Medieval Liturgy: an introduction to the sources</i> , Washington 1986; C. Folsom, <i>Liturgical books of the Roman rite</i> , u: Handbook for liturgical studies I, Collegeville 1997, 245-314. A. Nocent, <i>I libri liturgici</i> , u: Anamnesis 2, Casale Montferrato 1978, 131 – 183.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations.		
Other (according to the opinion of education provider)			

COURSE TITLE		THEOLOGICAL ENGLISH II					
Code	KBF: 623 ISVU: 129228	Year of study		I			
Course teacher/s	Full professor Josip Mužić, Ph.D.	Credits (ECTS)		3			
Assistants	Angelina Gašpar, Ph.D.	Type of instruction (number of hours)	L	S	E	F	
			15		15		
Course status	Elective course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the major theoretical frameworks in specialized language of theology, develop students' skill of reading comprehension (theological texts), improve students' listening, speaking and writing skills in general/specialized language, provide a foundational knowledge of the range of theological vocabulary.						
Course enrollment requirements and core competencies	Enrollment into 1 st semester.						
Expected learning outcomes at the course level (4-10 learning outcomes)	After the completion of the course the student should be able to: - read and comprehend English theological text (identify key words, translate and interpret text, elaborate on key information); - listen and comprehend theological text (basic vocabulary acquisition); - use speaking skill (conversation, answer the questions, opinion, comment); - write text in english language (use of grammar and basic theological vocabulary).						
Detailed course content (weekly class schedule)	Introductory lecture (2). Holy Week (2). The sacraments (2). What is process theology? (2). Holy Mass (2). Liturgical vessels and vestements (2). The history of the Catholic Church 1 (2). First mid-term exam (2). The history of the Catholic Church 2 (2). Christian denominations and world religions (2). The Roman Catholic Church in Croatia (2). Organization in the Church (2). Prayer – How, when, where, why? (2). Second mid-term exam (2). Result analysis (2). Theme units are: The Bible, the Old Testament, Mary's life, Jesus' life, the Holy Land, Liturgical Year, Christmas, Holy Week, Sunday Gospels in English language.						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction		<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)				
Student obligations	Class attendance, Seminar essay, translation tasks						
Screening student work (specify portion in ECTS)	Class attendance	0,5	Research		Practical training		
	Experimental		Written		(Other)		

credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	work		presentations			
	Essay		Seminar essay	0,5	(Other)	
	Mid-term exams	2	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Tests (2) – 70% Grading scale (60-69%-2,70-79-%-3, 80-89%-4, 90-100%-5) Oral exam - 15% Class attendance (0%), Class activity (5%), Individual task (5%), Exercises (5%) Failure to pass two mid-term exams at the treshold of 70%, student is required to take the final exam.					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	Sešek, U., S. Zabukovec. <i>English for Theologians</i> . Ljubljana: Teološka fakulteta, 2010.					
	<i>Sunday Gospels</i> (Sunday Gospels in English language).				Internet	
Supplementary literature	The Holy See: http://www.vatican.va/phome_en.htm Sacred Scripture: http://www.vatican.va/archive/bible/index.htm Catechism of the Catholic Church: http://www.vatican.va/archive/catechism/ccc_toc.htm Documents of II Vatican Council: http://www.vatican.va/archive/hist_councils/ii_vatican_council/index.htm News: http://www.zenit.org/english/					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultation, active student involvement, class attendance, student attendance register, course/teacher evaluation.					
Other (according to the opinion of education provider)	Student's class attendance requirement is 70%; active student involvement, regular and active participation in translation project (individually, group work), seminar essay, translate short text weekly (special language).					

COURSE TITLE		SCIENCE, RELIGION AND ETHICS						
Code	KBS: 102 ISVU: 82630	Year of study			II-V			
Course teacher/s	Izv. prof. dr. sc. Ivan Kešina	Credit (ECTS)			5			
Assistants	Associate professor Ivan Kešina, Ph.D.	Type of instruction (number of hours per semester)			P	S	V	T
						30		
Course status	Seminar	Percentage of e-learning implementation						
COURSE DESCRIPTION								
Course goals	Familiarise students with the relationship between natural sciences, religion and ethics. Develop their competencies of judgement and writing of a scientific research paper/seminar essay on the elected topic.							
Course enrollment requirements and core competencies	Elementary knowledge on natural-scientific, philosophical and theological concepts.							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. explain the reason of selecting a research topic of his/her interest within time frame; 2. conceptualize the research approach and research methods; 3. selection and critical appraisal and analysis of available literature referring to the selected topic; 4. evaluate and critically assess different opinions on a specific topic; 5. write a seminar essay or a scientific research paper.							
Detailed course content (weekly class schedule)	Introductory lecture on Science, Religion and Ethics (2). Science, Religion and Ethics – lectures (6). Methodology for research paper writing (2). A topic choice for a research paper (2). Writing of a research paper in consultation with supervisor (8). Presentation of completed (written) seminar essays (10).							
Format of course instruction:	<input checked="" type="checkbox"/> seminars and workshop			<input type="checkbox"/> (other)				
Student obligations	Regular class attendance and active participation.							
Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Class attendance	2,0	Practical training		Exercises			
	Experimental work		Written representation		(Other)			
	Essay		Seminar essay	3,0	(Other)			
	Mid-term exam		Oral exam		(Other)			
	Written exam		Written work		(Other)			
Grading and evaluation of student work in class and at the final exam	Class attendance - 20 % Seminar essay – 80%							
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library		Availability via other media	
	I. Kešina, <i>Znanost, vjera, etika. Promišljanja odnosa prirodnih znanosti, filozofije i teologije</i> , Split, 2005.				2			
	I. Kešina, <i>Čovjek između prokreacije i proizvodnje</i> ,				2			

	Kršćanska etika ljudskog rađanja, Split, 2008.		
	I. Musić (uredio), <i>Suvremena znanost i vjera. Zbornik radova s međunarodnoga znanstvenoga skupa Mostar, 29. i 30. listopada 2010.</i> , Mostar – Ljubljana, 2011.	1	
Supplementary literature	I. Kešina, <i>Stvaranje evolucijom</i> , Split, 2012. Ž. Bezić, <i>Etika života</i> , Đakovo, 1995. K. Wojtyła, <i>Temelji etike</i> , Split, 1998. V. Bajsić, <i>Granična pitanja religije i znanosti</i> , Zagreb, 1998. P. Aračić, <i>Teologija u dijalogu s drugim znanostima. Radovi znanstvenog simpozija s međunarodnim sudjelovanjem o 200. obljetnici filozofsko-teološkog studija u Đakovu, 1086.–2006.</i> , Đakovo, 2008. F. Collins, <i>Božji jezik</i> , Zagreb, 2008. M. Ridley, <i>Evolucija</i> , Zagreb, 2004. A. Benz, <i>Budućnost svemira. Slučaj, kaos, Bog?</i> , Zagreb, 2006. Th. Junker, <i>Die Evolution des Menschen</i> , München, 2006. R. Koltermann, <i>Universum-Mensch-Gott</i> , Graz-Wien-Köln, 1997. Z. Joha, <i>Schöpfungsgeschichte und Evolutionslehre</i> , Frankfurt am Main, 2002. R. Löw, <i>Philosophie des Lebendigen</i> , Frankfurt am Main, 1980. H.-P. Dürr (Hrsg.), <i>Physik und Transzendenz</i> , Bern, München, Wien, 1986. H.-P. Dürr (uredio), <i>Gott, der Mensch und die Wissenschaft</i> , Augsburg, 1997. G. Staguhn, <i>Potraga za tajnom života</i> , Zagreb, 2003.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultation, student attendance register, active participation in discussion, course and teacher evaluation at the end of the semester.		
Other (according to the opinion of education provider)			

COURSE TITLE		BURNING ISSUES OF CONTEMPORARY ECUMENISM					
Code	KBS:120 ISVU: 82633	Year of study		III, IV and V PTS and TCS			
Course teacher/s	Associate professor Dušan Moro, Ph.D.	Credit (ECTS)		5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
				30			
Course status	Seminar course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Know of and discern various Christian Churches and church communities; raise awareness on their connecting and disconnecting elements such as doctrinal or other differences. Develop critical thinking and solution finding techniques for strenghtening the unity of all Christian communities and confessions. Observe and analyse theological problems which led to Church division, such as papal primacy, mariology, the doctrine of justification, the issue of the ordination of women etc.						
Course enrollment requirements and core competencies	Completed courses: <i>The Church of Christ, Ecumenism, The Church History of the Ancient world and the Middle Age.</i>						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Describe and analyse burning problems of the contemporary ecumenical theology and education referring to Church divisions and contradictory views. 2. Research and select appropriate topic for the seminar work. 3. Find sources and literature on ecumenism and analyse them. 4. Write a research paper using appropriate methodology and contribute to the spread of the contemporary ecumenical theology.						
Detailed course content (weekly class schedule)	Introductory lecture, methodology, main themes and achievements of ecumenism; assist student in finding appropriate topics and monitor process of the seminar paper design and writing.						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)				
Student obligations	Upon the enrollment of the seminar, students are required to attend lectures; involve in teacher – student consultation; make research paper draft prior to submitting completed manuscript: conduct research and submit complete paper.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research	0,5	Practical training		
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay	3,5	(Other)		
	Mid-term exams		Oral exam		(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in	Active participation in class. Writing of a seminar essay.						

class and at the final exam			
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	Dekret o ekumenizmu ' <i>Unitatis redintegratio</i> '.	3	
	L. Lies, <i>Temeljni tečaj ekumenske teologije</i> , KS, Zagreb, 2011.	1	
	R. Perić, <i>Ekumenske nade i tjeskobe</i> , Mostar, 1993, str. 5-253.	2	
	A. Škvorčević, <i>Katolička crkva u Hrvatskoj i ekumenizam</i> , Bogoslovska Smotra 1996., br. 3-4, str. 513-540.	1	www.hrcak.srce.hr
	Jure Zečević, <i>Ekumenska i dijaloška otvorenost Katoličke crkve u Hrvata</i> , u: Prčela F.(ur.), <i>Dijalog. Na putu do istine i vjere</i> , Hrv. Dom. Prov., Nakladni zavod i Globus i Matthias Grünewald Verlag, Zagreb-Mainz, 1996., str. 289-308.	1	
	Sources and literature which students seek independantly.		
Supplementary literature	<p>Juraj Kolarić, <i>Ekumenska trilogija</i>, Prometej, Zagreb, 2005. (izabrani dijelovi i teme).</p> <p>R. Frieling, <i>Put ekumenske misli</i>. Teološki fakultet M. Vlačić Ilirik, Zagreb 2009.</p> <p>Niko Ikić, <i>Teološka dijagnoza ekumenskog stanja</i>, u: <i>Ekumenske studije i dokumenti</i>, Vrhbosanska katolička teologija, Sarajevo, 2003., str. 17-61.</p> <p>Dušan Moro, <i>Svetopisamsko utemeljenje i razvojna linija Petrove i Papinske službe jedinstva</i>, u: <i>Služba Božja</i> 45 (2005), br.1, str. 35-61.</p> <p>Dušan Moro, <i>Dokumenti Katoličke crkve o ekumenskom problemu ređenja žena</i>, u: <i>Služba Božja</i> 51 (20012), br. 3-4, str. 367-403.</p>		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student attendance register, research work and writing of seminar essays, grading of paper, literature and its relevance, skills required for analytic and synthetic presentation of the selected theme.		
Other (according to the opinion of education provider)			

COURSE TITLE		UNDERSTANDING OF HUMAN NATURE IN CHRISTIANITY AND OTHER RELIGIONS					
Code	KBS: 162 ISVU: 84781	Year of study			I-V		
Course teacher/s	Full professor Nikola Bižaca, Ph.D.	Credit (ECTS)			5		
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
				30			
Course status	Seminar course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Raise awareness on the concept of religious anthropology in the world religions and Christianity. Introduce students with the Christian understanding of human nature. Understand theological or teacher-generated texts on anthropological –salvation issues.						
Course enrollment requirements and core competencies	<i>Philosophical Anthropology</i> or at least enrolled course <i>Christian Revelation</i> .						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Explain sacred, theological or teacher-generated texts on anthropological-salvation issue in Christianity and other religions. 2. Describe potential similarities and differences between the recognized and interpreted anthropological topics in Christianity and other religions. 3. Elaborate on assigned or individually selected anthropological topic of a particular religion, during the semester. 4. Write a seminar essay on selected anthropological topic using the basic methodology for scientific writing.						
Detailed course content (weekly class schedule)	Introduction to the concept of religious anthropology in relation to the great world religions including Christianity (5). Students are required to present, interpret and provide answers to questions referring to the texts assigned by the teacher (5). Students present and explain texts selected for their seminar essay (10).						
Format of course instruction:	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line entirely <input type="checkbox"/> combined e-learning			<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)			
Student obligations	Regular class attendance and active participation.						
Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Class attendance		Research		Practical training		
	Experimental work		Written representation		Participation, presentation, discussion	1,5	
	Essay		Seminar essay	2,2	Consultations	1,3	
	Mid-term exams		Oral exam		(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Participation, presentation and discussion – 20% Consultations – 10% Seminar essay – 70%						

