



THE UNIVERSITY OF SPLIT
THE FACULTY OF CATHOLIC THEOLOGY



THE STUDY PROGRAMME OUTLINE

**UNDERGRADUATE 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	Undergraduate university theological-catechetical 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 checked="" type="checkbox"/>	Graduate <input 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	Bachelor (baccalaureus) of Arts in Catechetics/ Bachelor (baccalaurea) of Arts in Catechetics.		

1. INTRODUCTION

1.1. The purpose of the study programme

Undergraduate Theological-Catechetical Studies are designed to introduce students with philosophical theology aiming at development of students' individual work and practicing of the Biblical message within the aspect of catechetical-instructive presentation, person's upbringing, implementation of didactic-methodical systems in planning, delivering and assessment of the classes and preparing and delivering religious upbringing and catechesis. Completed Undergraduate theological-catechetical programme is a precondition for enrollment to Graduate theological-catechetical studies.

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 Catechetical Office of Croatian Bishops' Conference (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 Catechetical Offices of the Archbishops 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

Undergraduate Theological-Catechetical Studies at CTF of the University of Split are compatible with the studies 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. Undergraduate Theological-Catechetical Studies at CTF of

the University of Split are compatible with the Undergraduate Theological-Catechetic Studies of the University of Innsbruck in Austria (<http://www.uibk.ac.at/studium/angebot/ba-katholische-religionspaedagogik/infosruefungsreferate.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, e.g. Bachelor programme of the Catholic Religious Education (<http://www.uibk.ac.at/studium/angebot/ba-katholische-religionspaedagogik/infosruefungsreferate.html>) or with The Faculty of Theology in Lucerne, Switzerland (<http://www.unilu.ch/deu/theologischefakultaet2990.html>).

Upon completion of *Undergraduate Theological-Catechetic Studies*, a student can proceed to the Graduate level at the Faculty of Catholic Theology in Split or elsewhere in the country and abroad. Continuation of the study is possible at Integrated philosophical-theological study, complying with the terms specifically determined by the Faculty Council for each case individually at the proposition of the Committee for students' transfer of other HEI.

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 at competent catechetical and pastoral workers trained for different services in the Church and society.

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 *Undergraduate theological-catechetic 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	- area: humanistic, - field: Theology.
Study programme duration	Three-year study is organized in 6 semesters. Each semester consists of 15 weeks, and each week contains 15 hours of lectures and exercises in average, and a time required for making seminar essays. The student workload consists of 1800 working hours.
Minimal number of ECTS credits required for study completion	180.
Enrollment requirements and classification procedure	<p>Enrollment requirements are the following:</p> <ul style="list-style-type: none"> • Taking of the National examination • Those who were not taught religious education at the secondary school level are required to pass test. • Scored a sufficient number of points in motivational interviewing. <p>Criteria for creating <i>ranking lists</i> from the National examination are made according to the following points system:</p> <ol style="list-style-type: none"> 1. Based upon results in the secondary school – up to 32%. 2. Based upon the results of exams at the National examination (level – B): <ul style="list-style-type: none"> - Croatian language – up to 14%, - Mathematics – up to 10%, - Foreign or classical language – up to 14%, - Elective course - History or some other (elective)- up to 14%, 3. Based upon the examination of specific competences: <ul style="list-style-type: none"> - Additional knowledge test for candidates who were not taught Religious Education at the secondary school level – up to 14 %, score is 10 %, -Motivational interviewing – elimination criterion for study enrollment – up to 8%, score is 5%. 4. Based upon additional scholar achievements (in total up to 8%): <ul style="list-style-type: none"> - another secondary school certificate - 4%, - knowledge of other foreign language apart from the one taken in secondary school - 4%, - ranked among the top three in the State Contest in the field of sports or course competitions - 4%, - ranked among the top three in Olympiads School in the field of Religious Education. <p>Required Enrollment <i>Documentation</i> - to be submitted by an individual applicant:</p> <ul style="list-style-type: none"> - baptism certificate - certificate of residence,

	<ul style="list-style-type: none"> - copy of the report cards for four years of secondary school, - certificate of the passed National examination, - report on the passed elective exam, if taken, - recommendation from the Ordinary bishop/religious superior or parish priest, - three photographs (35X45mm), - 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:

- Interpret concepts and methods of practical philosophy.
- Present and reflect upon the main courses and representatives of philosophical thought from its beginnings up today.
- Use different ethical and anthropological theories.
- Discern and interpret main cosmological-theodical issues.
- Elaborate on and critically evaluate main theses of the content, origin and a theological message of the Biblical texts.
- Present and classify basic methods of interpretation of the Holy Scripture.
- Interpret and practise the Biblical message by analysing and combining texts from the Old and New Testament with literary works aiming at the preparation of the parish catechesis.
- Support Christian interpretation of the cosmic and personal history in the framework of God's revelation in Jesus Christ.
- Provide arguments, estimate and evaluate the key theological questions of God's cognition.
- Justify Biblical-theological foundation of Christian teaching on God and the Church.
- Comparing relationship between sense and faith and Christianity and world religions.
- Present, interpret and critically evaluate life, works, pastoral-catechetical endeavours and methods of the most distinguished eastern and western theological writers from the Apostolic age up to the Medieval period.
- Assess fundamental principles of Christian moral theology.
- Support and confirm the importance of theological and moral virtues.
- Analyse and identify motives and reasons of Church social doctrine and support and classify its basic principles and accentuations.
- Differentiate and interpret various phases of Church development from its beginning up to contemporary age.
- Analyse relationship between the Church and the world leaders throughout the history.
- Present relationship between Church councils, heresies, Church and culture.
- Identify motives and the reasons of causes and effects of division in Christianity.
- Support and confirm the importance of ecumenical movement for the unity of Christ's Church.
- Justify multiple forms of the Christian life and valorize the Catholic principles of ecumenism.
- Discern and differentiate patterns of psychological processes and their influence on human behaviour.
- Estimate and clarify the basic content, goals and missions of catechesis.
- Plan methodical elements, methods and methodological systems in religious education and catechesis.
- Valorize the influence of methodic-didactic variables on planning and realization of religious education teaching.
- Analyse, conceptualize and deliver catechesis for preschool level.

2.3. Employment possibility

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

- Religious preschool institutions,
- associations,
- social institutions,
- parish catechesis up to the 4th grade of primary school or as a parish animator.

2.4. Possibility for progression to higher level study

By completion of the Undergraduate theological-catechetical university studies, the student can proceed to the Graduate theological-catechetical university studies. Admission to the higher level of other related university programmes is possible after fulfilling additional requirements, for instance, passing previously determined differential exams. Conditions for continuation of the study in different areas is defined by the higher education institution which delivers that study.

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

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2.6. Conditions and methods of studying

2.6.1. Study structure

Undergraduate Theological-Catechetical Studies last for three years, that is six semesters. Each year is divided in two semesters. The study consists of core and elective courses and seminars. Each semester amounts 30 ECTS credits, and academic year including all core, elective courses and seminars amounts 60 ECTS credits in total. Having acquired preconditions for *Undergraduate 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 amounts 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 study year. 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 compulsory 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 enrolment.). 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 Education.

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 Statue 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 checked="" type="checkbox"/> Graduate work <input type="checkbox"/>	Final exam <input checked="" type="checkbox"/> Graduate exam <input type="checkbox"/>
<i>Conditions for final/graduate work and/or final/graduate exam</i>	<p>Study completion scheme</p> <p>Undergraduate Theological-Catechetic Studies are completed if final written work is made and presented before the exam committee. Passed exam is equivalent to 3 ECTS credits.</p> <p>Final written work</p> <ul style="list-style-type: none"> - Final work is made from the fields of theology or related sciences included in the undergraduate study. - Final work supervisor can be a teacher appointed in the title of assistant professor or higher ranked professors. - Final work, written in accordance to the scientific methods should contain at least 30 standard author pages. - Student is required to report the title of the final written work and the name of the work supervisor to the Student Service Desk at least six months before the final exam. - Final work is graded by the work supervisor. - Dates of the final exam are scheduled in the academic leaflet. <p>Final exam</p> <ul style="list-style-type: none"> - Final exam holds in public. - Final exam consists of the presentation of the final written work and student's reflections on the topic from the field of religious pedagogy and catechetics and one from the field selected by the student, but different from the field of his/her final written work. - If the final work is from the field of religious pedagogy and catechetics, then the Dean's advisory board determines another field of the exam within seven days after the final exam is reported. - The presentation lasts for 15 minutes, and the exam 20 minutes. 	

	<ul style="list-style-type: none"> - The final exam at Undergraduate theological-catechetic study can be repeated only once, under a condition that the time interval between the first and the second date of examination is at least 60 days. - Thesarium for the final exam is determined by the Faculty Council. - Student may postpone the final exam at least eight days prior to the exam. - Every postponement of the final exam upon second request should be paid according to the regulations of the Faculty Council. <p>Exam committee</p> <ul style="list-style-type: none"> - The dean appoints two exam committee members, one of whom is the mentor of the represented work. - The president of exam committee cannot be the mentor of the written work. - 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 committee forms and signs the exam report of a graduate exam that is signed by both members. <p>Conditions required for an access to final oral 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 final exam.
<p><i>Evaluation process of final/ graduate exam and evaluation and defense of the final/ graduate work</i></p>	<p>Procedure for evaluation and defense of final work</p> <p>Final work refers to the field of theology or related sciences represented in a three-year Undergraduate Theological-Catechetic Studies.</p> <p>Final work leader can be a teacher appointed into a scientific-teaching grade of assistant professor or higher ranked teachers.</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>Final work, written in accordance to the scientific method, should contain at least 30 standard author pages.</p> <p>Final work is graded by the work leader.</p> <p>Two weeks before the date of final exam a student is required to</p>

submit a graded copy of the final work and an application form containing the grade of final work to the Student Service Desk.

A week before the final exam it is being presented in the professor 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 final work is equivalent to 5,0 ECTS credits.

Evaluation procedure for the final exam and final work defense

Two months before the final exam a student applies for the final exam and selected topic from the field other than that elaborated by the graduate work. Religious pedagogy and catechetics is 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 holds 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 15 minutes.