	Title	Number of copies in the library	Availability via other media
Obligatory literature (available in the library or via other media)	N. Bižaca, <i>Ogledi iz teologije religija</i> , KS, Zagreb, 2008.	1	
	H. Küng i dr., <i>Kršćanstvo i svjetske religije. Uvod u dijalog s islamom, hinduizmom i budizmom</i> , Naprijed, Zagreb, 1994.		
	Ivan Pavao II, <i>Redemptoris missio</i> , KS, Zagreb, 1991.	4	
	Ivan Pavao II, <i>Dominum et vivificantem</i> , KS, Zagreb, 1997.	4	
	F. Arinze-J. Tomko, <i>Dijalog i navještaj, Misijska centrala</i> , Sarajevo, 1992.		
	Kongregacija za nauk vjere, <i>Dominus Jesus</i> , KS, Zagreb, 2000.	5	
	Međunarodno teološko povjerenstvo, <i>Kršćanstvo i religije</i> , KS, Zagreb, 1999.	1	
	Tajništvo za nekršćane, <i>Stav Crkve prema sljedbenicima drugih religija</i> , KS, Zagreb, 1985.	2	
Supplementary literature	M. M. Davy, <i>Encyclopedia Mystica</i> , sv. I.-II., Naprijed, Zagreb, 1990. Saborski dokumenti LG, GS, NA Razni autori, <i>Islam. Objava i Predaja, vjera, klasično i moderno muslimansko mišljenje (hrestomatija testova)</i> , Franjevačka teologija, Sarajevo, 2006. F. Rahman, <i>Duh islama</i> , Jugoslavija, Beograd, 1983. <i>Dhamma-padam</i> , preveo Č. Veljačić, Naprijed, Zagreb, 1990. <i>K'uran</i> (razna izdanja). <i>Bhagavad-gita</i> (various issues).		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultations, student attendance register, active participation in discussions, questionnaire evaluation of the course and the teacher at the end of the semester.		
Other (according to the opinion of education provider)			

COURSE TITLE		FRANCISCAN PROVINCE OF THE MOST HOLY REDEEMER FROM THE 1945 TO 1960 - DOCUMENTS					
Code	KBS: 178 ISVU: 112620	Year of study		II-V			
Course teacher/s	Assistant professor Josip Dukić, Ph.D	Credit (ECTS)		5			
Assistants	Željko Tolić, Ph.D	Type of instruction (number of hours per semester)	L	S	E	F	
				30			
Course status	Seminar course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the history of the Province of the Most Holy Redeemer in the aftermath of WWII. Understand the role of the Franciscans of the Province and the faithful during the War. Understand the causes of people's suffering and material damage from 1945 to 1960, on the basis of documents.						
Course enrollment requirements and core competencies	Knowledge of Croatian modern history. Basic knowledge of research methodology of archival materials.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Discuss about the causes of the Second World War. 2. Provide arguments for ideological aspects of Communism, Fascism and Nacism. 3. Realise war consequences in general, especially on the example of the Province. 4. Develop research skills relevant for archival materials. 5. Apply scientific methods to scientific research. 6. Speak in public and present of research results.						
Detailed course content (weekly class schedule)	The Second World War (8). Ideologies of Communism, Fascism and Nacism (8). Religious and political circumstances in the Province of the Most Holy Reedemer during the War (8). Presentation of seminar essay (6).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning		<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentorship work <input checked="" type="checkbox"/> archival work				
Student obligations	Class attendance. Research work. Preparation for exam.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	2,5	Research	1,5	Practical training		
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay	1,0	(Other)		
	Mid-term exams		Oral exam		(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Class attendance. Active class participation. Evaluation of seminar essay.						

Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	H. Matković, <i>Povijest Jugoslavije</i> (1918-1991-203), Zagreb, 203.		
	Arhivska građa u Provincijskom arhivu u Splitu.		
	Arhivska građa u župama koje poslužuju franjevci spomenute Provincije.		
	Arhivska građa u Nadbiskupskom arhivu u Splitu.		
	Arhivska građa u Povijesnom arhivu u Splitu.		
Supplementary literature	H. Matković, <i>Povijest NDH</i> , Zagreb, 2002. M. Begić, <i>Ustaški pokret</i> , 1929.-1941., Buenos Aires, 2002.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Interactive work with students. Student attendance register. Assistance in researching archival materials. Assistance in document evaluation.		
Other (according to the opinion of education provider)			

COURSE TITLE		FAITH AND RELIGIOUS EXPERIENCE					
Code	KBS: 179 ISVU: 112623	Year of study		II-V			
Course teacher/s	Associate professor Anđelko Domazet, Ph.D.	Credit (ECTS)		5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
				30			
Course status	Seminar course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the relationship between the Christian faith and general religious experience. Understand and interpret selected texts of some famous (eminent) theologists like: R. Guardini, K. Rahner, W. Kasper, K. Barth, D. Bonhoeffer and P. Tillich. Write and present seminar essay.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Define and explain the difference between the Christian faith and general religious experience. 2. Write a paper on the Christian faith and general religious experience using appropriate literature and methodology of scientific work. 3. Analyse, describe and present particular theological topic offering arguments to the participants of the seminar. 4. Define and describe a relationship between the Christian faith and general religious experience, argumentative exposition and presentation of seminar essay.						
Detailed course content (weekly class schedule)	Based on reading and interpretation of the texts from eminent theologists students, gain insight into the relation between the Christian faith (revelation) and general religious experience (religion). Introductory lecture (2). R. Guardini (2), K. Barth (2), K. Rahner (2), D. Bonhoeffer (2), P. Tillich (2), W. Kasper (2). Individual presentations of students' work and discussion on a topic (12). Summary of the topic and guidelines for seminar essays (4).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input checked="" type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction		<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)				
Student obligations	Regular class attendance and active participation.						
Screening student work (<i>specify portion in ECTS credits per each</i>)	Class attendance	1,0	Research	1,0	Practical training		
	Experimental work		Written representation	0,5	(Other)		

activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Essay		Seminar essay	2,0	(Other)	
	Mid-term exams		Oral exam	0,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Written representation– 20% Oral exam – 10% Seminar essay – 70%					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	Iskustvo vjere danas, Zbornik radova teološkog simpozija, CUS, Split, 1999., str. 171.				3	
	A.Domazet, Život u dijalogu s Bogom. Teologija i praksa molitve kod R. Guardinija, KS, Zagreb, 2010., 166 str.				3	
	K. Rahner, Temelji kršćanske vjere: Uvod u pojam kršćanstva, Ex libris, Rijeka, 2007., str. 47.-229.				1	
Supplementary literature	D. Bonhoeffer, Otpor i predanje, KS, Zagreb, 1993. C. Dotolo, Moguće kršćanstvo. Između postmoderniteta i religioznog traganja, KS, Zagreb, 2011. I. Šarčević, Od autonomije do Kristonomije. Tillich i Bonhoeffer između Harnacka i Bartha, u: Kršćanstvo i religije, KS, Zagreb, 2000., str. 90.-122.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Submitted written paper should be orally presented too. Student attendance register, active participation in discussions, written representation, course and teacher evaluation at the end of the semester.					
Other (according to the opinion of education provider)						

COURSE TITLE		PROFANE RITUALS					
Code	KBS: 182. ISVU: 115196	Year of study		I-V			
Course teacher/s	Associate professor Ivica Žižić, Ph.D.	Credit (ECTS)		5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
				30			
Course status	Seminar course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with ritual practices in contemporary cultural environments. Analysis of the symbols and rituals in culture. Scientific based research on profane rituals, scientific approach to its basic paradigms which reflect different ways of sense forming. Identification of specific perceptions, identity formations and symbolic transformations affecting postmodern societies and their relationship with Christian liturgy.						
Course enrollment requirements and core competencies	Passed course <i>Methodology of Scientific Work</i> .						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Comprehensively interpret symbolical system of profane rituals in the context of postmodern cultural turbulations. 2. Analyse their main conceptual/ideological features, mythological basis and influence on the modern society. 3. Make a comparative analysis between profane and religious rituals. 4. Prepare, present arguments and results of scientific interpretation of these social phenomenon. 5. Design a scientific report based on research methodology.						
Detailed course content (weekly class schedule)	Introductory lecture: ritual practices in contemporary cultural environments (3). The concept of symbol and ritual from culturological point of view (2). The ritual character of game and sports (2). The ritual character of dining (2). Political and institutional rituals (2). Media rituals (2). Presentation and discussion on selected topics (2). Presentation of research results (15).						
Format of course instruction:	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (Other)			
Student obligations	Class attendance, research presentation, writing of the seminar essay.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research	1,0	Practical training		
	Experimental work		Written representation				
	Essay		Seminar essay	3,0			
	Mid-term exams		Oral exam				
	Written exam		Project				
Grading and evaluation of	Participation and presentation – 20% Topic selection and consultations – 20%						

student work in class and at the final exam	Theme elaboration and writing of the paper – 60%		
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	C. Riviere, <i>I riti profani</i> , Armando Editore, Roma, 1998., 5-207.		
Supplementary literature	A. Dal Lago, <i>Descrizione di una battaglia. I rituali del calcio</i> , Il Mulino, Bologna, 1990. G. Navarini, <i>Le forme rituali della politica</i> , Editori Laterza, Bari, 2001. N. Couldry, <i>Media Rituals. A critical approach</i> , Routledge, New York, 2003. A. N. Terrin (ur.), <i>Riti religiosi e riti secolari</i> , Messaggero, Padova, 2007. A. N. Terrin (ur.), <i>La natura del rito. Tradizione e rinnovamento</i> , Messaggero, Padova, 2010. A. Van Gennep, <i>I riti di passaggio</i> , Bollati Boringhieri, Torino, 2002. J. Cazeneuve, <i>La sociologia del rito</i> , Il Saggiatore, Milano, 1974. V. Turner, <i>Il processo rituale. Struttura e anti-struttura</i> , Morcelliana, Brescia, 1972.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, joint conversation on selected topics, active participation in discussions, construction, content and scheme presentation of seminar works, course and teacher evaluation through anonymous questionnaire.		
Other (according to the opinion of education provider)			

COURSE TITLE		MATRIMONIAL CONSENT					
Code	KBS: 185 ISVU: 103707	Year of study	IV-V				
Course teacher/s	Associate professor Ivan Jakulj, Ph.D.	Credit (ECTS)	5				
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
				30			
Course status	Seminar course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the prerequisites and forms of expression of matrimonial consent. Interpret the circumstances which influence on the matrimonial consent. Interpret the meaning and importance of matrimonial consent and validity.						
Course enrollment requirements and core competencies	Passed course <i>Introduction to the Canon Law; Book I and III of the Code of Canon Law</i> .						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Critically evaluate the importance of matrimonial consent; 2. Provide arguments for legal provisions on matrimonial consent; 3. Differ circumstances which influence matrimonial consent; 4. Present the concept and the nature of matrimonial consent.						
Detailed course content (weekly class schedule)	Introductory lecture on work form, theological and legal principles, question time (3). Legal terminology concerning the matrimonial contract, legal and pastoral preparation for marriage, time for discussion and questions (2). Documents required for marriage, marital announcements, time for questions and discussion (2). Marriage prohibition and an approval of the local ordinary, on the impediments and prohibitions in general (the concept and the nature of impediments, impediments not affecting marriage validity, types of impediments, time for paper presentation, questions and discussion) (2). Legally based impediments, who is subjected to impediments, dispensation from impediments; time for paper presentation, questions and discussion (2). Shortly present all marriage impediments; time for paper presentation, questions and discussion (2). The concept of consent, prerequisite knowledge for marriage; time for paper presentation, questions and discussion (2). Incapable of contracting marriage are those who: lack the sufficient use of reason; suffer from a grave defect of discretion of judgment concerning the essential matrimonial rights and duties; not able to assume the essential obligations of marriage for causes of a psychic nature; time for paper presentation, questions and discussion (2). Error concerning the person; a marriage deceived by malice; time for paper presentation, questions and discussion (2). The internal consent of the mind is presumed; a marriage subject to a condition about the future; time for paper presentation, questions and discussion (2). A marriage is invalid if entered into because of force or grave fear; ways of expressing matrimonial consent; time for paper presentation, questions and discussion (2). Regular and the special form of marriage contract; time for paper presentation, questions and discussion (2). Mixed marriages, secret marriage contract; time for paper presentation, questions and discussion (2). Dissolution of the bond; the Pauline privilege; the Petrine privilege; time for paper presentation, questions and discussion (2).						

Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> filed classes			<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentorship work <input type="checkbox"/> (other)		
Student obligations	Lecture attendance; participation in discussion; acquiring literature and selection of a theme for seminar essay; writing and completion of the seminar essay in the assigned period of time.					
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research		Practical training	
	Experimental work		Written representation		Consultations	1,0
	Essay		Seminar essay	3,0	(Other)	
	Mid-term exams		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Class attendance – 5% Acquiring literature for work – 15% Theme presentation of the seminar essay – 15% Written seminar essay – 65%					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	Zakonik kanonskoga prava proglašen vlašću pape Ivana Pavla II. s izvorima, GK, Zagreb, 1996., kan. 1055-1165;				4	
	N. Škalabrin, Ženidba, pravno-pastoralni priručnik, Đakovo, 1995., str. 25.-326.				2	
	HBK, Direktorij za obiteljski pastoral Crkve u Hrvatskoj, KS, Zagreb, 2002., str. 115.-128;				1	obitelj.hbk.hr
	Other literature with respect to the selected topic.					
Supplementary literature	V. Blažević, Ženidbeno pravo Katoličke Crkve. Pravno-pastoralni priručnik, KS, Zagreb, 2004., str. 7-386. V. B. Nuić, Opće pravo Katoličke Crkve. Priručnik uz novi Zakonik kanonskoga prava, KS, Zagreb, 1985., str. 336-384. J. Hendriks, Diritto matrimoniale. Commento ai canoni 1055-1165 del Codice di diritto canonico, Ancora, Milano, 2001., str. 13-333. H. Zapp, Kanonisches Eherecht, Rombach, Freiburg im Breisgau, ⁶ 1983., 99-140; T. Pawluk, Prawo Małżeńskie, u: Prawo kanoniczne według Kodeksu Jana Pawła II, t. III. Olsztyn, 1996., str. 13-153.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student attendance register, checking the appropriateness and the depth of analysis of the selected topic, assuring the adequate quality of the offered literature, reading and correction of the written paper, questionnaire.					
Other (according to the opinion of education provider)						

COURSE TITLE		URBAN PASTORAL					
Code	KBS: 107 ISVU: 82631	Year of study			II-IV		
Course teacher/s	Associate professor Stipe Nimac, Ph.D.	Credit (ECTS)			5		
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
				30			
Course status	Seminar course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Research the phenomenon of urbanization (mobility, individualization, pluralization) in Croatian towns and Split in particular, pastoral in urban conditions, forms of urban pastorals and urban pastoral models. Writing and presenting research papers as prerequisite for scientific work in general.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Define and explain the phenomenon of urbanization and terms: “town” and “urban pastoral”. 2. Write a research paper on a specific topic of urban pastoral using relevant resources and methodology of scientific work. 3. Distinguish and compare selected topics and offer arguments to other seminar participants. 4. Use the methodology of scientific work and through analytical and critical approach present arguments for the topic on town and urban pastoral.						
Detailed course content (weekly class schedule)	Town in the Holy Scripture and tradition (2). Contemporary teaching and town (2). The concepts “town” and “urban pastoral” (2). Features of life in towns: mobility, individualization, pluralization (4). Situation and perspectives of pastorals in Croatian towns (5). Pastoral of town Split (5). Pastoral model in town (5). Practical guidelines for urban pastoral (5).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises			<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> mentorship work <input type="checkbox"/> (other)			
Student obligations	Regular class attendance and active participation.						
Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Class attendance	1,0	Research	1,0	Practical training		
	Experimental work		Written representation	0,5	(Other)		
	Essay		Seminar essay	2,0	(Other)		
	Mid-term exams		Oral exam	0,5	(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Term paper – 20% Oral exam – 10% Seminar essay – 70%						
Obligatory literature (available in the	Title				Number of copies in	Availability via other media	

library or via other media)		the library	
	S. Nimac, <i>Pastoral grada</i> , Ravnokotarski Cvit, Lepuri, 2008., str. 160.	5	
	S. Nimac (ur.), <i>Teologija grada</i> , Franjevački samostan Majke Božje Lurdske, Zagreb, 1991., str. 1-110.	4	
	<i>Pastoral gradskih sredina</i> , u: Vjesnik Đakovačke i Srijemske biskupije, 125 (1997.), br. 9, str. 509-556. (cijeli je br. 9. posvećen pastoralu gradskih sredina).	1	
	S. Nimac – B. Perše, <i>Župa u povijesnim mijenama</i> , Ravnokotarski Cvit, Lepuri, 2013., str. 71-100.	3	
	S. Nimac, <i>Učinkovitost postojeće pastoralne paradigme u prenošenju vjere</i> , u: Bogoslovska smotra, 83 (2013.), 3, str. 559-576.	1	www.hrcak.hr
Supplementary literature	E. Purk (ur.), <i>Herausforderung Großstadt. Neue Chancen für die Christen</i> , Verlag Josef Knecht, Frankfurt a/M, 1999., str. 12-81. G. Bitter, <i>Leben entdecken in der Stadt. Überlegungen zur Stadtpastoral</i> , Theologie der Gegenwart, 34 (1991.), br. 2., str. 96-113. <i>Goßstadtsymposion den Menschen heute das Evangelium bringen</i> . Eine Dokumentation, Vikariat Wien – Stadt und Katholische Aktion der Erzdiözese Wien, Wien, 2002., str. 21-32., 74-99.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Submitted written paper should be orally presented too. Discussions about individual written paper, mentorship, monitoring of a student and his work, methodology of scientific work, evaluation.		
Other (according to the opinion of education provider)			

COURSE TITLE		ARCHDIOCESE OF SPLIT-MAKARSKA DURING THE SECOND WORLD WAR - DOCUMENTS					
Code	KBS: 142 ISVU: 82639	Year of study		II-V			
Course teacher/s	Assistant professor Josip Dukić, Ph.D.	Credit (ECTS)		5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
				30			
Course status	Seminar course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the history of the Archdiocese of Split-Makarska during WWII. Understand the role of priests and the faithful during the War. Familiarise students with the sufferings of people and material damage during the history of Archdiocese of Split-Makarska. Research work on history, writing of scientific papers and public speaking.						
Course enrollment requirements and core competencies	Knowledge of the modern history of the Croatian people. Basic knowledge of the research methodology of archival materials.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Analyse the causes of the Second World War. 2. Describe aspects of Communism, Fascism and Nacism. 3. Define severe consequences of the Second World War in general but focusing on the Archdiocese of Split-Makarska. 4. Conduct individual research of archival materials.						
Detailed course content (weekly class schedule)	The Second World War (2). Ideologies of Communism, Fascism and Nacism (3). Religious-political situation in the Archdiocese of Split-Makarska during the War (5). Research of archival materials (parish chronicles, protocols, birth registers, military reports) (15). Presentation of seminar essay (5).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction		<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentorship work <input checked="" type="checkbox"/> work in archives				
Student obligations	Class attendance, research work, exam preparation.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	2,5	Research	1,5	Practical training		
	Experimental work		Written representation		Personal work		
	Essay		Seminar essay	1,0	(Other)		
	Mid-term exams		Oral exam		(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Student attendance register. Activity during lecture. Evaluation of the seminar essay.						
Obligatory literature (available in the	Title			Number of copies in		Availability via other media	

library or via other media)	H. Matković, <i>Povijest Jugoslavije (1918-1991-2003)</i> , Zagreb, 2003.	the library	
	Arhivski materijal u Nadbiskupskom arhivu u Splitu		
	Arhivski materijal u župama Splitsko-makarske nadbiskupije		
	Arhivski materijal u Povijesnomu arhivu u Splitu		
	Arhivski materijal u Muzeju Cetinske krajine u Sinju		
Supplementary literature	M. Begić, <i>Ustaški pokret 1929.-1941.</i> , Buenos Aires, 1986. H. Matković, <i>Povijest NDH</i> , Zagreb, 2002.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Interactive work with students. Student attendance register. Assistance in archival research. Assistance in document evaluation.		
Other (according to the opinion of education provider)			

COURSE TITLE		THE BIBLE AND THE DEAD SEA SCROLLS					
Code	KBS: 153 ISVU: 83459	Year of study		I-V			
Course teacher/s	Assistant professor Domagoj Runje, Ph.D	Credit (ECTS)		5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
				30			
Course status	Seminar course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the content of the Dead Sea Scrolls, the oldest known Biblical writings and their significance for the overall Biblical study.						
Course enrollment requirements and core competencies	Passed course <i>Hebrew language I</i> and at least passive knowledge of the English language.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Explain the importance of the Dead Sea Scrolls for Biblical study. 2. Analyse the original texts of the Dead Sea Scrolls. 3. Read technical and scientific literature from the research field of the Dead Sea Scrolls. 4. Critically evaluate popular and sensationalistic writings related to the Dead Sea Scrolls.						
Detailed course content (weekly class schedule)	Introductory lecture on the discovery and the content of the Dead Sea Scrolls (6). Biblical citations in the Community Rule (4). The content and the message of Peshet Habakkuk (6). The content and the message of the Temple Scroll (8). Presentation of the selected topics for the seminar essay (6).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)			
Student obligations	Lecture attendance and the construction of written papers.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation		The presentation of a working thesis and a scheme for writing paper	0,5	
	Essay		Seminar essay	3,0	(Other)		
	Mid-term exams		Oral exam		Construction of a written paper		
	Written exam		Project		Acquiring literature	0,5	
Grading and evaluation of student work in class and at the final exam	Presence and class activity – 40% Seminar essay – 60%						
Obligatory literature (available in the library or via other	Title				Number of copies in the library	Availability via other media	

media)	J. VanderKam – P. Flint, <i>The Meaning of the Dead Sea Scrolls. Their Significance for Understanding the Bible, Judaism, Jesus and Christianity</i> , New York, 2002.		
	Florentino García Martínez – Eibert J. C. Tigchelaar, <i>The Dead Sea Scrolls: Study Edition</i> , Vol. I. i II. Brill, Leiden, 2000., str. 10-21; 68-99; 1228-1305.		
Supplementary literature	Reviews and articles related to the topic of the Dead Sea Scrolls which will students find in accordance to their selected theme for the paper.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Questionnaire.		
Other (according to the opinion of education provider)			

COURSE TITLE		A WOMAN AND A MAN BETWEEN THE 'NEW' AND THE 'OLD' FEMINISM					
Code	KBS: 166 ISVU: 84785	Year of study		II-V			
Course teacher/s	Assistant professor Marijo Volarević, Ph. D	Credit (ECTS)		5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
				30			
Course status	Seminar course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the historical background of the emergence of the feministic movement. Familiarise students with its positive and negative contribution to a woman and society.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Know historical-social context of the emergence of feminism. 2. Differentiate social status and key changes that affected women in particular stages of feminist history. 3. Argumentatively describe difficulties women are challenged with in modern society. 4. Compare basic similarities and differences between the 'Catholic' and the 'lay feminism'. 5. Critically evaluate positive and negative aspects of the feminism.						
Detailed course content (weekly class schedule)	Introductory lecture on technical and scientific work and research methodology (2). Introduction to the content of the seminar (2). Short history of feminist development and its different stages (2). Comparison of the lay feminism and the Catholic feminism, especially the 'new feminism' of John Paul II (4). The analysis of positive and negative changes in relation to a woman and a man during the feminist movement (3). Discussion about challenges and difficulties that affect women in the contemporary society (2). After presentations and student-teacher consultations, students will be assisted in defining the topic of their seminar essay. Elaborate on the phases of seminar writing, recommend the relevant literature and set up time schedule.						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction		<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> mentorship work <input type="checkbox"/> (other)				
Student obligations	Regular class attendance. Active participation. Reading literature. Paper report.						
Screening student work (<i>specify portion in ECTS credits per each</i>)	Class attendance	1,0	Research	1,0	Practical training		
	Experimental work		Written representation	1,0	(Other)		

activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Essay		Seminar essay	2,0	(Other)	
	Mid-term exams		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Attendance and active participation in class – 20% Independent research – 30% Seminar essay – 50%					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	Ivan Pavao II., Apostolsko pismo; <i>Mulieris dignitatem-dostojanstvo žene</i> , Zagreb, 1989.			2		
	Marijo Volarević, Slika žene u 'starom feminizmu' i u novom feminizmu Ivana Pavla II. i Benedikta XVI, u: <i>Obnovljeni Život</i> , 68 (2013) 1.			1	www.hrčak.hr	
	Marijo Volarević, Društveno-etički značaj 'genija žene' i njegove temeljne karakteristike, u: <i>Bogoslovska Smotra</i> , 83 (2013) 1.			1	www.hrčak.hr	
	Jadranka Rebeka Anić, Žena slika Božja, <i>Bogoslovska Smotra</i> , 60 (1990) 3-4.			1	www.hrčak.hr	
Supplementary literature	Gabriele Kuby, <i>Svjetska seksualna revolucija. Uništenje slobode u ime slobode</i> , Zagreb, 2013. S. Rebeka Jadranka Anić, <i>Više od zadanog. Žene u Crkvi u Hrvatskoj u 20. stoljeću</i> , Split, 2003. Mirjana Adamović, <i>Žene i društvena moć</i> , Zagreb, 2011.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Anonymous questionnaire.					
Other (according to the opinion of education provider)						

COURSE TITLE		THE APOSTLE PAUL ON SEXUALITY, ESPECIALLY IN 1 COR					
Code	KBS:180 ISVU: 112624	Year of study			III, IV, and V		
Course teacher/s	Full professor Marinko Vidović, Ph.D.	Credit (ECTS)			5		
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
				30			
Course status	Seminar course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the basic contents, goals and general characteristics of Paul's reflections on sexuality. Introduce students with the text 1 Cor from historical, critical and narrative point of view. Put Paul's main thoughts on sexuality in the context of contemporary thought.						
Course enrollment requirements and core competencies	Passed course <i>Biblical Greek language</i> . Understanding of the texts in the original language.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Describe Paul's basic reflections and arguments on sexuality. 2. Analyse the message in the time frame it emerged. 3. Critically observe and evaluate Paul's remarks to the Corinthian, text in 1 Cor, in today's context. 4. Compare the content with contemporary standpoints. 5. Independently and scientifically analyse, explore and evaluate Paul's discussion on sexuality presented in 1 Cor.						
Detailed course content (weekly class schedule)	Introductory lectures on the course (5). Joint close reading, critical opinion, evaluation of certain texts (10). Student presentation and discussion about an individual student's paper (15).						
Format of course instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises			<input type="checkbox"/> individual tasks <input checked="" type="checkbox"/> mentorship work			
Student obligations	Regular class attendance and active participation.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	1,0	Research	2,5	Practical training		
	Experimental work		Written representation	0,5	(Other)		
	Essay		Seminar essay	1,0	(Other)		
	Mid-term exams		Oral exam		(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Involvement in discussions, close reading of the literature by one's own finding, presentation and discussion on the topic selected by the student, evaluation of the final work written by the scientific method.						
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library		Availability via other media	
	R. E. Brown, <i>Uvod u Novi zavjet</i> , KS, Zagreb, 2008.			2			
	J. Gnilka, <i>Teologija Novoga zavjeta</i> , Herder-KS, Zagreb, 1999.			2			

	M. Zovkić, <i>"Poslužitelj Isusa Krista među poganima"</i> . <i>Egzegetsko-teološke studije o Pavlu</i> , Vrhbosanska katolička teologija, Sarajevo 2008.		
Supplementary literature	Books, reviews, articles that will student find in accordance to the selected topic of a written paper.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Correction and comments on prepared written works, discussion on the scheme and analysis of the treated subject, evaluation of the final work.		
Other (according to the opinion of education provider)			

COURSE TITLE		PHILOSOPHY AND SPIRITUAL EXERCISES					
Code	KBS: 181 ISVU: 112625	Year of study		II-V			
Course teacher/s	Associate professor Ante Vučković, Ph. D	Credit (ECTS)		5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
				30			
Course status	Seminar course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Understanding of philosophical and spiritual techniques and strategies for life forming.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Recognize life forming techniques contained in philosophical texts. 2. Differentiate philosophical and spiritual approach to the life forming. 3. Understand the emergence and development of various techniques for life forming. 4. Compare different schools and approaches.						
Detailed course content (weekly class schedule)	The emergence of spiritual exercises within the frame of the ancient philosophy (2). The influence of philosophy on the development of spiritual exercises in Christianity (2). Contemporary development of spiritual exercises in philosophical practices and spiritual exercises and renewals (2). Reading and interpretation of texts (14). Discussions on the written papers (10).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction		<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)				
Student obligations	Class attendance, construction of individual paper. Paper presentation and its discussion.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	0,5	Research		Practical training		
	Experimental work		Written representation		Paper presentation in the group	0,5	
	Essay		Seminar essay	4,0	(Other)		
	Mid-term exams		Oral exam		(Other)		
	Written exam		Project		(Other)		

Grading and evaluation of student work in class and at the final exam	Participation in the work of seminar group, participation in text interpretations, paper construction, paper presentation in the group.		
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	P. Hadot, <i>Exercice spirituels et philosophie antique</i> , Albin Michel, Paris, 2002.		
	P. Hadot, <i>La philosophie comme manière de vivre</i> , Albin Michel, Paris, 2001.		
	M. Foucault, <i>Vladanje sobom i drugima</i> , Antibarbarus, Zagreb, 2010.		
	M. Aurelije, <i>Samomu sebi</i> , CID, Zagreb, 1996.	1	
	I. Lojolski, <i>Duhovne vježbe</i> , FTI, Zagreb, 1998.	1	
	W. Lambert, <i>Tražiti i nalaziti Boga u svemu</i> , FTI, Zagreb, 2001.		
	A. de Botton, <i>Utjeha filozofije</i> , SysPrint, Zagreb, 2002.		
Supplementary literature	R. D. Precht, <i>Tko sam ja?</i> , VBZ, Zagreb, 2011. J. Evans, <i>Filozofija za život</i> , Ljevak, Zagreb, 2012. L. Marinof, <i>Platon, a ne prozak!</i> , Mozaik, Zagreb, 2012. M. Scott Peck, <i>Put kojim se rjeđe ide</i> , Mozaik, Zagreb, 2013. K. John, <i>Snaga vjere</i> , Brodsko vinogorje, 2006. A. de Mello, <i>Put k Bogu</i> , FTI, Zagreb, 1996.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Participation in the work of seminar group, consultations, questionnaire, Seminar essay presentation, monitoring the writing process of a seminar work.		
Other (according to the opinion of education provider)			

COURSE TITLE		EUGENICS AND CRYPTO-EUGENICS					
Code	KBS: 186 ISVU: 126357	Year of study		II-V			
Course teacher/s	Full professor Josip Mužić, Ph.D.	Credit (ECTS)		5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
				30			
Course status	Seminar course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Acquire knowledge on the emergence of eugenics and its transformations. Introduce students with the relationship between depopulation and genetic engineering.						
Course enrollment requirements and core competencies	Basic knowledge of philosophy.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Analyse eugenics of the past and its new forms. 2. Evaluate the importance of eugenics in the global politics of population. 3. Present development of depopulation. 4. Critically assess dynamics of modern biotechnology and its applications regarding human.						
Detailed course content (weekly class schedule)	Introductory lecture (2). The analysis of eugenics-related issues (2). Eugenics and its spread (2). Crypto-eugenics and ecological movement (2). Depopulation and the strategy of catastrophism (2). Biotechnology and indoctrination (2). Presentation of a selected topics and discussion (16). Concluding remarks (2).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises		<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> mentorship work <input checked="" type="checkbox"/> paper presentation				
Student obligations	Class attendance, presentation of the selected theme, writing of the seminar essay.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i>)	Class attendance	0,5	Research	0,5	Practical training		
	Experimental work		Written representation	1,0	Consultations	0,5	
	Essay		Seminar essay	2,5	(Other)		
	Mid-term exams		Oral exam		(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Seminar group attendance and active participation– 10% Consultation – 10% Literature review – 10% Paper writing and presentation – 20%. Seminar essay – 50%.						
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media	
	Darko Polšek, <i>Sudbina odabranih. Eugeničko nasljeđe u vrijeme genske tehnologije</i> , ArTresor, Zagreb, 2004.						

	Mladen Lojkić, <i>Eugenika i ljudski korov, Vlastita naklada</i> , Zagreb, 2013.		
	Donald de Marco – Benjamin Wiker, <i>Arhitekti kulture smrti</i> , Verbum, Split, 2007.		
Supplementary literature	Bill McKibben, <i>Dosta. Genetički inženjering i kraj ljudske prirode</i> , Planetopija, Zagreb, 2006. Jeremy Rifkin, <i>Biotehnološko stoljeće. Trgovina genima u osvjetlo novog svijeta</i> , Jesenski i Turk, Zagreb, 1999. Francis Fukuyama, <i>Kraj čovjeka? Naša poslijeljudska budućnost. Posljedice biotehnološke revolucije</i> , Izvori, Zagreb, 2003. F. W. Engdahl, <i>Sjeme uništenja. Geopolitika genetski modificirane hrane i globalno carstvo</i> , Detecta, Zagreb, 2005.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	End- of-semester anonymous questionnaire, teacher-student consultations and students' evaluation of the course content quality.		
Other (according to the opinion of education provider)			

COURSE TITLE		MISSION OF PRIESTS AND THE LAY IN THE CHURCH AND SOCIETY					
Code	KBS: 184 ISVU: 126316	Year of study		II-V			
Course teacher/s	Assistant professor Alojzije Čondić, Ph.D	Credit (ECTS)		5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
				30			
Course status	Seminar course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the priestly and the lay mission in the Church and in society. Train students for Synodal model of pastoral activities.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: Understand the essence of Synodal model of pastoral in the contemporary age. Evaluate mission of priests and the lay in the Church and society. Assess the purpose of co-responsibility and involvement of parish community in pastoral. Prepare persons for pastoral in the spirit of new evangelisation.						
Detailed course content (weekly class schedule)	Pastoral challenges of today's society (L 2). Parish community as the key place of the Church manifestation (L 2). Being a priest in contemporary times (L 2). Mission of the lay in the Church and society (L 2). Priest and the lay's challenges of new evangelisation (L 2). Analysis of the explored working material (E5). Presentation and discussion on the paper structure (E 6). Evaluation of the presented contents (E 9).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)				
Student obligations	Regular class attendance and active participation.						
Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Class attendance	1,0	Research	2,0	Practical training		
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay	2,0	(Other)		
	Mid-term exams		Oral exam		(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Class attendance and activity in class – 30% Preparation and writing of the seminar essay – 70%						
Obligatory literature	Title			Number of	Availability		

(available in the library or via other media)		copies in the library	via other media
	Kongregacija za kler, <i>Direktorij za službu i život prezbitera</i> , KS, Zagreb, 2013.	4	
	Ivan Pavao II., <i>Christifideles laici. Apostolska pobudnica o pozivu i poslanju laika u Crkvi i u svijetu</i> , KS, Zagreb, 1990.	5	
	HBK, <i>Za život svijeta. Pastoralne smjernice za apostolat vjernika laika u Crkvi i u društvu u Hrvatskoj</i> , Zagreb, 2012.	2	
Supplementary literature	Ivan Pavao II., <i>Apostolska pobudnica Pastores dabo vobis</i> , GK, Zagreb, 1992. <i>Naputak o nekim pitanjima suradnje vjernika laika u svećeničkoj službi</i> , KS, Zagreb, 1998. Kongregacija za kler, <i>Prezbiter, pastir i vođa župne zajednice</i> , KS, Zagreb, 2003. Kongregacija za kler, <i>Prezbiter – navjesticelj Riječi, služitelj sakramenata i voditelj zajednice kršćanskog trećeg tisućljeća</i> , KS, Zagreb, 1999. Đ. Hranić (ur.), <i>Mogućnost organiziranog djelovanja vjernika laika u Hrvatskoj. Simpozij hrvatskih vjernika laika. Osijek, 5.-6. listopada 2001.</i> , KS, Zagreb, 2002. Vijeće za laike HBK, <i>Zbor hrvatskih vjernika laika - Obnovite lice zemlje</i> , GK-KS, Zagreb, 1993. S. Baloban, <i>Pitanje laika u Hrvatskoj u posljednja tri desetljeća</i> , BS, 65 (1995.), 3-4, 553-570. P. Aračić, <i>Nove pastoralne mogućnosti crkvenih službi</i> , BS, 72 (2002.), 2-3, 445-468.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, questionnaire, student attendance register, active participation in discussions, evaluation of the course and the teacher at the end of the semester.		
Other (according to the opinion of education provider)			

3. PERFORMANCE CONDITIONS OF THE STUDY PROGRAMME

3.1. Locations of the study programme delivery

The classes are delivered in the premises of the Central seminary divided into buildings A, B and C. Religious education and catechesis exercises are performed in parishes and preschool institutions upon written approval of the preschool/school principle, and religious education exercises for primary and secondary schools.