Second part of the exams is comprised with answers to the questions of the exam committee members from two study areas.

Student is required to elaborate on one of three assumptions his/her written work is based on.

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, 3,0 ECTS credits are awarded for the final exam.

2.12. List of core and elective courses

COURSE LIST							
Year of study: I							
Semester: WINTER							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Core course	KBF: 101 ISVU: 82131	Introduction to the Mystery of Christ and the History of Salvation	30				3
	KBT: 101 ISVU: 82553	The Church History of the Ancient world and the Middle Age	75				6
	KBT: 102 ISVU: 82554	History of Philosophy – Ancient and Middle Age	60				5
	KBT: 103 ISVU: 82555	Introduction to Philosophy	30				3
	KBT: 104 ISVU: 82556	Developmental Psychology	60				5
	KBT: 106 ISVU: 82557	The Church Art	45				3
	KBT: 107 ISVU: 82137	Methodology of Scientific Work	30				2
	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: 121 ISVU: 82558	History of Modern and Contemporary Philosophy	60				5
	KBT: 122 ISVU: 82559	Practical Philosophy	60				5
	KBT: 123 ISVU: 82560	The Church History of Modern and Contemporary age	45				5
	KBT: 125 ISVU: 82561	General Psychology	60		30		6
	KBF: 126 ISVU: 82144	General Introduction to the Study of the Holy Scripture	30				3
	Core course in total		255				24
Elective course		Elective course	30				3
		Elective course	30				3
	Elective in total		60				6

COURSE LIST							
Year of study: II							
Semester: WINTER							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Core course	KBT: 201 ISVU: 82562	A Christian's Speech about God **	45				5
	KBT: 203 ISVU: 82563	Didactics and Educational Methodology of Religious Education	60				5
	KBT: 204 ISVU: 82564	Christian Spirituality	60				4
	KBT: 205 ISVU: 82565	Christian Revelation**	45				4
	KBT: 304 ISVU: 82566	Introduction to the Pentateuch and Exegesis	45				4
	Core course in total		255				22
Elective course/ seminar		Elective course	30				3
		Seminar		30			5
	In total elective course/seminar		30	30			8

COURSE LIST							
Year of study: II.							
Semester: SUMMER							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Core course	KBT: 221 ISVU: 82567	Philosophical Speech on the World and God **	45				4
	KBT: 222 ISVU: 82568	General Pedagogy	60				5
	KBT: 223 ISVU: 82569	General Catechetics	60				5
	KBT: 224 ISVU: 82570	Christianity and Religions**	60				5
	KBT: 225 ISVU: 82571	Communicology**	45		15		5
	Core course in total		270		15		24
Elective course			30				3
			30				3
	Elective course in total		60				6

COURSE LIST							
Year of study: III							
Semester: WINTER							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Core course	KBT: 202 ISVU: 84574	The Church of Christ - Ecclesiology	45				5
	KBT: 301 ISVU: 82572	Introduction to the Gospels and Exegesis	45				3
	KBT: 302 ISVU: 84575	Preschool Catechesis	30		15		3
	KBT: 326 ISVU: 82581	Ecumenical Theology	30				3
	KBT: 306 ISVU: 82576	Theological and Moral Virtues	45				4
	KBT: 325 ISVU: 82580	Social Doctrine of the Church	30				4
	Core courses in total		225		15		22
Elective course/ seminar		Elective course	30				3
		Seminar		30			5
	In total elective course/seminar		30	30			8

COURSE LIST							
Year of study: III							
Semester: SUMMER							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Core course	KBT: 305 ISVU: 82575	Introduction to Moral Theology	60				4
	KBT: 321 ISVU: 82577	Introduction to the Prophetic and Wisdom Literature and Exegesis	45				3
	KBT: 322 ISVU: 82578	Introduction to the Epistles and Exegesis	45				3
	KBT: 324 ISVU: 82579	Patrology	45				4
	KBT: 303 ISVU: 84676	Interpretation of Selected Literary Works	30				3
	KBT: 327 ISVU: 82582	Sacred Music	30				3
	KBF: 524 ISVU: 82585	Eastern Theology	30				2
	KBT: 328 ISVU: 82583	Baccalaureate, written work					5
	KBT: 329 ISVU: 82584	Final exam					3
			285				30

ELECTIVE COURSE LIST							
Year of study : I-V							
Semester: WINTER / SUMMER							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Elective course	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	Catechesis for Secondary School	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 Glagolitism	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	10	20			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		INTRODUCTION TO THE MYSTERY OF CHRIST AND THE HISTORY OF SALVATION					
Code	KBF: 101 ISVU: 82131	Year of study		I			
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	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Understanding of Christian revelation and theology and its relation to the philosophy and religion phenomenon. Familiarise students with the key elements of Christian faith and pass on essential theological knowledge to help them clarify their basic life situations.						
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 subject and understand interrelated theological . 2. Analyse basic theological concepts (the mystery of Christ, the history of salvation, human being, freedom, transcendency, analogy). 3. Evaluate potential philosophical and religious paths to God. 4. Understand the uniqueness and universality of God's Revelation in Jesus Christ. 5. Reflect on God and comprehend human endeavour and the need for salvation.						
Detailed course content (weekly class schedule)	Introduction to theology (2). Interpretation of basic concepts: the mystery of Christ, the History of Salvation, theology, human being, freedom, analogy (6). Human as transcendent essence: analysis of innate quest for meaning, love, life, truth (2). Possible paths to God from an outside world (2). Issue of human sinfulness and the need for salvation (4). God's Revelation in the Holy Scripture (2). Concentration of Revelation in Jesus Christ: messianic expectations, embodiment, Paschal Mystery (4). Certain relevant points in understanding of the Church. Theology as science on faith: its scientific, ecclesiastic and spiritual nature.						
Format of course instruction:	<input checked="" type="checkbox"/> lectures			<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		Practical training		
	Experimental work		Written presentation		(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	Activities in lectures. Oral exam.		
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	B. Duda, Kratak pogled u misterij Krista i povijest spasenja, u: S. Kušar (prir.), <i>Isus Krist Bogočovjek i Spasitelj</i> , KS, Zagreb, 1997., str. 13.-25.	1	
	F. Varone, <i>Nevolje s odsutnim Bogom. Religija, ateizam i vjera: tri pogleda na tajnu</i> , KS, Zagreb, 1988., str. 1.-118.	3	
	J. Ratzinger, <i>Uvod u kršćanstvo</i> , KS, Zagreb, 2002., str. 5.-56.77.-184,	5	
Supplementary literature	K. Rahner, <i>Temelji kršćanske vjere: Uvod u pojam kršćanstva</i> , Ex libris, Rijeka 2007., str. 21.-147. H. Küng, <i>Biti kršćanin</i> , Konzor Zagreb – Synopsis Sarajevo 2002., str. 21.-143. J. Ratzinger, <i>Teološki nauk o principima. Elementi fundamentalne teologije</i> , Ex libris, Rijeka 2010., str. 179.-201. 367.-438. N. Fischer, <i>Čovjek traži Boga. Filozofski pristup</i> , KS, Zagreb, 2001, str. 5.-338.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student attendance register, mid-term exam, oral exam, evaluation of the course and course teacher at the end of the semester.		
Other (according to the opinion of education provider)			

COURSE TITLE		THE CHURCH HISTORY OF THE ANCIENT WORLD AND THE MIDDLE AGE				
Code	KBT: 101 ISVU: 82553	Year of study	I			
Course teacher/s	Associate professor Josip Dukić, Ph.D.	Credit (ECTS)	6			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F
			75			
Course status	Core course	Percentage of e-learning implementation				
COURSE DESCRIPTION						
Course goals	Study the history of Church from its beginnings to Avignon Papacy. Develop critical thinking and judgement. Familiarise students with theological thought of the Church, its types of cult and organizational structure. Transfer the values Church advocates on the student's life and behaviour.					
Course enrollment requirements and core competencies	Solid classical education. Basic knowledge about the methodology of history research. Basic knowledge on 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. Interpret the importance and specificity of factographic research of history. 2. Critically evaluate the role of historical context in the emergence of Church dogmas. 3. Discuss on characteristics of areas and places where Christianity have spread. 4. Interpret interrelated character of the Church doctrine, cult and organizational structure. 5. Elaborate arguments on the values of Church teaching.					
Detailed course content (weekly class schedule)	I. INTRODUCTION <ul style="list-style-type: none">- Concept, subject, method and classification of the Church history (3).- Administrative division of the Roman Empire and European territory until the beginning of XIVth century (1).- Archeological sources for studying ancient and medieval Church history (1).- Legal sources for studying ancient and medieval Church history (1).- Liturgical sources for studying ancient and medieval Church history (1).- Ancient and medieval Church historiography (2). II. CHURCH HISTORY UP TO THE DEATH OF BONIFATIUS VIII (30-1303) <ul style="list-style-type: none">- Political-religious background of the Christianity (2).- The beginning and the spread of the Church (2).- Christian persecutions (Istria, Pannonia, Dalmatia) (2).- Acknowledgement of Christianity (2).- Church in the era of the Constantinian dynasty (306-364) (1).- Church in the era of the Valentinian dynasty (364-394) (1).- Church in the era of the Theodosian dynasty (394-455) (1).- Church in the era of the Tracian dynasty (457-518) (1).- Church in the era of the Justinian dynasty (518-610) (1).- Church and other non-Roman people (2).- Great movements and the christening of the people (2).- The Papacy and the Frankish Empire (1).- The Papal States (2). III. SELECTED TOPICS <ul style="list-style-type: none">- The papacy of the ancient and medieval Church period (1).- Apostolic Fathers and apologetics (2).- Ancient writers of the IVth, Vth and VIth century (2).- Monasticism in the Ancient period (1).					