Building identification	Building A
Building location	Zrinsko-frankopanska 19
Construction year	1922
Total space in m ²	845 m ²
Annexed buildings	
Building identification	Building B
Building location	Zrinsko-frankopanska 19
Construction year	1966
Total space in m ²	1308 m ²
Annexed buildings	
Building identification	Building C
Building location	Zrinsko-frankopanska 19
Construction year	Reconstructed in 2009
Total space in m ²	360 m ²

3.2. List of teachers and assistants per courses

Course	Teachers and assistants
Biblical theology of the New Testament	Full professor Marinko Vidović, Ph.D.
Biblical theology of the Old Testament	Full professor Marijan Vugdelija, Ph.D. / Miljenko Odrlić, M.S.
Bioethics	Assistant professor Šimun Bilokapić, Ph.D.
Catechesis of Adults	Associate professor Jadranka Garmaz, Ph.D. / Josip Periš, M.S.
Christology	Associate professor Mladen Parlov, Ph.D.
Liturgical Music	Full professor Šime Marović, M.A.
Liturgics	Associate professor Ivica Žižić, Ph.D. / Domagoj Volarević, M.S.
Parish Community Pastoral	Associate professor Alojzije Čondić, Ph.D.
Pastoral Theology	Associate professor Stipe Nimac, Ph.D.
Pneumatology and Mariology	Associate professor Mladen Parlov, Ph.D.
History of Catechesis and Catechetics	Associate professor Jadranka Garmaz, Ph.D. / Josip Periš, M.S.
Psychology of Religion	Full professor Josip Mužić, Ph.D. / Boris Vidović, M.S.

On the Sacraments in general and the Sacraments of Initiation	Full professor Ante Mateljan, Ph.D.
The Sacraments of Healing and Sacraments at the Service of Communion	Full professor Ante Mateljan, Ph.D.
Sociology	Full professor Josip Mužić, Ph.D.
Sexual, Marital and Family Morality	Assistant professor Šimun Bilokapić, Ph.D.
Basic Principles of the Canon Law and Sacraments	Associate professor Ivan Jakulj, Ph.D.
Theological Anthropology and Eschatology	Full professor Ante Mateljan, Ph.D.
Hierarchical Constitution of the Catholic Church	Associate professor Ivan Jakulj, Ph.D. / Marko Mrše, Ph.D.
Religious Education and Catechesis for Adolescents and Youth	Associate professor Jadranka Garmaz, Ph.D.
Religious Education and Catechesis for Children and Preadolescents	Associate professor Jadranka Garmaz, Ph.D. / Mihael Prović, Ph.D.

3.3. Data on teachers

Academic degree, first and last name of the teacher	Assistant professor ŠIMUN BILOKAPIĆ, Ph.D.
Course delivered at the proposed study programme	KBT: 424 Sexual, Marital and Family Morality KBF: 507 Bioethics
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Put iza nove bolnice 10c, 21000 Split
Telephone	021/541 719
E-mail address	simun.bilokapic@st.t-com.hr
Personal web page	
Year of birth	1964
Scientist ID	264090
Research or art rank, and date of last rank appointment	Assistant research scientist, 29 March 2011
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, 16 June 2011
Area and field of election into research or art rank	Humanistic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	14 September 2006
Name of the position (professor, researcher, associate, etc.)	Professor
Field of work	Moral theology
Function	Professor at the Chair of Moral Theology
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical Lateran University (Accademia Alfonsiana)
Place	Rome
Date	20 June 1999 (3 June 1998)
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	English
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	German
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	As an adjunct professor he has delivered this course from the academic year 1999/2000 until the year 2006 when he employed at this Faculty.
Autorship of university/faculty textbooks from the course field	
Professional, scientific and artistic	- "Hitna kontracepcija" i prevencija trudnoće nakon spolnog

works published in the last five years from the course field (maximally 5 references)	<p><i>nasilja</i>, u: Crkva u svijetu, 45 (2010) 2, str. 169-192;</p> <p>- <i>Etički vidovi kemijske kastracije</i>, u: Crkva u svijetu, 45 (2010) 3, str. 333-354;</p> <p>- "Antropologija i etika estetske kirurgije", u: N. Bižaca, J. Garmaz (priredili), <i>Teologija, lijepo i umjetnost</i>, Zbornik radova XVII. međunarodnog teološkog simpozija, Split, 20. i 21. listopada 2011, Crkva u svijetu, Split 2012, str. 93-11;</p> <p>- <i>Tematika 6. i 9. Božje zapovijedi u sakramentu ispovijedi</i>, u: Vjesnik Splitsko-makarske nadbiskupije, CXXXII (2011) 3, str. 242-249.</p>
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the course deliverer	JENKO BULIĆ, M.S.
Course delivered at the proposed study programme	KBT: 203 Didactics and Educational Methodology of Religious Education KBT: 222 General Pedagogy
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Zrinsko-Frankopanska 19, 21000 Split
Telephone	091/3308-313
E-mail address	jenko.bulic@st.t-com.hr
Personal web page	
Year of birth	1971
Scientist ID	331913
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant, 1 February 2011
Area and field of election into research or art rank	Humanistic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	1 February 2011
Name of the position (professor, researcher, associate, etc.)	Assistant
Field of work	Religious pedagogy and catechetics
Function	
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Master of Science
Institution	Salesian Pontifical University
Place	Rome
Date	2 February 2005
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian language
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	English language
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian language
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	
Autorship of university/faculty textbooks from the course field	
Professional, scientific and artistic articles published in the last five	

years from the course field (maximally 5 references)	
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical competences	Based on the past professional experience and scientific interests focusing on "Religious didactics".
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the teacher	Assistant professor ALOJZIJE ČONDIĆ, Ph.D.
Course delivered at the proposed study programme	KBT: 521 Parish Community Pastoral
GENERAL INFORMATION ABOUT THE THE COURSE TEACHER	
Address	Zrinsko-Frankopanska 19, 21000 Split
Telephone	
E-mail address	acondic@kbf-st.hr
Personal web page	http://pastoral.cbs-split.hr/
Year of birth	1970
Scientist ID	294060
Research or art rank, and date of last rank appointment	Assistant research scientist, 13 February 2007
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 18 June 2009
Area and field of election into research or art rank	Humanistic sciences, Theology.
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	Piece work agreement: 1 October 2007. Work contract: 1 January 2008
Name of the position (professor, researcher, associate, etc.)	Associate professor
Field of work	Pastoral theology
Function	
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical Lateran University
Place	Rome
Date	22 June 2004
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	German
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	
Autorship of university/faculty textbooks from the course field	Book from the field of pastoral theology: <i>Ustani zove te. Bogoslovno-pastoralna razmišljanja</i> , Crkva u svijetu, Split, 2013.
Professional, scientific and artistic	1. Vlast i autoritet u pastoralnoj službi, u: N. A. Ančić – N.

works published in the last five years from the course field (maximally 5 references)	<p>Bižaca (ur.), <i>Vlast i autoritet – društveni i crkveni vidovi. Zbornik radova međunarodnoga znanstvenog skupa Split, 23. i 24. listopada 2008.</i>, Crkva u svijetu – Katolički bogoslovi fakultet, Split, 2009., 163-190.</p> <p>2. <i>Inicijacija odraslih – model za župnu zajednicu</i>, Bogoslovna smotra, 79 (2009.), 3., 633-658.</p> <p>3. <i>Župno pastoralno vijeće – ogledalo župne zajednice</i>, Služba Božja, 49 (2009.), 3., 273-290.</p> <p>4. <i>Stanje i perspektive katekumenata</i>, Služba Božja, 51 (2011.), 1., 75-98.</p> <p>5. <i>Evangelizacijsko poslanje obitelji u društvu</i>, Riječki teološki časopis, 20 (2012.), 1., 41-62.</p>
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the teacher	Associate professor JADRANKA GARMAZ, Ph.D.
Course delivered at the proposed study programme	KBT: 401 History of Catechesis and Catechetics KBT: 421 Religious Education and Catechesis for Children and Preadolescents KBT: 501 Religious Education and Catechesis for Adolescents and the Youth KBT: 523 Catechesis of adults
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Zvonimirova 121, 21210 Solin
Telephone	021/211-300
E-mail address	jgarmaz@kbf-st.hr
Personal web page	
Year of birth	1974
Scientist ID	258453
Research or art rank, and date of last rank appointment	Research associate, 5 July 2012
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 5 July 2012
Area and field of election into research or art rank	Humanistic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	1 February 2004
Name of the position (professor, researcher, associate, etc.)	Professor, associate professor
Field of work	Religious pedagogy and catechetics
Function	Head of the Chair of Religious pedagogy and Catechetics
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Theological faculty of the University in Innsbruck
Place	Innsbruck
Date	16 April 2002
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	German
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	English
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	She has been the course leader of all the courses related to religious and catechetical pedagogy at all study programme levels of CTF in Split, from the academic year 2007 up to present.

Autorship of university/faculty textbooks from the course field	
Professional, scientific and artistic articles published in the last five years from the course field (maximally 5 references)	<ol style="list-style-type: none"> 1. Jadranka Garmaz – Martina Kraml, <i>Živjeti od Euharistije</i>, Zagreb, Glas Koncila 2009 2. Prezbitar – služitelj i voditelj župne zajednice, u: <i>Bogoslovska smotra</i> 80 (2010.), 3, 829-846. (pregledni znanstveni rad) 3. M. Scharer – J. Garmaz, <i>Stvaranje i /ili evolucija. Izazovi za odgoj u vjeri</i>, u: N. Bižaca J. Dukić – J. Garmaz, <i>Kršćanstvo i evolucija</i>, Zbornik radova 15. teološkog simpozija, Split 2010, str. 161 –190. 4. Medijska pedagogija u vjeronauku i katehezi: kriteriji izbora i načini korištenja nekih suvremenih medija u: <i>Crkva u svijetu</i> 45 (2010.)3, str. 310-332. 5. NOK i vjeronauk: religiozna kompetencija u vjeronauku, <i>Crkva u svijetu</i> (2012.) 4, 427-451.
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	<ol style="list-style-type: none"> 1. Jadranka Garmaz – Matthias Scharer, <i>Učenje vjere</i>, Zagreb, Glas Koncila 2014. 2. Medijska pedagogija u vjeronauku i katehezi: kriteriji izbora i načini korištenja nekih suvremenih medija u: <i>Crkva u svijetu</i> 45 (2010.)3, str. 310-332. 3. NOK i vjeronauk: religiozna kompetencija u vjeronauku, <i>Crkva u svijetu</i> (2012.) 4, 427-451.
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the course deliverer	ANGELINA GAŠPAR, Ph.D.
Course delivered at the proposed study programme	KBF: 622 Theological English I KBF: 623 Theological English II
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Omiška 16, Split
Telephone number	538-071
E-mail address	agaspar@ffst.hr
Personal web page	
Year of birth	1964
Scientist ID	344041
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Lecturer, 23/11/2012
Area and field of election into research or art rank	Humanistic science, field of philology, literary theory and history of literature (Anglistics)
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	
Date of employment	
Name of position (professor, researcher, associate teacher, etc.)	
Field of work	
Function	
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Ph.D., Social sciences, Information and Communication sciences
Institution	The University of Zagreb, Faculty of Humanities and Social Sciences
Place	Zagreb
Date	13/07/2013
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, Bulgarian, 2
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	<ul style="list-style-type: none"> English language (FESB) – Undergraduate programme Translation studies with elements of contrastive analysis- Graduate programme (FFST) Translation Methodology – Theory and Practice, Graduate programme (FFST) English phonetics and phonology, Undergraduate

	programme (FFST)
Autorship of university/faculty textbooks from the course field	
Professional, scientific and artistic articles published in the last five years from the course field (maximally 5 references)	
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	<p>Seljan, Sanja; Gašpar, Angelina. First Steps in Term and Collocation Extraction from English-Croatian Corpus. // Proceedings of 8th International Conference on Terminology and Artificial Intelligence. Toulouse, France, 2009.</p> <p>Seljan, Sanja; Gašpar, Angelina. Primjena prevoditeljskih alata u EU i potreba za hrvatskim tehnologijama // Jezična politika i jezična stvarnost / Granić, Jagoda (ur.). Zagreb: HDPL, 2009. Str. 617-625.</p> <p>Sanja Seljan, Dunder Ivan, Gašpar Angelina, <i>From Digitisation Process to Terminological Digital Resources II</i>, Proceedings of the 36th International Convention MIPRO 2013/ Biljanović, P. (ur.). Rijeka: Croatian Society for Information and Communication Technology, Electronics and Microelectronics – MIPRO, 2013.</p> <p>Gašpar Angelina, <i>Računalno potpomognuta provjera terminološke dosljednosti prijevoda hrvatskoga zakonodavstva na engleski jezik</i>, doktorska disertacija, Zagreb, Filozofski fakultet, 2013.</p> <p>Gašpar, Angelina, <i>Multiterm Database Quality Assessment // Human Language Technologies as a Challenge for Computer Science and Linguistics</i> / Vetulani, Zygmunt; Uszkoreit, Hans (ur.). Poznan, Poland : Fundacja Uniwersytetu im. A. Mickiewicza, 2013. Str. 183-187.</p>
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the teacher	Associate professor IVAN JAKULJ, Ph.D.
Course delivered at the proposed study programme	KBT: 405 Basic Principles of the Canon Law KBT: 422 Hierarchical Constitution of the Catholic Church
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Fra Bonina 2, 21000 Split
	021/386-255
E-mail address	ijakulj@kbf-st.hr
Personal web page	
Year of birth	1951
Scientist ID	263785
Research or art rank, and date of last rank appointment	Senior research associate, 9 June 2009
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 23 June 2009
Area and field of election into research or art rank	Humanistic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	22 January 2002
Name of the position (professor, researcher, associate, etc.)	Associate professor
Field of work	Canon Law
Function	Head of the Chair of the Canon Law
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Catholic University in Lublin
Place	Lublin, Poland
Date	7 May 1985
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Polish
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	German
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	
Autorship of university/faculty textbooks from the course field	

Professional, scientific and artistic works published in the last five years from the course field (maximally 5 references)	<ol style="list-style-type: none"> 1. Ivan Jakulj, <i>"Brak i obitelj u okruženju relativizma. Kanonsko-pravni osvrt"</i>, u: Diktatura relativizma. Zbornik radova znanstvenog simpozija održanog u Zagrebu 16. lipnja 2007., (Mijo Nikić, Kata Lamešić, ur.), Zagreb, 2009., str. 309-352. 2. Ivan Jakulj, <i>"Poziv na sud i odgovor tužene stranke, prema odredbama Zakonika kanonskoga prava i naputka Dignitas Connubii"</i>, u: Ništavost ženidbe: procesne i supstantivne teme, (Josip Šalković ur.), Zbornik radova II. znanstvenog simpozija crkvenih pravnika s međunarodnim sudjelovanjem, Zagreb, 2009., str. 91-122.
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the teacher	Associate professor ŠIME MAROVIĆ, M.A.
Course delivered at the proposed study programme	KBT: 426 Liturgical Music
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Fra Luje Maruna 3, 21000 Split
Telephone	362-745
E-mail address	smarovic@kbf-st.hr
Personal web page	
Year of birth	25 May 1952
Scientist ID	208964
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	M.A. and associate professor 6 June 2011
Area and field of election into research or art rank	Artistic, Music art
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	2 January 1997
Name of the position (professor, researcher, associate, etc.)	Professor
Field of work	Liturgical music
Function	Teacher
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Licenciate from Church music Master's degree in Gregorian chant Master's degree in Church composition
Institution	Pontifical Institute of Sacred Music
Place	Rome, Italy
Date	Lic. Church music, 27 June 1985 M.A. Gregorian chant, 26 June 1988 M.A. Church composition, 26 June 1989
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	French
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	
Autorship of university/faculty	

textbooks from the course field	
Professional, scientific and artistic articles published in the last five years from the course field (maximally 5 references)	<ul style="list-style-type: none"> - <i>Zrno vjere, Duhovne skladbe prigodom Godine vjere</i> (Crkva u svijetu i Splitsko-makarska nadbiskupija, Split, 2012.) - <i>On će doći</i>, adventski oratorij za soliste, mješoviti zbor, komorni puhački orkestar uz pratnju orgulja, Split 2009. - <i>Tri stotine ljeta slavimo mi</i>, kantata za solo, četiri jednaka glasa uz pratnju orgulja, Split, 2010. - <i>Molitva suprotiva turkom</i>, oratorij za soliste, mješoviti zbor, orkestar i čembalo, Split, 2010. - <i>Vrata vjere</i>, oratorij za soliste, mješoviti zbor, orkestar i orgulje, Split, 2013.
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	Šime Marović, <i>Glazba u bogoslužju</i> , Uvod u crkvenu glazbu (Crkva u svijetu, Split 2009., 288 str.)
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	<p>For the oratorio <i>Šimun Cirenac</i> (1990) – premiered at 37th Splitsko ljeto (1991). Award of <i>Slobodna Dalmacija</i> “Judita”.</p> <p>For the oratorio <i>Staro groblje na Sustipanu</i> (1993) – premiered at 39th Splitsko ljeto (1993).</p> <p>Award of town Split for the year 1993 for the contribution to the music heritage of the town.</p>

Academic degree, first and last name of the teacher	Full professor ANTE MATELJAN, Ph.D.
Course delivered at the proposed study programme	KBT: 423 Theological Anthropology and Eschatology KBT: 504 On the Sacraments in general and the Sacraments of Initiation KBT: 522 Sacraments of Healing and Sacraments at the Service of Communion
GENERAL INFORMATION ABOUT THE THE COURSE TEACHER	
Address	Zrinsko-Frankopanska 19, 21000 Split
Telephone	021/396-147
E-mail address	amateljan@kbf-st.hr ; ante.mateljan@st.t-com.hr
Personal web page	http://www.kbf-st.hr/~amateljan/
Year of birth	1959
Scientist ID	200915
Research or art rank, and date of last rank appointment	Senior research scientist, 11 September 2008
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor, 11 September 2008
Area and field of election into research or art rank	Humanistic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	3 April 1995 ("Theology in Split")
Name of the position (professor, researcher, associate, etc.)	Professor
Field of work	Theology
Function	Dean
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical Gregorian University
Place	Rome
Date	12 April 1991
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	German
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	English
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	Sacraments in general, Sacraments separately I, II; Mercy of Christ; theological graduate study at "Theology in Split"; affiliated to CTF in Zagreb; same course is delivered at theological-catechetical study within Theology in Split.
Autorship of university/faculty textbooks from the course field	1. <i>Otajstvo supatnje, Sakrament bolesničkog pomazanja</i> , Crkva u svijetu, Split, 2002.;

	<ol style="list-style-type: none"> 2. <i>Otajstvo poslanja. Sakrament potvrde</i>, Crkva u svijetu, Split, 2004.; 3. <i>Obdareni ljubavlju. Uvod u teologiju milosti</i>, Crkva u svijetu, Split, 2006. 4. <i>Otajstvo susreta. Temeljna sakramentologija</i>, Crkva u svijetu, Split, 2010.
Professional, scientific and artistic works published in the last five years from the course field (maximally 5 references)	<ol style="list-style-type: none"> 1. <i>Sakrament kršćanske ženidbe. Propozicije Međunarodne teološke komisije i kristološke teze G. Martelea</i>, u: Crkva u svijetu 43 (2008.), 4, str. 550-573. 2. <i>Svećeništvo kao posredništvo. Biti između Boga i ljudi</i>, Vrhbosnensia 13 (2009.) 2, str. 161-181. 3. <i>Otajstvo susreta. Temeljna sakramentologija</i>, u: Crkva u svijetu, Split, 2010. 4. <i>Sveta tajna jeleosvećenja. Sakrament bolesničkog pomazanja u Pravoslavnoj crkvi</i>, u: Crkva u svijetu 46 (2011.) 4, 429-448.; 5. <i>Liturgija svete tajne jeleosvećenja</i>, u: Služba Božja 51 (2011.) 3-4, str. 249-267. 6. <i>Sadašnjost i budućnost sakramenata. Ogled o biti teologije i praksi svetih tajni</i>, u: V. Vukašinović (prir.), Kriza savremenih jezika teologije, Mons Hemus, Beograd, 2013., str. 109-126.
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the course deliverer	MIRKO MIHALJ, M.S.
Course delivered at the proposed study programme	KBT: 104 Developmental Psychology KBT: 225 Communicology
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Zrinsko-Frankopanska 14, 21000 Split
Telephone	
E-mail address	mmihalj@kbf-st.hr
Personal web page	
Year of birth	1951
Scientist ID	263796
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Senior lecturer, 1 March 2009
Area and field of election into research or art rank	Humanistic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	Work contract: 12 June 2003
Name of the position (professor, researcher, associate, etc.)	Lecturer
Field of work	Religious and catechetical pedagogy
Function	Senior lecturer at the Chair of Philosophy
INFORMATION ABOUT EDUCATION – The highest degree awarded	
Degree	Master of Science
Institution	Catholic University in Louvain
Place	Louvaine-la-Neuve
Date	9 September 1983
INFORMATION ABOUT ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	French
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	German
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	English
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	
Autorship of university/faculty textbooks from the course field	
Professional, scientific and artistic articles published in the last five years from the course field	

(maximally 5 references)	
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the course deliverer	MARKO MRŠE, Ph.D.
Course delivered at the proposed study programme	KBT: 422 Hierarchical Constitution of the Catholic Church
GENERAL INFORMATION ABOUT THE THE COURSE TEACHER	
Address	Put iza nove bolnice 10c, 21000 Split
Telephone	021/571 387
E-mail address	marko.mrse1@st.t-com.hr
Personal web page	
Year of birth	1962
Scientist ID	331160
Research or art rank, and date of last rank appointment	Associate, 22 September 2011
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Senior assistant, 1 October 2011
Area and field of election into research or art rank	Humanistic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	1 October 2011
Name of the position (professor, researcher, associate, etc.)	Associate, senior assistant
Field of work	Canon law
Function	Senior assistant
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Papin Pontifical University Antonianum
Place	Rome
Date	20 June 1996
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	German
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	English
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	
Autorship of university/faculty textbooks from the course field	
Professional, scientific and artistic works published in the last five years from the course field	Marko Mrše, <i>Psihofizička sposobnost za sveti red i zavjete</i> , u: Kanonsko pravo i medicina. Izabrana pitanja, (Josip Šalković ur.), Zbornik radova VI. međunarodnog znanstvenog

(maximally 5 references)	simpozija crkvenih pravnika s međunarodnim sudjelovanjem, Zagreb, 2013.
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the teacher	Full professor JOSIP MUŽIĆ, Ph.D.
Course delivered at the proposed study programme	KBT: 403 Sociology KBT: 404 Psychology of Religion
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Čiovska 2, 21000 Split
Telephone	021/346-731
E-mail address	josip.muzic@kbf-st.hr
Personal web page	
Year of birth	1961
Scientist ID	216390
Research or art rank, and date of last rank appointment	Senior research associate, 21 February 2008
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 21 February 2008
Area and field of election into research or art rank	Humanistic sciences, Philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	1995
Name of the position (professor, researcher, associate, etc.)	Associate professor
Field of work	Philosophy, sociology, spiritual theology
Function	Head of the Chair of Philosophy
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical University Antonianum
Place	Rome (Italy)
Date	1992
INFORMATION ON ADDITIONAL TRAINING	
Year	1993
Place	Pamplona (Spain)
Institution	Universidad de Navarra
Training field	Spiritual theology
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Spanish
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	English
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	French
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	Lectures delivered in “Contemporary philosophy” at Faculty of Philosophy, Zadar, for several years (after 2000) and assisted in “Ethics and Human Rights” at the Faculty of Medicine in Split. From the establishment of the Faculty of Philosophy, University of Split in 2005 up to present, he has delivered courses in “Philosophical Methodology”, “Philosophical Anthropology”, “Medieval Philosophy I” and “Medieval Philosophy II”.