	<ul style="list-style-type: none">- The cult of martyrs (Istria, Pannonia, Dalmatia) (2).- Theological dispute in the early Church (1).- The Sacraments (of initiation) in the early Church (1).- Ancient and Medieval heresies (1).- The Eastern Christians (1). The Eastern schism (2).The Cluniac reform (2).- The Gregorian reform (2).The Crusades (1). The Inquisition (1). Monkhood in the Middle Age (1). Church Councils in the Ancient and Medieval period (2). <p>IV. THE HISTORY OF THE CHURCH IN CROATIA</p> <ul style="list-style-type: none">- Immigration and christening of Croats (2). Croatian dukes (2). Croatian kings (2).- Hungarian rulers (1). Administrative division of Church in Croatia (2).- Episcopus chroatensis (2). The heritage of Cyril and Method (2).- Glagolitism (2). Provincial councils of Split (2). Benedictines in Croatia (2). Franciscans in Croatia (2). Dominicans in Croatia (2).					
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> field instruction			<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia		
Student obligations	Class attendance.					
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		Practical training	
	Experimental work		Written presentation		Individual work	2,0
	Essay		Seminar essay		(Other)	
	Mid-term exams	0,5	Oral exam	0,5	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Student attendance register. Activity during the lectures. Supplementary literature check. Mid-term exam and exam grade (written and oral).					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library		Availability via other media
	A. Franzen, <i>Povijest Crkve</i> , Zagreb, 1993., str. 1-178.			5		
	H. Jedin, <i>Velika povijest Crkve</i> , I., II., III/1.-2., Zagreb, 1995.			1		
	S. Kovačić, <i>Kršćanstvo i Crkva u staromu i srednjemu vijeku</i> , Split, 2004.			2		
	M. Vidović, <i>Povijest Crkve u Hrvata</i> , Split, 1996.			3		
Supplementary literature	J. Buturac – A. Ivandija, <i>Povijest Katoličke Crkve među Hrvatima</i> , Zagreb, 1973., str. 1-127. F. Šanjek, <i>Kršćanstvo na hrvatskomu prostoru</i> , Zagreb, 1996., str. 1-288. B. Goluža, <i>Povijest Crkve</i> , Mostar, 1998., str. 1-277.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Interactive work with students. Encouraging students to perform additional activities. Student attendance register. Assistance in studying.					
Other (according to the opinion of education provider)						

COURSE TITLE		HISTORY OF PHILOSOPHY – ANCIENT AND MIDDLE AGE					
Code	KBT: 102 ISVU: 82554	Year of study		I			
Course teacher/s	Full professor Ivan Tadić, Ph.D.	Credit (ECTS)		5			
Assistants	Ante Akrap, Ph.D.	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	Acquistion of knowledge on the ancient and medieval philosophical systems and more prominent philosophers. Reading, commenting and interpretation of authentic philosophical texts aimed at better understanding of the development of western philosophical thought.						
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, understand and practically implement basic philosophical cognition. 2. Develop critical attitude toward different cultural phenomena and ideologies. 3. Have critical and creative attitude towards the application of the acquired knowledge when dealing with contemporary issues. 4. Develop positive attitude towards the traditional and fundamental civilizational heritage. 5. Understand and accept moral virtues and principles through their application in real-life situations.						
Detailed course content (weekly class schedule)	<i>Greek philosophy</i> : The Presocratic philosophers – the Milesian School - Tales, Anaximenes, Anaximander; the Pythagorean School – Pythagoras, Philolaus; Heraclitust, The Eleatic School, Xenophanes, Parmenides, Zeno, Melissus, Mediators (Pluralists) – Empedocles, Anaxagora, Atomists – Leucippus and Democritus, sophists, Protagoras, Gorgias, Socrates, Socrat followers, cynicism, the Cyrenaics, the Megarian and the Eretrian school, Plato, Aristotle; Hellenistic philosophy: stoicism, the Epicurean School, sceptics; <i>Religious period of Hellenistic philosophy</i> . Philo; Neoplatonism-Plotinus (34) Mid-term exam (2) <i>Medieval philosophy</i> : the Patristic period – gnostics, apologetics, Aristides, Tatian, Justinian, Tertullian, Clement of Alexandria, Origen, Gregory of Nyssa, Pseudo-Dionysius the Aeropagite, John Damascene, Aurelius Augustinus, Boethius, Scholasticism (early, high, late), Johannes Scotus Eriugena, Anselm of Cantebury, Peter Abelard, Peter of Lombard, Arabs – Avicenna, Averroes, Moses Maimonides RaMbaM, <i>Philosophy in the 12th and 13th century</i> : Paris and Oxford University, Alexander of Hales, Saint Bonaventure, Roger Bacon, Albert the Greati, Thomas Aquinas, John Duns Scotus, William Ockham; <i>Medieval philosophy after Ockham</i> , Reneissance, Second Scholasticism - Francisco Suarez; John of saint Thomas (24)						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input 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 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	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	2,0	Oral exam	2,0	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Active participation in lectures – 20% Mid-term exam – 40% Oral (final) exam – 40%					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	Platon, <i>Sofist</i> , u: Platon, Protagora / Sofist, Naprijed, Zagreb 1975.			1		
	Platon, <i>Parmenid</i> , Demetra, Zagreb, 2002.			5		
	Aristotel, <i>Metafizika</i> , SNL, Zagreb, 1988.			4		
	Aristotel, <i>Nikomahova etika</i> , SNL, Zagreb, 1988.			9		
	Augustin, <i>Ispovijesti</i> , KS, Zagreb, 2010.			7		
	Boetije, <i>Utjeha filozofije</i> , Unireks, Podgorica, 2008.					
	A. Canterburyjski, Quod vere sit Deus,svezak prvi, Demetra, Zagreb, 1997.			2		
	I. Duns Škot, Rasprava o prvom principu, Demetra, Zagreb, 1997.			1		
Supplementary literature	Platon, Teetet, u: Platon, Fileb / Teetet, Naprijed, Zagreb, 1979; Platon, Obrana Sokratova, Demetra, Zagreb, 2000. W. Windelband, Povijest filozofije I, Naprijed, Zagreb, 1990. S. Kušar (ur.) Srednjovjekovna filozofija, ŠK, Zagreb, 1996. P.Abelard, Povijest nevolja, Naprijed, Zagreb, 1992. Bonaventura, Put duha k Bogu, u: Bonaventura, Tria opuscula, KS, Zagreb, 2009. A.Augustin, O slobodnoj volji, Demetra, Zagreb, 1998. Toma Akvinski, Izabrano djelo, 2. Izdanje, Zagreb, 2005. E.Gilson, Filozofija u srednjem vijeku, svezak prvi, Demetra, Zagreb, 2011.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, joint conversation, student attendance register, mid-term exam, final oral exam and active participation in lectures.					
Other (according to the opinion of education provider)						

COURSE NAME		INTRODUCTION TO PHILOSOPHY					
Code	KBF: KBT103 ISVU: 82555	Year of study		I			
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	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Overview of the basis of philosophy and introduction to philosophical dialogue in the form of question-answer.						
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. Distinguish and interpret various approaches to philosophical reflection. 2. Endorse philosophical approach to problems and distinguishing it from the theological ones. 3. Interpret fundamental ideas of simple introductory philosophy texts.						
Detailed course content (weekly class schedule)	Philosophy and the beginning (2). Philosophy as a form of life and conceptual reality (4). Multisensory experience (2). Life, religious, contemplative experience (2). Truth (2). Language and experience (2). Body. Emotions (2). Prejudices, opinions, authority, tradition (2). Autonomy, self-cognition, others (2). Learning, reading, listening, interpreting, opinion (2). Philosophy and faith (2). Branches of Philosophy (2). Scheme of historical relationship between philosophy and religion (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		Individual work	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	Active participation in lectures. Oral exam.						

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
	J. M. Bochenski, <i>Uvod u filozofsko mišljenje</i> , Verbum, Split, 1997., str. 1.-130.	3	
	T. Nagel, <i>Što sve to znači? Vrlo kratak uvod u filozofiju</i> , Kruzak, Hrvatski Leskovac 2002., str. 1.-96.	1	
Supplementary literature	E. Fink, <i>Uvod u filozofiju</i> , Matica hrvatska, Zagreb, 1998., str., 5-231. M. Cipra, <i>Uvod u filozofiju</i> , Matica hrvatska, Zagreb, 2007., str. 1-86. A. T. Peperzak, <i>Philosophy Between Faith and Theology</i> , University of Notre Dame Press, Indiana, 2005., str. 1-216. M. Henry, <i>C'est moi la vérité. Pour une philosophie du christianisme</i> , Seuil, Paris, 1996., str. 7-45.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, questionnaire, evaluation at the end of the semester.		
Other (according to the opinion of education provider)			

COURSE NAME		DEVELOPMENTAL PSYCHOLOGY					
Code	KBT: 104 ISVU: 82556	Year of study		I			
Course teacher/s	Associate professor Ivan Kešina, Ph.D	Credit (ECTS)		5			
Assistants	Mirko Mihalj, M.S.	Type of instruction (number of hours per semester)		L	S	E	F
				60			
Course status	Core course	Percentage of e-learning implementation		30%			
COURSE DESCRIPTION							
Course goals	Introduction to main psychological theories and to the teachings of human development and age features.						
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 subject and methods of developmental psychology. 2. Analyse individual features with respect to the age. 3. Identify developmental changes in adolescence. 4. Valorize acquired knowledge in class.						
Detailed course content (weekly class schedule)	Historical overview of human development (4). Developmental theories and research methods (4). Biological and physical development: genetics, prenatal development, birth and perinatal period, physical growth and the development of motor skills (6). Cognitive approach: development of senses and perception, speech development (6). J. Piaget's approach, information processing and intelligence testing (10). Social and emotional development: development of the concept of self-awareness, development of identity, autonomy and intimacy (6). Relations with family and peer groups (4). Moral formation (4). Development of gender roles (4). Problems in adolescence, delinquency and psychopathology (6). Psychology of mature age: developmental changes, indicators of maturity and old age, physical and intellectual development (6).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> combined e-learning			<input type="checkbox"/> (Other)			
Student obligations	Class attendance, reading of the literature, taking 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	2,0	Research		Practical training		
	Experimental work		Written representation		Individual work	1,0	
	Essay		Seminar essay		(Other)		
	Mid-term exams	1,0	Oral exam	1,0	(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Mid-term exam – 40% Exam – 60%						

Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	R. Vasta i dr., <i>Dječja psihologija</i> , "Naklada Slap", Jastrebarsko, 2004., str. 1-645.	1	
	K.W. Schaie, S.L. Willis, <i>Psihologija odrasle dobi i starenja</i> , Naklada Slap, Jastrebarsko, 2001., str. 1-105; 345-434.	1	
	M. Mihalj, <i>Razvojna psihologija</i> , 2013.		Loomen
Supplementary literature	Berk, E. Laura (ur. hrv. izdanja Gordana Keresteš), <i>Psihologija cjeloživotnog razvoja</i> , Naklada Slap, Jastrebarsko, 2008., 812 str. S. A. Rathus, <i>Temelji psihologije</i> , Naklada Slap, Jastrebarsko, 2001., str. 423-467, 513-548.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Consultations and conversation on the content understanding, student attendance register. Mid-term exams.		
Other (according to the opinion of education provider)			

COURSE TITLE		THE CHURCH ART				
Code	KBT: 106 ISVU: 82557	Year of study	I			
Course teacher/s	Full professor Branko Matulić, Ph.D.	Credit (ECTS)	3			
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 basic facts related to historical, civilizational-culturological, and particularly philosophical-theological-liturgical notion of development, scope and the importance of Christian, Catholic (in broader sense) visual art, and implementation methods of the acquired competences in the field of catechetic work.					
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. Identify, state and interpret basic concepts related to development and meaning of the Church art. 2. Identify and interpret basic ethic, i.e. philosophical-theological-liturgical and aesthetic principles of different sacred art style periods. 3. Develop visual perception in recognizing various visual expressive forms on technological and substantial level. 4. Identify, correlate and explain the relationship between the tradition, apocryphal and canon texts and visual sacred arts within and outside the framework of liturgical acts. 5. Apply acquired ethical and aesthetic principles as the universal means of communication in catechetic work focusing on visual arts as symbolic speech. 6. Elaborate on inseparable connection, constant and active influence and contribution of the Church art to liturgy. 7. Raise awareness for constant care, preservation and renewal of Church and sacred visual heritage and endorse contemporary visual arts whether liturgical or not.					
Detailed course content (weekly class schedule)	Introduction (1,5). Theology of painting (1,5). Christian symbols (1,5). Basic concepts of Christian iconography (1,5). Diocletian and Christianity, field instruction in Diocletian palace (3). Visual techniques (1,5). Early Christian art (1,5). Visual aspects of the All Saints' Day holiday (1,5). Pre-romanesque Church art (1,5). Pre-romanesque Church art in Croatia (1,5). Liturgical colours (1,5). Romanesque Church art (1,5). Romanesque Church art in Croatia(1,5). Number symbolism in church art (1,5). Gothic Church art (1,5). Gothic Church art in Croatia (1,5). Theology of crèche in visual arts (1,5). Reneissance (manirism) Church art (1,5).					

	Renaissance Church art in Croatia (1,5). Baroque (rococo) Church art (1,5). Baroque Church art in Croatia (1,5). Church art from Baroque to contemporary period (1,5). Church art in the perspective of contemporary art (1,5). Ivo Dulčić – paradigm of contemporary and sacred art (1,5). Contemporary Church architecture and liturgical space (1,5). Contemporary Croatian visual artists and the concept of sacral (1,5). Art, artists and popes (1,5). Preservation of Church visual heritage – example of preservation of I. Dulčić mosaic (1,5). Final conclusions (1,5).					
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 checked="" type="checkbox"/> field instruction			<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorski rad <input type="checkbox"/> (other)		
Student obligations	Regular attendance and active participation in class, following up on literature and taking 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	1,5	Research		Practical training	
	Experimental work		Written representation		Individual work and literature	1,0
	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 attendance and active participation in class carries 30% of the grade, and knowledge presented at the oral exam makes 70 % of portion in evaluation and grading.					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	H. W. Janson, <i>Povijest umjetnosti</i> , dopunjeno izdanje, Stanek, Varaždin, 2003.					
	A. Badurina (ur.), <i>Leksikon ikonografije, liturgike i simbolike zapadnog kršćanstva</i> , Zagreb, 1996.			1		
	I. Šaško, <i>Per signa sensibilia: Liturgijski simbolički govor</i> , Glas Koncila, Zagreb, 2004.			1		
	<i>Enciklopedija hrvatske umjetnosti</i> 1 i 2, Zagreb, 1995.					
Supplementary literature	A. Šuljić, <i>O odnosu likovne umjetnosti i kršćanstva, Slike i njihova moć</i> , Služba Božja 52 (2012.), br. 1, Split 2012., 51-60.					
	I. Žižić, <i>Križ u ranokršćanskoj simbolici i liturgiji, Uz nekoliko bilješki o simbolima križa u Saloni</i> , Tuscolum 5, Solin 2012., 103-113.					
	Z. S. Gojnik, A. Crnčević, M. O. Šćitaroci, <i>Utjecaji na preobrazbe kršćanske liturgijske arhitekture do 20. stoljeća</i> , Prostor 2 (42), 19 (2011), Zagreb, 2011., 282-295.					
	A. Crnčević, <i>Baptisterij episkopalnoga centra u Saloni u liturgijsko-teološkom kontekstu</i> , u: J. Dukić– S. Kovačić– E. Višić-Ljubić, <i>Salonitansko-splitska Crkva u prvom tisućljeću kršćanske povijesti. Zbornik radova međunarodnoga znanstvenog skupa u povodu 1700. obljetnice mučeništva sv. Dujma</i> , Split, 2008., 331-349.					
	<i>Crkva i likovna umjetnost. Radovi XLIV. Teološko-pastoralnoga tjedna u Zagrebu</i>					

	<p>27.-29. siječnja 2004., Bogoslovska smotra 74, Katolički bogoslovni fakultet Sveučilišta u Zagrebu, Zagreb, 2004.</p> <p>I. Koprek, <i>Crkva i umjetnost u obzoru istine i slobode</i>, u: Nova prisutnost I/1 (2003), Zagreb, 2003., 115-122.</p> <p>Lj. Mokrović, <i>Uzajamni utjecaj kršćanstva i umjetnosti na zajedničkom povijesnom putovanju</i> (I.dio); <i>Od ranokršćanstva do ranog srednjeg vijeka</i>, u: Obnovljeni život (56) 1 (2001), Filozofsko teološki institut Družbe Isusove, Zagreb, 2001., 79-102.</p> <p>Lj. Mokrović, <i>Uzajamni utjecaj kršćanstva i umjetnosti na zajedničkom povijesnom putovanju</i> (II.dio); <i>Od renesanse do 20. stoljeća</i>, u: Obnovljeni život (56) 2 (2001), Filozofsko teološki institut Družbe Isusove, Zagreb, 2001., 139-161.</p>
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Interactive communication with students during lectures through argumentations and analysis, via electronic communication and feedback information on the received lecture summaries, conducted examination and via official monitoring quality system of the constituent institution.
Other (according to the opinion of education provider)	

COURSE TITLE		METHODOLOGY OF SCIENTIFIC WORK					
Code	KBF: 107 ISVU: 82137	Year of study			I PTS and I Undergraduate TCS		
Course teacher/s	Assistant professor Domagoj Runje, Ph.D.	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			40%		
COURSE DESCRIPTION							
Course goals	Introducing students with the methodology of scientific research and methodological principles for writting scientific work.						
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. Have a critical approach in reading scientific literature from the Humanities. 2. Discuss on philosophical-theological topics. 3. Write seminar essays and other forms of written school works. 4. Write and present final written exam. 5. Write and publish works in scientific and professional journals.						
Detailed course content (weekly class schedule)	Introduction to the Methodology of Scientific Work with a special emphasis on theological study (4). Joint critical approach in reading of a scientific research paper (4). Introduction to the process of writing scientific research paper: a. research topic selection (2), b. collecting resources (2), c. draft version of a written research paper (4), d. writing of quotations, notes, works cited (2), e. writing of a scientific research paper (8), f. check, final editing and revision (4).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> exercises			<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> (other)			
Student obligations	Class attendance and a construction 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	1,0	Research	0,5	Practical training		
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams		Oral exam		Construction of a written work	0,5	
	Written exam		Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Active participation in class. Written work.						
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media	
	Dubravka Oraić Tolić, <i>Akademsko pismo. Strategije i tehnike klasične retorike za suvremene studentice i studente</i> , Zagreb, 2011.						

Supplementary literature	R. Zelenika, <i>Metodologija i tehnologija izrade znanstvenog stručnog djela</i> , Rijeka, 1990.
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, interactive dialogue with students, student attendance register, registering completion of working tasks, questionnaire.
Other (according to the opinion of education provider)	

COURSE TITLE		HISTORY OF MODERN AND CONTEMPORARY PHILOSOPHY				
Code	KBT:121 ISVU: 82558	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	Familiarise students with the basic philosophical courses and the most important names from Humanism until the end of 20th century.					
Course enrollment requirements and core competencies	Basic knowledge of the ancient and medieval philosophical thought.					
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 explain the development of philosophical thinking from Humanism until the end of XXth century. 2. Master appropriate philosophical terminology. 3. Synthesize various philosophical standpoints of modern and contemporary philosophy and indicate at their implementation. 4. Comprehensive reading and interpretation of philosophical texts from the afore mentioned period.					
Detailed course content (weekly class schedule)	Course orientation - introduction (2). Rationalism: R. Descartes (2). B. de Spinoza; G. W. Leibniz (2). B. Pascal (2). Empirism: F. Bacon; Th. Hobbes; J. Locke; G. Berkeley; D. Hume (2). The Age of Enlightenment in general; Jean-Jacques Rousseau (2). Philosophical opponent of the Enlightenment: G. Vico, Joseph de Maistre, François de Chateaubriand (2). Classical idealism in general; I. Kant (2). J. G. Fichte; F. W. J. Schelling (2). G. W. F. Hegel (2). Another philosophical standpoint: Antonio Rosmini; A. Schopenhauer (2). J. H. Newman; Vladimir Solovjev (2). Marxizm (2). Thomism: Joseph Marechal; Etienne Gilson (2). Erich Przywara; Jacques Maritain (2). Positivism: Auguste Comte; John Stuart Mill (2). B. Russell; L. Wittgenstein; K. R. Popper (2). Phenomenology: E. Husserl (2). M. Scheler, E. Stein (2). Philosophy of life: Friedrich Nietzsche (2). H. Bergson (2). M. Blondel (2). Existentialism: Sořren Kierkegaard (2). K. Jaspers; M. Heidegger (2). J. P. Sartre; G. Marcel (2). Personalism: F. Ebner; E. Mounier; L. Šestov (2). N. Berdjajev; R. Guardini (2). Postmodernism (2).The last class is dedicated to the closing discussion on treated themes.					
Format of course instruction:	☒ lectures		☒ discussions			
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		(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	Active participation during lectures. Mid-term exams and wirtten exam.					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	W. Windelband, <i>Povijest filozofije</i> , Naprijed, Zagreb 1990., str. 39-201.				7	
	F. Franić, <i>Povijest filozofije</i> , CuS, Split 2001. str. 357-531.				11	
	J. W. Sire, <i>Izazov svjetonazora</i> , STEPress, Zagreb, 2002., str. 16-246.					
Supplementary literature	A. Cruz Prados, <i>ISVUtoria de la filosofia contemporanea</i> , EUNSA, Pamplona, 1991., str. 216. V. Sanz Santacruz, <i>Historia de la filosofia moderna</i> , EUNSA, Pamplona, 1991., str. 529. N. Venturini, <i>Educare alla filosofia. Problemi e soluzioni nella storia</i> , II, EDB, Bologna, 1994., str. 357. N. Venturini, <i>Educare alla filosofia. Problemi e soluzioni nella storia</i> , III, EDB, Bologna, 1994., str. 511.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Anonymous questionnaire at the end of the semester, consultations and a possibility for students' peer-evaluation on the quality of the treated matter.					
Other (according to the opinion of education provider)						

COURSE TITLE		PRACTICAL PHILOSOPHY				
Code	KBT: 122 ISVU: 82559	Year of study	I			
Course teacher/s	Associate professor Ivan Kešina, 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	Familiarise students with practical philosophy in general focusing on anthropological-ethical contemplation of a human and his behaviour in terms of ethics.					
Course enrollment requirements and core competencies	Fundamental knowledge of philosophical thought on human in general and on human nature.					
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to:					
	<div>1. Evaluate the human being in the context of life in general and particularly as rational animal, a universal feature which differs human beings from other living things.</div> <div>2. Interpret the concept, subject and method of practical philosophy.</div> <div>3. Evaluate the rightness of human behaviour in relation to moral values, i.e. its moral rightness.</div> <div>4. Disscuss different standpoints on normative, core aspect of moral values (ethical positivism, moral naturalism – hedonism, utilitarianism, altruism, vitalistic ethics, ethics of freedom, etc.)</div> <div>5. Explain fundamental principles of Kantian ethics.</div> <div>6. Give arguments on why and how <i>ratio recta</i> (right reason) is a closer norm of moral behaviour and in which way <i>esse subsistens</i> (substantial essence), i.e. God is an ontological foundation of moral order.</div> <div>7. Explain the meaning of conscience as a subjective norm of moral behaviour.</div>					
Detailed course content (weekly class schedule)	The concept, objects and method of practical philosophy (2).					
	General views on life (2).					
	Philosophical anthropology (3).					
	Overview of evolutionary thought on human (6).					
	Contemporary anthropology streams (4).					
	Human behaviour – motivation as specific feature of human behaviour (2).					
	Moral act as free act: <i>actus hominis</i> and <i>actus humanus</i> ; <i>actus voluntarius</i> – classification of human acts (2).					
	The concept of value in general – Value hierarchy according to J. de Finance (2 hours).					
	Moral value – main features and normative aspect of moral value (2).					
	Moral value as a norm – introduction (1).					
	Moral positivism, critical judgement (2).					
	Mid-term exam (1).					
	Moral naturalism (hedonism, utilitarianism, altruism, rational, eschatological and negative eudaimonism) (4).					
	Cosmic and cosmobiological ethics, critical judgement (2).					
	Ethics of freedom, critical judgement (2).					
	The problem of ethical relativism (2).					
	Kantian formal ethics, critical judgement (3).					
	Closer norm of moral behaviour is right reason – the scholastic point of view (Suarez, Thomas Aquinas) (3).					

	Ontological ground for moral order (2). The concept of law (narrow sense) (2). Universality nad invariability of moral norms (2). The concept of right and its basic features: fundamental determinants of right; justice and types of justice (2). Innate right and its ethical aspect (2). Conscience – subjective norm of moral behaviour (3). The interrelation of morality and happiness (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	1,5	Research		Practical training	
	Experimental work		Written representation		(Other)	
	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% 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
	H. Burger, <i>Filozofska antropologija</i> , Zagreb, 1993.					
	I. Kant, <i>Kritika praktičnog uma</i> , Zagreb, 1990.				3	
	J. R. Romić, "Personalistička etika", u: <i>Koraci prema slobodi</i> , Zagreb, 1994.				5	
Supplementary literature	M. Belić, <i>Metafizička antropologija</i> , Zagreb 1993. G. Haeffner, <i>Philosophische Anthropologie</i> , Stuttgart, 1982. W. Kamlah, <i>Philosophische Anthropologie</i> , Mannheim, 1973. K. Wojtyla, <i>Temelji etike</i> , Split, 1998. I. Kešina, "U svjetlu etike", u: I. Kešina, <i>Znanost, vjera, etika. Promišljanja odnosa prirodnih znanosti, filozofije i teologije</i> , Split, 2005. R. Spaemann, <i>Ethik – Lesebuch von Platon bis heute</i> , München, Zürich, 1987.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	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		THE CHURCH HISTORY OF MODERN AND CONTEMPORARY AGE				
Code	KBT: 123 ISVU: 82560	Year of study	I			
Course teacher/s	Associate professor Josip Dukić, 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	Study the Church history from the Avignon period to contemporary age. Develop critical opinion and judgement. Apply teaching values of the Church to student's life and behaviour.					
Course enrollment requirements and core competencies	Solid knowledge of European and world history. Basic knowledge of the Church history. Basic knowledge of history research methodology.					
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Evaluate and implement in practice skills of factographic study of history. 2. Analyse complex historical context of Church activity. 3. Discern and interpret complex relations between Church and civil authorities. 4. Implement acquired knowledge and skills in public. 5. Argue on values of Church teaching.					
Detailed course content (weekly class schedule)	FROM THE DEATH OF BONIFACE VIII UP TODAY (1303-2013) Avignon period (1309-1378) (2). The Western Church unity crisis (1378-1418) (2). Church councils in the 14th and 15th Cent. (2). Humanism and the Church (1). The Western Schism (2). Council of Trent (1545-1563) (2). The Catholic reformation (1). Missions (1). The Thirty Years' War (1618-1648) (2). The Enlightenment (1). The Jansenism (1). Gallicanism, Josephinism i Febronianism (1). French Revolution (1). Liberalism (1). Syllabus (1). The First Vatican Council Social question (1). Questio Romana (2). Fascism and Nacism (1). Communism (1). Capitalism (1). The Second Vatican Council (2). II. THE HISTORY OF CHURCH IN CROATIA Humanism and Reinessace in Croatian territory (1). Reformation in Croatia (1). The Church in the time of Turkish reign (1493-1718) (1). Orthodox creed in Croatia (1). The Church in relation to the Enlightenment and Liberalism (2). Croatian National Revival (2). Croatian Catholic movement (2). The Church in the Kingdom of Yugoslavia (1). The Church during the Second World War (2). The Church under Communist rule (2).					
Format of course	☒ lectures		☒ individual tasks			

instruction:	<input checked="" type="checkbox"/> field instruction			<input checked="" type="checkbox"/> multimedia <input type="checkbox"/> (other)		
Student obligations	Class attendance.					
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		Individual work	1,5
	Essay		Seminar essay		(Other)	
	Mid-term exams	0,5	Oral exam	0,5	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Student attendance register. Active participation in lectures. Supplementary literature check. Grading mid-term exams and exams (written and oral).					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	A. Franzen, <i>Povijest Crkve</i> , Zagreb, 1993., str. 178-322.				5	
	H. Jedin, <i>Velika povijest Crkve</i> , IV. V., VI/1.-2., Zagreb, 1995.				1	
	M. Vidović, <i>Povijest Crkve u Hrvata</i> , Split, 1996.				3	
Supplementary literature	J. Buturac – A. Ivandija, <i>Povijest Katoličke Crkve među Hrvatima</i> , Zagreb, 1973., str. 1-127. B. Goluža, <i>Povijest Crkve</i> , Mostar, 1998., str. 277-640.					
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		GENERAL PSYCHOLOGY					
Code	KBT: 125 ISVU: 82561	Year of study		I			
Course teacher/s	Full professor Ivan Tadić, Ph.D.	Credit (ECTS)		6			
Assistants	Boris Vidović, M.S.	Type of instruction (number of hours per semester)		L	S	E	F
				60		30	
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	<p>Introduce students with the basis of psychology as a science and a field of work by using psychological research methodology and the basis of experience and behaviour.</p> <p>Explain the difference between scientific approach in psychology and other non-scientific approaches that treat physical phenomena.</p> <p>Introduce to the basis of physical processes – senses, perception, learning, memory, opinion, emotions and motivation.</p> <p>Provide elementary information from the field of social psychology, clinical psychology and other areas of scientific and applied psychology.</p>						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Having successfully completed the course a student should be able to:</p> <ol style="list-style-type: none"> 1. Identify motives and reasons for studying psychology. 2. Explain basic research methods in psychology. 3. Rank basic psychological processes and their characteristics. 4. Critically evaluate the correlation and influence of psychological processes on behaviour. 5. Explain development of different types of psychological distress. 						
Detailed course content (weekly class schedule)	<p>Defining psychology as a science and a field of work; psychological disciplines and a relationship with other disciplines (4L); origin and historical development of psychology (2L); research methods in psychology (4L+2E); biological basis of experience and behaviour (4L+2E); the role of genetics and environment in psychological processes (2L), senses, perception, attention (3L+2E), conscience (2P), learning (4L+2P), memory (2L+2E), opinion and speech (2L), intelligence (4L+3E), emotions (3L+2E), stress (2L), motivation (4L+2P); theories of personality (4L+3E); perspectives, prejudices and stereotypes (4L+3E); basis of developmental psychopathology (4L+2E); psychic distress (4L+3E); subjective welfare and life quality (2L+2E).</p>						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> exercises			<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	1,0	
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams	3,0	Oral exam	1,0	(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in	Class participation and student activity monitoring, activity in exercises, two mid-term exams, and if required, written/oral exam.						