COMPETENCES FOR THE COURSE	
Autorship of university/faculty textbooks from the course field	
Professional, scientific and artistic articles published in the last five years from the course field (maximally 5 references)	
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	<p>“Doprinosi i izazovi filozofije na katoličkom bogoslovnom fakultetu u Splitu”, <i>Vrhbosnensia</i>, XII, 2008, 2, 279-291.</p> <p>“Tolerancija zlih kod Augustina prema prispodobi o žitu i kukolju”, <i>Služba Božja</i>, 54, 2012, 3/4, 404-436.</p>
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	He conducted a scientific project <i>Ethics and pluralism</i> , from 2007 to 2011 and assists in a scientific project <i>Metaphysical foundation of a person</i> from 2007.
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	He is included in the prestigious issue of the American Biographical Institute (ABI) <i>Five Hundred Leaders of Influence</i> (1996) and he also won an international award <i>Twentieth Century Achievement Award</i> (1995).

Academic degree, first and last name of the teacher	Associate professor STIPE NIMAC, Ph.D.
Course delivered at the proposed study programme	KBF: 426 Fundamental Pastoral Theology
GENERAL INFORMATION ABOUT THE THE COURSE TEACHER	
Address	Put iza Nove bolnice 19 c, 21000 Split
Telephone	021/541-713
E-mail address	stipe.nimac@st.t-com.hr
Personal web page	
Year of birth	1950
Scientist ID	196375
Research or art rank, and date of last rank appointment	Senior research associate, 9 June 2009
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 25 October 2009
Area and field of election into research or art rank	Humanistic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	1 April 2000
Name of the position (professor, researcher, associate, etc.)	Professor, associate professor
Field of work	Pastoral theology
Function	Head of the Chair of Pastoral Theology
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical Lateran University
Place	Rome (Italy)
Date	30 April 1990
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	German (3)
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian (3)
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	
Autorship of university/faculty	

textbooks from the course field	
Professional, scientific and artistic works published in the last five years from the course field (maximally 5 references)	<p>Books:</p> <p>Nimac Stipe, <i>Pastoral grada</i>, Ravnokotarski Cviť, Lepuri, 2008.</p> <p>Nimac Stipe – Seveso Bruno, <i>Praktična teologija. Profil jedne teološke discipline s osvrtom na njezine zadaće u hrvatskoj Crkvi i društvu</i>, Ravnokotarski Cviť, Lepuri, 2009.</p> <p>Nimac Stipe - Klein Stephanie, <i>Metoda u praktičnoj teologiji</i>, Ravnokotarski Cviť, Lepuri, 2010.</p> <p>Nimac Stipe - Perše Brigita, <i>Župa u povijesnim mijenama</i>, Ravnokotarski Cviť, Lepuri, 2013.</p> <p>Articles:</p> <p>Nimac Stipe, <i>Nastanak i razvoj prvih kršćanskih zajednica</i>, u: <i>Crkva u svijetu</i>, 48 (2012.), br. 2, str. 163-184.</p> <p>Nimac Stipe, <i>Župa od Milanskog edikta do Tridenta</i>, u: <i>Crkva u svijetu</i>, 47 (2012.), br. 3, str. 367–391.</p> <p>Nimac Stipe, <i>Župa u razdoblju tridentinske, jozefinističke i francuske reforme</i>, u: <i>Obnovljeni život</i>, 67 (2012.), br. 2, str. 239-253.</p> <p>Nimac Stipe, <i>Župa u mijenama 19. i 20. stoljeća</i>, u: <i>Obnovljeni život</i>, 67 (2012.), br. 3. str. 353-368.</p> <p>Nimac Stipe, <i>Učinkovitost postojeće pastoralne paradigme u prenošenju vjere</i>, u: <i>Bogoslovska smotra</i>, 83 (2013.), br. 3. str. 559</p> <p>Nimac Stipe, <i>Zwischen Traditionsverbundenheit und Zukunftsoffenheit. Zur gegenwärtigen Situation der Kirche und der Praktischen Theologie in Kroatien</i>, <i>International Journal of Practical Theology</i>, 17 (2013.), br. 2, str. 273–291.</p> <p>S. Nimac, <i>Tradicija i otvorenost. Situacija i imperativi pred praktičnom teologijom u Hrvatskoj</i>, u: <i>Bogoslovska smotra</i>, 83 (2013.), br. 4, str. 841-858.</p> <p>Articles in the proceedings:</p> <p>Stipe Nimac, <i>Župni pastoral u postmodernom gradu</i>, u: Franjo Emanuel Hoško (ur.), <i>Djelatna Crkva</i>. Zbornik Milana Šimunovića u prigodi 65. obljetnice života, Kršćanska sadašnjost - Zagreb/Teologija u Rijeci - Rijeka, 2008., str. 113-119.</p> <p>Nimac Stipe, <i>Intradisciplinarnost i interdisciplinarnost praktične teologije</i>, u: <i>Iščekivati i požurivati dolazak dana Božjega</i>. Zbornik radova u čast prof. dr. sc. Peri Aračiću prigodom 65. obljetnice života, Ivo Džinić-Ivica Raguž (ur.), Katolički bogoslovni fakultet u Đakovu/Sveučilište Josipa Jurja Strossmayera u Osijeku, Đakovo, 2009., str. 33-38.</p>
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the course deliverer	MILJENKO ODRLJIN, M.S.
Course delivered at the proposed study programme	KBT: 505 Biblical Theology of the Old Testament
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Franjevački put 1, 21300 Makarska
Telephone	021/612-056
E-mail address	miljenko.odrljin1@st.t-com.hr
Personal web page	
Year of birth	1952
Scientist ID	202366
Research or art rank, and date of last rank appointment	Senior lecturer, 29 October 2011
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Senior lecturer, 31 May 2011
Area and field of election into research or art rank	Humanistic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	1 April 2000
Name of the position (professor, researcher, associate, etc.)	Professor
Field of work	The Holy Scripture
Function	Lecturer at the Chair of the Scriptures of the Old Testament
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Master of Science
Institution	Pontifical Biblical Institute
Place	Rome
Date	11 June 1981
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	German
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	English
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	He delivered lectures in courses related to the Holy Scripture at the Franciscan Faculty of Theology in Makarska, from 1986/87 to 1998/99.
Autorship of university/faculty textbooks from the course field	
Professional, scientific and artistic articles published in the last five years from the course field	<i>Mojsije u židovskoj Bibliji</i> , u: Služba Božja, 3 (2011.), str. 268-298; <i>Opseg i sadržaj pojma Toledot u knjizi Postanka</i> , u: Crkva u

(maximally 5 references)	svijetu, 4 (2011.), 411-428
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the teacher	Associate professor, MLADEN PARLOV, Ph.D.
Course delivered at the proposed study programme	KBT: 425 Pneumatology and Mariology KBT: 503 Christology
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Zrinsko-Frankopanska 19, 21000 Split
Telephone	098/293-176
E-mail address	mparlov@kbf-st.hr
Personal web page	http://www.kbf-st.hr/~mparlov/
Year of birth	1964
Scientist ID	219016
Research or art rank, and date of last rank appointment	Senior research associate, 14 November 2006
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 14 December 2006
Area and field of election into research or art rank	Humanistic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	1 February 2001
Name of the position (professor, researcher, associate, etc.)	Professor
Field of work	History of Christian literature and doctrine, Christian spirituality
Function	Head of the Chair of History of Christian Literature and the Christian Doctrine
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical Gregorian University
Place	Rome, Italy
Date	26 November 1996
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	English
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	German French
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	
Autorship of university/faculty textbooks from the course field	
Professional, scientific and artistic	<i>U snazi Duha</i> , CuS, Split, 2007.

articles published in the last five years from the course field (maximally 5 references)	<p><i>Izabrane teme iz teologije duhovnosti</i>, CuS, Split 2009.</p> <p><i>Križ u misli Marka Marulića</i>, u: <i>Colloquia Maruliana XX</i> (2011.), str. 239-254.</p> <p><i>Utjecaj obiteljskog ozračja na duhovno zvanje</i>, u: <i>Crkva u svijetu</i>, 44 (2009) 4, str. 484-500.</p> <p><i>Duhovna strujanja u Crkvi u doba majke Klare Žižić</i>, u: <i>Majka Klara Žižić i njezina družba 1706.-2006.</i>, Zbornik proslave 300 obljetnice preminuća službenice Božje majke Klare Žižić, utemeljiteljice Družbe sestara franjevki od Bezgrješne, ured. s. Terezija Zemljić, Družba sestara franjevki od Bezgrješne, Šibenik, 2009., str. 277-301.</p>
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	Graduated study of Psychology: University teacher training course – University of Split
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the course deliverer	JOSIP PERIŠ, M.S.
Course delivered at the proposed study programme	KBT: 401 History of Catechesis and Catechetics KBT: 523 Catechesis of Adults
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Srijane 101, 21205 Dolac Donji
Telephone	021/345-066
E-mail address	josip.peris@st.t-com.hr
Personal web page	
Year of birth	1966
Scientist ID	279910
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Lecturer, 23 January 2012
Area and field of election into research or art rank	Humanistic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	1 January 2006
Name of the position (professor, researcher, associate, etc.)	Lecturer
Field of work	Religious and catechetical pedagogy
Function	Lecturer at the Chair of Religious and Catechetical Pedagogy
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Master of Science
Institution	Salesian Pontifical University
Place	Rome
Date	18 October 1995
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	German
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	
Autorship of university/faculty textbooks from the course field	
Professional, scientific and artistic articles published in the last five years from the course field	

(maximally 5 references)	
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	As the editor-in-chief of the annual <i>Svjedok</i> ("Witness"), published by the Catechetical office of Split-Makarska, he has published six issues (15-20) including several expert articles related to subject matter, in the last five-year period.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the course deliverer	MIHAEL PROVIĆ, Ph.D.
Course delivered at the proposed study programme	KBT: 421 Religious Education and Catechesis for Children and Preadolescents
GENERAL INFORMATION ABOUT THE THE COURSE TEACHER	
Address	Zrinsko-Frankopanska 19, 21 000 Split
Telephone	091/330-8348
E-mail address	mihael.provic@gmail.com
Personal web page	
Year of birth	1975
Scientist ID	
Research or art rank, and date of last rank appointment	Associate, 1 Novemeber 2009
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant, 1 Novemeber 2009
Area and field of election into research or art rank	Humanistic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	1 November 2009
Name of the position (professor, researcher, associate, etc.)	Assistant
Field of work	Religious pedagogy and catechetics
Function	Assistant at the Chair of Religious Pedagogy and Catechetics
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Salesian Pontifical University
Place	Rome
Date	year 2007
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	English
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	German
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	
Autorship of university/faculty textbooks from the course field	
Professional,scientific and artistic works published in the last five years from the course field	

(maximally 5 references)	
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the teacher	Full professor MARINKO VIDOVIĆ, Ph.D.
Course delivered at the proposed study programme	KBT: 506 Biblical Theology of the New Testament
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Matoševa 6/III, 21000 Split
Telephone	(021) 386-081
E-mail address	marinko.vidovic@kbf-st. hr
Personal web page	
Year of birth	1963
Scientist ID	216386
Research or art rank, and date of last rank appointment	Senior research scientist, 29 April 2008
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor (first appointment), 16 February 2011
Area and field of election into research or art rank	Humanistic sciences, theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	1 April 1995, renewed 1 April 2000
Name of the position (professor, researcher, associate, etc.)	Professor
Field of work	Exegesis and Biblical theology of the New Testament
Function	Head of the Chair of the Scriptures of the New Testament
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical Gregorian University
Place	Rome
Date	25 January 1994
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	German
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	English and French
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	
Autorship of university/faculty textbooks from the course field	