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
	Rathus, A. S. (2000). <i>Temelji psihologije</i> , Jastrebarsko, Naklada Slap.	1	
	Petz, B. (2006). <i>Uvod u psihologiju</i> . Jastrebarsko, Naklada Slap.	1	
	Petz, B. (2005). <i>Psihologijski rječnik</i> . Jastrebarsko, Naklada Slap.	1	
Supplementary literature	Berk, L. (2006). Psihologija cjeloživotnog razvoja, Jastrebarsko, Naklada Slap. Hock, R. (2004). Četrdeset znanstvenih studija koje su promijenile psihologiju, Jastrebarsko, Naklada Slap. Larsen, R. i Buss, D. (2008). Psihologija ličnosti. Jastrebarsko: Naklada Slap. Pennington, D. (2004). Osnove socijalne psihologije. Jastrebarsko: Naklada Slap. Reeve, J. (2010). Razumijevanje motivacije i emocija. Jastrebarsko: Naklada Slap. Vidović Vizek, V., M. Rijavec, V. Vlahović Štetić, D. Miljković. (2003). <i>Psihologija obrazovanja</i> . Zagreb, IEP-VERN.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student questionnaire, consultations, taking mid-term exams, register on class activities (in lectures and exercises), student attendance register, active participation in class.		
Other (according to the opinion of education provider)			

COURSE TITLE		GENERAL INTRODUCTION TO THE STUDY OF THE HOLY SCRIPTURE					
Code	KBF: 126 ISVU: 82144	Year of study		I			
Course teacher/s	Full professor Marijan Vugdelija, Ph.D.	Credit (ECTS)		3			
Assistants	Miljenko Odrijin, 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	Familiarise students with the basic concepts of the Holy Scripture. Understand historical context of the world existence and development as described by the Holy Scripture. Enable further study and use of the Holy Scripture in further theological study. Raise awareness on the importance of the Holy Scripture for theological study.						
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. Read and better understand many topics of the Holy Scripture. 2. Describe the origin of the Bible and define Biblical books. 3. Explain the role and importance of hermeneutics in the Holy Scripture. 4. Differentiate literary types and describe Canon of the Holy Scripture.						
Detailed course content (weekly class schedule)	Introductory notes (2). The Bible, the written Word (2). The Books of the Bible and their classification (2). The emergence of the Bible (4). People of the Word (2). Inspiration (4). Hermeneutics (6). Literary types (2). The Canon of the Holy Scripture (4). Qumran (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 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 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
	W. J. Harrington, <i>Uvod u Bibliju, Spomen objave</i> , KS, Zagreb, 1987., str. 1-171.	5	
	C. Tomić, <i>Pristup Bibliji. Opći uvod u Sveto pismo</i> , Zagreb, 1986., str. 1-210.	3	
	N. Hohnjec, <i>Ulaz u svijet Biblije, Opći uvod u Sveto pismo</i> , KS, Zagreb, 2001., str. 1-101.	2	
Supplementary literature	J. Kremer, <i>Biblija riječ Božja za sve ljude</i> , KS. Zagreb, 1993., str. 1-124 C. Wright, <i>Vodič za čitanje Biblije</i> , Duhovna stvarnost, Zagreb, 1984., str. 1-128. T. Söding, <i>Više od knjige. Razumjeti Bibliju</i> , KS, Zagreb, 2001.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student attendance register, frequent thematic discussions and occasionally, written mid-term exams.		
Other (according to the opinion of education provider)			

COURSE TITLE		A CHRISTIAN'S SPEECH ABOUT GOD				
Code	KBT: 201 ISVU: 82562	Year of study	II			
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
			45			
Course status	Core course	Percentage of e-learning implementation				
COURSE DESCRIPTION						
Course goals	Knowledge of fundamental features of Christian image of God based on the experience of revelation affirmed in the Scriptures and tradition. Understanding and interpretation of the key testimonies of the Church teaching and the most significant forms of God speech in the Church history until present.					
Course enrollment requirements and core competencies	Knowledge of the basic 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. Recognize and present basic characteristics of Christian image of God in the framework of Bible, tradition and theology. 2. Explain Biblical-theological ground for various God speeches in Church and society. 3. Describe relatively interdependent relationship between the parent-based experience and that of the image of God. 4. Synthesize Christian God speech and all other individual statements on God from other courses to get the whole picture.					
Detailed course content (weekly class schedule)	Introduction part: Theological approach to the phenomenon of atheism (2). Grounds for eventual speech about God (3). Biblical-theological part: God of revelation: Basic characteristics of the image of God and the problem of anthropomorfism in the Old Testament (4). Basic characteristics of the image of God in the New Testament (4). Trinity structure of Paschal Mystery (2). Biblical theological meaning of the claim 'God is love' (2). Historical part: Accepting the Trinity in faith and tradition of the Church: Early testimonies of faith of the early Church in God's triune nature and heresy (2). Development of Trinity doctrine in II and III century and the Council of Nicaea (2). Development of Trinity doctrine in IV century and the Council of Constantinople (3). Augustine's contribution to the Western concept of the Trinity (2). From the Augustine period to the late scholastics (3). Augustine heritage in the Middle Age (3). Some contemporary theological approaches in speech about God: God the father and God the mother (2). Diversity of God in contemporary theology (2). The image of God conditioned by the primary socialization in a family (1). On the unchangeableness of God and God's suffering (2). Speech about God in Christianity and religions (2). Students, in cooperation with the teacher, present a short overview and ask questions regarding more recent theological approaches to the Trinity of God: K. Rahner, H. de Lubac, J. Ratzinger, W. Kasper, H. U. Von Balthasar, H. Ott (4).					
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	2,0	Research		Practical training	
	Experimental work		Written representation		(Other)	1,0
	Essay		Seminar essay		(Other)	
	Mid-term exams	0,5	Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Mid-term exam – 20% Mid-term paper – 20% Final exam – 70%					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	F. Courth, <i>Bog Trojstvene ljubavi</i> , KS, Zagreb, 1999., str. 42-230.				2	
	W. Kasper, <i>Bog Isusa Krista. Tajna Trojedinog Boga</i> , UPS, Đakovo, 1994., str. 142-160, 209-243, 409-414.				3	
	G. Greshake, <i>Kratki uvod u vjeru u Trojedinog Boga</i> , KS, Zagreb, 2007., str. 1-121.				1	
	M. Nikić, <i>Uloga oca u stvaranju slike o Bogu</i> , u: <i>Obnovljeni život</i> , 3 (2000.), str. 357-372.				1	www.hrcak.srce.hr
	A. Tamarut, <i>Bog Otac i Majka</i> , KS, Zagreb, 2002., str. 87-100.				2	
Supplementary literature	W. Kasper, <i>Bog Isusa Krista. Tajna Trojedinog Boga</i> , UPS, Đakovo, 1994., str. 83-141, 414-470.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultations, student attendace register, active participation in discussions, end-of-semester course and the teacher evaluation in the form of questionnaire.					
Other (according to the opinion of education provider)						

COURSE TITLE		DIDACTICS AND EDUCATIONAL METHODOLOGY OF RELIGIOUS EDUCATION					
Code	KBT: 203 ISVU: 82563	Year of study		II			
Course teacher/s	Associate professor Jadranka Garmaz, Ph.D.	Credit (ECTS)		5			
Assistants	Jenko Bulić, M.S.	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	Acquire knowledge of the subject matter, structure and tasks of religious education didactics as well as of didactic conception. Acquire basic methodical-didactical variables. Understand the structure of a teaching process. Adopt elements of programming, planning, delivering and evaluation of religious teaching class.						
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 structure of the teaching process. 2. Evaluate the impact of methodical—didactical variables on planning and realization of religious education class. 3. Evaluate working methods and communication media in religious education and catechesis. 4. Plan basic methodological elements, methods and methodical systems in religious education and catechesis. 5. Apply evaluation and grading in the process of education.						
Detailed course content (weekly class schedule)	General standpoints of religious education didactics (4). Didactic conceptions (4). Religious education's role in the individual's identity-shaping (4). Assignments and goals (4). The subject matter of religious education (4). The content of religious education (4). The role of religious teacher and his/her personality (5). Methodical issues: methods, paintings, Biblical texts (6). Media in religious education (3). Results evaluation (4). Religious-didactical principles (10). Planning and preparing a lecture (8).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> exercises		<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> (other)				
Student obligations	Class attendance, preparation for the teaching unit.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds</i>)	Class attendance	1,5	Research		Practical training	1,5	
	Experimental work		Written representation	0,5	(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams	2,0	Oral exam		(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	Mid-term exam– 30% Written representation – 20% Final exam – 50%					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	G. Hilger – S. Leimgruber – H. G. Ziebertz, <i>Vjeronaučna didaktika. Priručnik za studij, obrazovanje i posao</i> , Salezijana, 2009., str. 1- 479.			7		
	Katolički vjeronauk, u: MZOS, Nastavni plan i program za osnovnu školu, Zagreb, str. 336-339.			1	www.mzos.hr	
Supplementary literature	M. Pranjić, <i>Metodika vjeronaučne nastave</i> , KSC Zagreb, 1997., 144-226. W. Mattes, <i>Nastavne metode. 75 kompaktnih pregleda za nastavnike i učenike</i> , Ljevak, Zagreb, 2007., 23-198.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Feedback information from students, consultations and questionnaire.					
Other (according to the opinion of education provider)						

COURSE TITLE		CHRISTIAN SPIRITUALITY					
Code	KBT: 204 ISVU: 82564	Year of study		II			
Course teacher/s	Associate professor Mladen Parlov, Ph.D.	Credit (ECTS)		4			
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	Understanding of spiritual life through history and today. Identifying fundamental principles of Christian spiritual life, its development and growth. Introduction to the Christian mystics, the concept and mission of spiritual directory.						
Course enrollment requirements and core competencies	Basic knowledge of the mystery of Christ.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Understand and interpret basic principles of human life. 2. Analyse spiritual experiences and evaluate them. 3. Organize and guide prayer encounter. 4. Explain the importance and impact of different factors in spiritual growth and maturing. 5. Estimate and evaluate different stages of spiritual growth and maturing.						
Detailed course content (weekly class schedule)	Explain the definition and concepts of spiritual theology (4). General appeal to sanctity (3). Stages of growth and maturing in spiritual life (4). Life with Christ, by Christ and in Christ (2). Innate supernatural organism (the final mercy, the actual mercy, living of the Holy Trinity, theological virtues, cardinal virtues, supreme virtues, gifts of the Holy Spirit, fruits of the Holy Spirit (8). Ways of spiritual growth: the Holy Scripture (2). Sacraments in spiritual life (4). A prayer: definitions, methods, grades, types (4). Assistance in spiritual growth: exercises in God's presence, conscience test, seeking God's will, fidelity to the mercy, spiritual literature, spiritual friendship, spiritual directory (2). Passive virtues, humility, obedience, patience (2). States of spiritual consolation and dryness (2). Conversion and sin (4). Progressive cleansing of the soul (3). Fight against the evil: grades of heart temptations, fight against temptation and, purification of senses, purification of the intellect, will purification (4). Mystic experience: phenomena and state (2). Spirituality of the lay: spirituality of the catechist (2). Prominent figures and schools of Christian spirituality through history (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 (specify portion in ECTS credits per each	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation	1,0	Individual work		

activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Essay		Seminar essay		(Other)	
	Mid-term exams	1,0	Oral exam		(Other)	
	Written exam	1,0	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Mid-term paper – 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	
	Katekizam Katoličke Crkve, HBK, Zagreb, 1994, br. 1700-1748, 2559-2758.			3		
	S. Pinkares, <i>Pavlov i Tomin nauk o duhovnom životu</i> , KS, Zagreb, 2000., 7-37, 71-115, 169-205, 219-230, 243-263.			1		
	<i>Darovi Duha za naše vrijeme</i> , Riječki teološki časopis 7 (1999) 1, 3-214.			1	www.srce.hrca k.hr	
Supplementary literature	A. Matanić, <i>Uvod u duhovnost</i> , KS, Zagreb, 1994., 13-57; (2 copies) Ž. Bezić, <i>Kršćansko savršenstvo</i> , CnaK, Mostar 1986.,186-230; (11 copies). J. Mamić, <i>Razvoj suvremene duhovnosti</i> , KS, Zagreb 2003., 5-95; (1 copy) M. Špehar, <i>U potrazi za duhovnim iskustvom</i> , GK, Zagreb, 2004., 9-117; M. Szentmartony, <i>Psihologija duhovnog života</i> , FTI, Zagreb, 1990., 49-152.(4 copies)					
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		CHRISITAN REVELATION				
Code	KBT: 205 ISVU: 82565	Year of study	II			
Course teacher/s	Associate professor Anđelko Domazet, Ph.D.	Credit (ECTS)	4			
Assistants	Edvard Punda, 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	Comprehension of theological concept of Revelation as the basis for understanding other theological tractates. Interpretation of the Doctrine of Revelation in the framework of theological tradition and the Church documents.					
Course enrollment requirements and core competencies	Knowledge of basic philosophical-theological concepts and the contents 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 the concept of Revelation and Revelation models in theology. 2. Differentiate natural and supernatural Revelation. 3. Identify and evaluate credibility criteria for Christian Revelation. 4. Elaborate on the claim that Jesus Christ holds the centre and fullness of all the Revelation. 5. Evaluate relationship of the Holy Scripture and Tradition. 6. Defend the attitude on the importance of faith for life and the study of theology.					
Detailed course content (weekly class schedule)	Fundamental theology: content and method (2). Positioning the course <i>Christian Revelation</i> within fundamental theology (1). Fundamental theology and classical apologetics (<i>demonstratio religiosa, christiana, catholica</i>) (1). The meaning of the Revelation concept. Some models of understanding Revelation (Seckler, Dulles) (2). Revelation in the Old Testament (2). Revelation in the New Testament (2). Natural revelation (1). Supernatural Revelation (1). Explanation of the faith: theology as the apology (2). Defense and explanation of the faith in the Middle Ages: the Reformation period (2). The First Vatican Council and Revelation. New Age fundamental theology (2). Credibility of Christian Revelation: credibility criteria. The concept of criteria. Miracle and natural laws. Miracles and faith. Theological evaluation of miracles. (3). Jesus Christ: Messiah and the Son of God. Historical approach to Jesus (2). The Divine Mission of Jesus. Jesus “more than” (1). The Death of Jesus and Resurrection of the dead (1). The Second Vatican Council: Dogmatic constitution “Dei verbum” on Divine Revelation. Personalism and christocentricity of Revelation (2). The reality of Revelation (Dei verbum 2-6) (2). The transmission of Divine Revelation (Dei verbum 7-10) (2). Word of God inspiration of the Holy Scripture (Dei verbum 11-13) (2). Theories of Word of God inspiration. Canon of the Holy Scripture (2). Faith – answer to Revelation: definition of faith. Faith and the study of theology (2). Relationship between faith and sense (1). Relationship between faith and salvation (1). Faith and prayer (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	0,5	(Other)	
	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	Mid-term - 15% Mid-term exam – 25 % 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
	Dogmatska konstitucija o božanskoj objavi Dei verbum,br. 1-13., u: Drugi vaticanski koncil, <i>Dokumenti. Latinski i hrvatski</i> , KS, Zagreb, ⁷ 2008., 401-414.				2	
	W. Knoch, <i>Bog traži čovjeka. Objava, Pismo, Predaja</i> , KS, Zagreb, 2001., str. 5-70, 101-176, 183-215.				1	
Supplementary literature	A. Kresina – Lj. Rupčić – A. Škrinjar, <i>Dogmatska konstitucija o božanskoj objavi Dei verbum</i> , FTI, Zagreb, 1981., 1-172. Ivan Pavao II., <i>Fides et ratio. Enciklika svim biskupima katoličke Crkve o odnosu vjere i razuma</i> , Zagreb, KS, 1999.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, questionnaire, student attendance register, active participation in discussions, mid-term paper, end-of-semester course and teacher at evaluation.					
Other (according to the opinion of education provider)						

COURSE TITLE		INTRODUCTION TO THE PENTATEUCH AND EXEGESIS					
Code	KBT: 304 ISVU: 82566	Year of study			II		
Course teacher/s	Assistant professor Domagoj Runje, 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	Familiarise students with the origin and the content of the Pentatuch and exegetic analysis of selected texts.						
Course enrollment requirements and core competencies	Competences acquired from the course <i>General introduction to the Study of the Holy Scripture</i> .						
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 Pentateuch within the Old and the New Testament. 2. Evaluate theological questions based on the Pentateuch. 3. Analyse Pentateuch on its historical ground. 4. Initiate various Biblical topics (for example genesis and the Commandments of God) in new Church and social circumstances.						
Detailed course content (weekly class schedule)	General introduction in the origin and content of Pentatuch (5). Pentateuch in relation to other Biblical books (3). The book of Genesis (3). The book of Exodus (3). The book of Levictus (3). The book of Numbers (3). The Book of Deuteronomy (3). Mid-term exam (2). Exegesis of Gen 1 – 11 (10). Exegesis of Exo 20 and Lev 5 (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 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 construction 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	1,0	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	Class activity – 20% Mid-term exam – 20% 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. 5-357.		
	Wilfrid J. Harrington, <i>Uvod u Stari zavjet</i> , Kršćanska sadašnjost, Zagreb, 1992., str. 5-190.	4	
Supplementary literature	Diego Arenhoevel, <i>Biblijska prapovijest (Post 1-11)</i> , Zagreb, 1990. Adalbert Rebić, <i>Stvaranje svijeta i čovjeka (Post 1-3)</i> , Zagreb, 1996. Marijan Vugdelija, <i>Božje zapovijedi: putokaz autentičnog življenja i danas?!</i> , Zagreb, 1989., str. 1-249.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Questionnaire and a possibility for oral and/or written review after lectures and/or exam.		
Other (according to the opinion of education provider)			

COURSE TITLE		PHILOSOPHICAL SPEECH ON THE WORLD AND GOD					
Code	KBT: 221 ISVU: 82567	Year of study		II			
Course teacher/s	Full professor Ivan Tadić, 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	Raise students' awareness on different opinions and questions about God and His relation to the world and on issues related to the scientific theory of the world origin.						
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. Discern difficulties on God's (in)comprehensiveness. 2. Interpret main evidence for God's existence. 3. Comment on the remarks to that evidence. 4. Describe God's features. 5. Interpret God's relation to the world. 6. Interpret difficulties and understandings of the relation between God and the evil in the world. 7. Elaborate on the Big Bang Theory for the origin of the universe.						
Detailed course content (weekly class schedule)	God issue(2); different approaches to God issue (2); agnosticism (2); New Positivism (1); atheism (1); ontological evidence (5); a posteriori evidence (6); other classical arguments (2); Kant's critics of the arguments on God's existence (4); comprehension of God's essence (2); analogy in cognition (2); God's features (4); God's knowledge, will, almightiness, creation, maintenance (4); God and evil (4); the Big Bang Theory (4).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures		<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		(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams	1,5	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 – 50%						
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		
	S. Kušar, <i>Filozofija o Bogu. Građa i literatura za studij teodiceje</i> , KS, Zagreb, 2001.				1		
	T. Akvinski, <i>Izabrano djelo</i> (priredio T. Vereš), Globus, Zagreb, 1981.				4		