Professional, scientific and artistic articles published in the last five years from the course field (maximally 5 references)	<ol style="list-style-type: none"> 1. <i>Pavlov govor 'po ljudsku'</i>, u: Bogoslovna smotra 78 (2008.) 3, 505-531; 2. <i>Savezno poimanje Crkve u Ef 1-2</i>, u: Bogoslovna smotra 80 (2010.) 1, 297-334; 3. <i>Pavao uzor kršćanskoga ponašanja</i>, u: Crkva u svijetu 45 (2010.), 2, 143-168; 4. <i>Sablazan i oprostjenje – kriza učeničke vjere (Lk 17,1-6)</i>, u: Crkva u svijetu 47 (2012.) 1, 56-81; 5. <i>Biblijsko poimanje savjesti (Normirani sudac ljudskog ponašanja)</i>, u: N. Bižaca i dr., Fenomen savjesti. Zbornik radova Međunarodnoga znanstvenog skupa Split, 21. i 22. listopada 2010., CUS, Split, 2011., 91-134.
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	He participates in the new translation of the Bible from its source languages into Croatian language through the joint international project of the Croatian Biblical Association and the United Bible Societies.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the course deliverer	DOMAGOJ VOLAREVIĆ, M.S.
Course delivered at the proposed study programme	KBT: 406 Liturgics
GENERAL INFORMATION ABOUT THE THE COURSE TEACHER	
Address	Put iza nove bolnice 10c, 21000 Split
Telephone	021/541-769
E-mail address	domagoj.volarevic@du.t-com.hr
Personal web page	
Year of birth	1980
Scientist ID	/in the process of obtaining/
Research or art rank, and date of last rank appointment	Associate, 23 September 2013
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant, 23 September 2013
Area and field of election into research or art rank	Humanistic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	1 October 2013
Name of the position (professor, researcher, associate, etc.)	Associate (assistant)
Field of work	Scientific research, teaching
Function	Assistant at the Chair of Liturgical Studies
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Master of Science
Institution	Pontifical Institute of Liturgy, San Anselmo
Place	Rome
Date	6 Novemeber 2012.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	English
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	German
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	
Autorship of university/faculty textbooks from the course field	
Professional, scientific and artistic works published in the last five years from the course field	<i>Liturgija i pučke pobožnosti u Župi sv. Ilije u Metkoviću</i> , u Hrvatski neretvanski zbornik 2, Društvo Neretvana u Zagrebu, Zagreb, 2010, 206-212.

(maximally 5 references)	<i>Liturgijsko pučko pjevanje u Župi sv. Ilije u Metkoviću – notni zapisi i tekstualni komentari, u: Tradicijsko crkveno pučko pjevanje u Franjevačkoj provinciji Presvetog Otkupitelja, Zbornik Kačić, Split, 2011., paginae variae.</i>
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	Pontifical Institute of Liturgy – Pontifical University of San Anselmo, Rome
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the teacher	Full professor, MARIJAN VUGDELIJA, Ph.D
Course delivered at the proposed study programme	KBT: 505 Biblical Theology of the Old Testament
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Put iza nove bolnice 10c, 21000 Split
Telephone	021/ 541-711
E-mail address	mvugdeli@gmail.com
Personal web page	
Year of birth	8 April 1948
Scientist ID	196353
Research or art rank, and date of last rank appointment	Senior research scientist, 13 December 2005
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor – tenured appointment, 27 March 2013
Area and field of election into research or art rank	Humanistic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split.
Date of employment	1 April 2000
Name of the position (professor, researcher, associate, etc.)	Professor.
Field of work	Biblical sciences, the New Testament in particular.
Function	Head of the Chair of the Scriptures of the Old Testament at the Faculty of Catholic Theology, the University of Split.
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Faculty of Catholic Theology of the University of Zagreb
Place	Zagreb
Date	Defense of doctoral thesis: 10 December 1984; certificate issued on 27 February 1986
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Training field	
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	German
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	English
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	He delivers courses at the Faculty of Catholic Theology closely related to those delivered at the Franciscan Faculty of Theology in Makarska from 1 October 1981 to 1 October 1999, the institution affiliated to the Faculty of Catholic Theology of the University of Zagreb from 1 October 1981 to 1 April 1985 when the Franciscan Faculty of Theology in Makarska became subsidiary study of CTF in Zagreb.
Autorship of university/faculty	The author of two university textbooks:

textbooks from the course field	<ol style="list-style-type: none"> 1. M. Vugdelija, <i>Politička ili društvena dimenzija biblijske vjere</i> (iz područja biblijske teologije), Split 2005.; 2. M. Vugdelija, <i>Očenaš - Molitva Gospodnja</i> (iz područja biblijske egzegeze sinoptičkih evanđelja), Split 2007.
Professional, scientific and artistic articles published in the last five years from the course field (maximally 5 references)	<ol style="list-style-type: none"> a) Scientific books: <ol style="list-style-type: none"> 1. M. Vugdelija, <i>Put sreće: Isusova blaženstva (Mt 5,1-16)</i> (Biblioteka "Službe Božje", knjiga 60), Split, 2011., str. 1-780. c) Works published in the journals with the national peer-review (A2): <ol style="list-style-type: none"> 2. M. Vugdelija, <i>Blago progonjenima zbog pravednosti: njihovo je Kraljevstvo nebesko! (Mt 5,10)</i>, u: Služba Božja 4 (2010.), str. 351-395. 3. M. Vugdelija, <i>Blago onima koji tuguju: oni će se utješiti (Mt 5,4)</i>, u: Služba Božja 2 (2011.), str. 135-170. 4. M. Vugdelija, <i>Moralna dimenzija Isusovih blaženstava (Mt 5,1-12)</i>, u: Služba Božja 3/4 (2012.), str. 285-340. d) Works in the proceedings from foreign and interantional science conferences with international peer-review (A1): <ol style="list-style-type: none"> 5. M. Vugdelija, <i>Novost Isusova nauka o nenasilnom otporu i ljubavi prema neprijateljima (Mt 5,38-48)</i>, u: M. Vugdelija (ur.), <i>BIBLIJA knjiga Mediterana par excellence</i> (Književni krug Split). Zbornik radova sa međunarodnoga znanstvenog skupa, Split, 2010., str. 103-150.
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the teacher	Associate professor IVICA ŽIŽIĆ, Ph.D
Course delivered at the proposed study programme	KBT: 406 Liturgics
GENERAL INFORMATION ABOUT THE THE COURSE TEACHER	
Address	Put sv. Lovre 10/c, 21000 Split
Telephone	021/320-888
E-mail address	izizic@kbf-st.hr
Personal web page	
Year of birth	1973
Scientist ID	285962
Research or art rank, and date of last rank appointment	Senior research associate/ associate professor
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 13 December 2012
Area and field of election into research or art rank	Humanistic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	1 June 2004
Name of the position (professor, researcher, associate, etc.)	Professor
Field of work	Professor
Function	Head of the Chair of Liturgical Studies
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical Institute of Liturgy – Pontifical University of San Anselmo
Place	Rome / Italy
Date	23 May 2005
INFORMATION ON ADDITIONAL TRAINING	
Year	2013
Place	London (Great Britain)
Institution	Heythrop College
Training field	Theology of liturgy / theology and art
NATIVE AND FOREIGN LANGUAGES	
Native language	Croatian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	Italian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	German
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	English
COMPETENCES FOR THE COURSE	
Previous experience in head positions of similar courses (name course title, study programme in which it is/was delivered and the level of study programme)	Pontifical Institute of Liturgy (Pontifical University of San Anselmo – course – “Liturgy and Anthropology” – head leader/course deliverer).
Autorship of university/faculty textbooks from the course field	

Professional, scientific and artistic works published in the last five years from the course field (maximally 5 references)	<p><i>Plemenita jednostavnost. Liturgija u iskustvu vjere</i>, Hrvatski institut za liturgijski pastoral, (Biblioteka Culmen et fons, 2) Zagreb 2011., 333 str.</p> <p><i>Liturgija – mjesto zajedništva ili razlog nejedinstva u župi? Odnos crkvenih pokreta prema liturgiji Crkve</i>, u: Bogoslovska smotra 2 (2008), 459-474. (Izvorni znanstveni rad)</p> <p><i>Genealogija vjerničkog subjekta. Kršćanska inicijacija u svjetlu antropologije i teologije obreda</i>, u: Bogoslovska smotra 3 (2009), 437-478. (Izvorni znanstveni rad)</p> <p><i>Relativizam i nove obrednosti u ozračju postmoderne</i>, u: <i>Diktatura relativizma</i>. Zbornik radova znanstvenog simpozija održanog u Zagrebu 16. lipnja 2007., (Biblioteka Religijski niz, Knjiga 12), (uredili: Mijo Nikić, Kata Lamešić), FTI, Zagreb 2009, 121-149.</p> <p><i>Affectus fidei. O razložnosti obrednoga osjećanja</i>, u: <i>Communio</i>, god. 36 (2010), br. 108, 125-141.</p>
Professional and scientific articles from methodics and teaching quality published in the last five years (maximally 5 references)	
Professional, scientific and artistic projects from the course field that were carried out in the last five years (maximally 5 references)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical competences	Postgraduate university studies at the Pontifical Institute of Liturgy of the Pontifical University of San Anselmo-Rome.
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

3.4. Optimal number of students

Considering the enrollment quota in regular circumstances, at two-year Graduate Theological-Catechetical Studies, the optimal number of students is 40.

3.5. Estimate of study programme cost and enrollment fee per student

Cost of the Graduate study programme for one academic year per student is 7000,00 kn.

3.6. Methods for monitoring quality assurance and evaluation of the study programme performance

According to the European standards and guidelines for internal quality assurance in higher education institutions (according to the "Standards and Guidelines for Quality Assurance in the European Higher Education Area") under which the University of Split determines the procedures for quality management, provider of the study programme is required to design a procedure plan for the quality assurance of the study programme.

The quality assurance system of the constituent institution is based on the following documents:

- Regulations on quality assurance system of the constituent institution (enclose if it exists)
- Quality Assurance Handbook of CTF
(http://www.CTF-st.hr/dok/pravilnici/Prirucnik_zao_siguranje_kvalitete_CTF-a.pdf)

Description of evaluation procedures for quality assurance of the study programme performance:

- a method should be specified for each procedure (most often questionnaire for students or teachers, self-evaluation questionnaire), list education providers and issuing institutions (constituent, university office), methods for results processing and informing and performance planning in time frame.
- if stated in any enclosed document, specify the title of the document and the article.

Evaluating performance of teachers and associates	The work of teacher and associates is evaluated via end-of-semester student questionnaire. The questionnaire is carried out by CTF, and it is processed by the Quality Assurance Centre.
Evaluation and compliance monitoring (the expected learning outcomes)	Evaluation and compliance monitoring referring to the expected learning outcomes will be carried out after attending workshops on learning outcomes.
Evaluation of the availability of resources (spatial, human, informational) for the studying and teaching process	CTF has 12 lecture rooms, a music room, multimedia room, computer lab for the students, coffee bar, library and the chapel. All spaces are accessible to students during office hours. Teachers appointed into scientific-teaching grade are optimally distributed according to the number of students (1:10), and information about the studying process are available on the web pages of the Faculty and on notice-boards. The teaching contents are described in the Study programme and are available in the library.

Availability and evaluation of students' support (mentorship, tutorship, counselling)	Vice-Dean for Education provides a detailed plan of student-teacher consultations, for each semester. Regulation on work with students defines mentorship and counselling. For the lay students, the Great Chancellor appoints an ordained minister as a spiritual assistant. There is the University counselling for students, and also teaching staff at CTF keep on their counselling practice.
Monitor students' passing rate per courses and the overall study	Student service and ISHEI (ISVU) coordinator monitor the passing rate per course and the overall study and submit annual report to the Faculty Council (refer to regulation on quality).
Students' satisfaction with the overall study programme	Students' satisfaction with the overall study programme will be examined through the unique University questionnaire.
Steps for obtaining feedback information from the external stakeholders (alumni, employers, labour market and other relevant institutions)	Feedback information from the external stakeholders is obtained through the assistance of the association ALUMNI (TEOFIL) and regular contacts with the Catechetical office of the Archbishop.
Evaluation of student training practice, if there is one (short description of implementation procedures and evaluation and quality assurance)	Mentor's reports on student work, mentor evaluates the students.
Other evaluation activities performed by the proponent/education provider	It is possible to introduce specific questionnaires for the requirements of the CTF in Split.
Description of activities for informing external stakeholders about the study programme (students, employers, alumni)	Information available on the Faculty's web pages as well as brochure and a leaflet on the study programmes and enrollment conditions. Information is also available through parish communities, schools and catechetic offices.