	A. Canterburyjski, <i>Quod vere sit Deus. Monologion. Proslogion</i> , Demetra, Zagreb, 1997.	2	
	E. Coreth, "Od temelja bitka do živoga Boga. Filozofsko pitanje o Bogu", u: <i>Obnovljeni život</i> 56. (2001.), br. 4., str. 411.- 422.;	1	www.hrcak.srce.hr
	Ivan Pavao II., <i>Fides et ratio. Vjera i razum</i> , KS, Zagreb, 1999.	2	www.hrcak.srce.hr
	I. Kant, <i>Kritika čistoga uma</i> , Nakladni zavod Matice hrvatske, Zagreb, 1984.	2	
Supplementary literature	<p>T. Akvinski, <i>Suma protiv pogana</i>, KS, Zagreb, 1993., sv. I.;</p> <p>E. Coreth, <i>Gott im philosophischen Denken</i>, Kohlhammer, Stuttgart, 2001.</p> <p>W. Schulz, <i>Bog novovjekovne metafizike</i>, Matica hrvatska, Zagreb, 1996.</p> <p>B. Welte, <i>Religionsphilosophie</i>, Herder, Freiburg, 1978.</p> <p>I. Devčić, <i>Pred Bogom blizim i dalekim</i>, FTI, Zagreb, 1998.</p> <p>H. Lasić, <i>Čovjek u svjetlu transcendencije. Nadnaravno određenje ljudskoga bića</i>, FTI, Zagreb, 1994.</p> <p>A. Kusić, <i>Filozofski pristupi Bogu</i>, CUS, Split, 1980.;</p> <p>N. Stanković, <i>Čovjek pred Bezuvjetnim</i>, Zagreb, 2000.;</p> <p>O. Muck, <i>Philosophische Gotteslehre</i>, Patmos, Düsseldorf, 1990²;</p> <p>L. J. Elders, <i>La metafisica dell'essere di san Tommaso d'Aquino in una prospettiva storica. La teologia filosofica</i>, LEV, Città del Vaticano, 1995;</p> <p>J. Maritain, <i>Dieu et la permission du mal</i>, Desclée de Brouwer, Paris, 1963,</p> <p>B. Mondin, <i>Il problema di Dio</i>, ESD, Bologna, 1999;</p> <p>F. Hermann, <i>Das Böse und die Theodizee. Eine philosophisch-theologische Grundlegung</i>, Chr. Kaiser, Gütersloh, 2002.</p>		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Lectures, consultations, student attendance register, participation in discussions, mid-term exam and final exam.		
Other (according to the opinion of education provider)			

COURSE TITLE		GENERAL PEDAGOGY				
Code	KBT: 222 ISVU: 82568	Year of study	II			
Course teacher/s	Associate professor Jadranka Garmaz, Ph.D.	Credit (ECTS)	5			
Assistants	Jenko Bulić, 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	<p>Introduce students with the concept, subject matter and pedagogical tasks, basic determinants of pedagogical sciences, biological and psychological assumptions of education, knowledge and difference between the basic educational fields: physical, intellectual, moral, religious, aesthetic and work education.</p> <p>Raise awareness on the importance and the values of family, preschool and school education in constant growth in a permanent formation.</p> <p>Introduce students with the general principles of educational activity, theory and education practice. Familiarise students with the surrounding effect on person's education and the educator –educatee relationship.</p>					
Course enrollment requirements and core competencies						
Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Having successfully completed the course a student should be able to:</p> <ol style="list-style-type: none"> 1. Analyse the implementation of pedagogical guidelines. 2. Evaluate education theory and practice. 3. Design guidelines for Christian religious education. 4. Implement pedagogical standards in educational work and communication between the educator and the educatee. 					
Detailed course content (weekly class schedule)	<p>Development of pedagogy as the theory of education – historical part (1). Purpose and character of pedagogical science (3). Tasks of pedagogical science (2). System of pedagogical science – key branches of pedagogy (1). What is education? (2). Fundamental features of education (2). Intentional and functional education (1). Education in its broader and narrow sense (1). Pedagogical pesimism – theory of nativism, pedagogical optimism – theory of empiricism (1). Classification of education according to the important anthropological features of human (1). Educator and educatee in educational work (2). Analyses of the educational process in regard to three main areas (1). Educational goals and tasks (3). Physical education – theory and the main purpose (1). Objectives of physical education (1). Intellectual education – in relation to education and class, key concepts (1). Aim, purpose, objectives, system knowledge acquisition, formation of skills and habits (1). Fields of intellectual education – general classification of the content (1). Intellectual education realized through important factors, basic demands and different approaches (1). Moral education: sense, stages, goals and objectives, and content (4). Aesthetic education: requirement, possibility, obligation, purpose, goals and areas (4). Work education: sense, meaning and targets, and implementation through diverse processes (4). Family education: educational function of family, purpose, goals and content (5).</p>					

	Pedagogical culture of parents and family pedagogy (3). Preschool education: early childhood, preschool period, kindergarten (2). Adult education: the requirement, sense, tasks, important institutions (2). Planning and preparation for the class (8).					
Format of course instruction:	<input checked="" type="checkbox"/> lectures			<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia		
Student obligations	Class attendance, active participation in class.					
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	1,0	Oral exam	2,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Mid-term exam – 20% Written work – 20% Final exam – 60%					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	A. Vukasović, <i>Pedagogija</i> , Alfa, Zagreb, 1994., str. 1-391.				5	
Supplementary literature	II. vaticanski sabor, <i>Gravissimum educationis</i> , KS, Zagreb, 2008., br. 1-26.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Feedback information and student opinion, consultations, questionnaire.					
Other (according to the opinion of education provider)						

COURSE TITLE		GENERAL CATECHETICS					
Code	KBT: 223 ISVU: 82569	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	
			60				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Knowledge and comprehension of fundamental features of catechesis and the most important Church documents on catechesis.						
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. Identify the specific character of catechetics as theological and pedagogical discipline. 2. Comprehend and interpret today's socio-cultural context in which faith is being announced. 3. Contextualize speech on catechesis in the overall evangelical mission of the Church. 4. Valorize the concept and the nature of catechesis. 5. Interpret and explain catechesis as the transmission and the actualization of the Word of God today. 6. Interpret and explain catechesis as an education of faith and a creation of the attitude of faith. 7. Describe ecclesiastical meaning of catechesis through the claim that Church makes catechesis and catechesis builds Church. 8. Elaborate on interrelation of catechsis and other vital functions of the Church (liturgy, diakonia, koinonia). 9. Evaluate and understand the subject matter of catechesis in terms of its permanent formation (being, knowing and know-how).						
Detailed course content (weekly class schedule)	Catechesis as theological and pedagogical discipline (2). Catechesis confronted with contemporary social challenges (4). Catechesis in the overall evangelical mission of the Church (6). Catechesis of today (3). Mid-term exam (1). Catechesis – the Word of God and the announcement of Jesus Christ (6). Catechesis and inculturation of faith (2). The importance of religious and confessional experience in catechetic communication (4). Catechesis – initiation in faith and education of faith (8). Church dimension of catechesis (5). Mid-term exam (1). Catechesis in the service of education for socio-caritative dedication (4). Communitary dimension of catechesis (4). Relation between catechsis and liturgy (4). Methodological dimension of catechesis (3). Character, identity and formation of catechist (3).						
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 checked="" type="checkbox"/> discussions				
Student obligations	Regular lecture attendance and active participation in 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	2,0	Research		Practical training	
	Experimental work		Written representation		(Other)	
	Essay		Seminar essay		(Other)	
	Mid-term exams	2,0	Oral exam	1,0	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	First mid-term exam – 35 % Second mid-term exam – 35 % Final oral exam – 30 %					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	E. Alberich, <i>Kateheza danas. Priručnik fundamentalne katehetike</i> , KSC, Zagreb, 2002.				6	
	Kongregacija za kler, <i>Opći direktorij za katehezu</i> , KS – NKU HBK, Zagreb, 2000.				1	
	HBK, <i>Župna kateheza u obnovi župne zajednice. Plan i program</i> , NKU HBK – HILP, Zagreb-Zadar, 2000.				2	
Supplementary literature	Pavao VI, <i>Evangelii nuntiandi. Apostolski nagovor o evangelizaciji u suvremenom svijetu</i> , KS, Zagreb, 1976. Ivan Pavao II, <i>Catechesi tradendae. Apostolska pobudnica o vjerskoj pouci u naše vrijeme</i> , GK, Zagreb, 1979. M. Šimunović, <i>Kateheza prvenstvena zadaća Crkve. Identitet i perspektive hrvatske pokoncijske kateheze i katehetike. U obliku bilance</i> , KS, Zagreb, 2011.					
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		CHRISTIANITY AND RELIGIONS					
Code	KBT: 224 ISVU: 82570	Year of study		II			
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	
			60				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Understanding of the phenomenon of religion from the scientific point of view. Familiarise students with the great religions of the world, their fundamental doctrines, moral and ritual teachings. Inform on the major differences, but also similarities between the Christianity and other religions. Introduce students with the Catholic church standpoint on other religions.						
Course enrollment requirements and core competencies	Knowledge of the basic philosophical and theological terminology.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Differ basic standpoints of the great world religions and elaborate on them within the framework of religious study programmes. 2. Analyse and present fundamental teachings of different religious traditions and make their mutual comparisons. 3. Transfer the Catholic Church standpoints on other religions. 4. Evaluate and use research literature in the field of religious sciences.						
Detailed course content (weekly class schedule)	Introductory lecture (2). The concept and definition of religion (4). Scientific research of religion: fenomenology and morfology of religions (2). Archaic religions: manifestation of the sacred, origin of the sacred space, sacred locations, myths (6 hours). Eastern religions: Shintoism, Confucianism, Taoism (6). Eastern religions: Hinduism (6). Eastern religions: Buddhism (6). Monotheistic religions: Islam (10). Historical phenomenological study of the content of the great world religions: sacred writings, concept of God, description of Genesis, anthropology, paths of salvation (12). Catholic Church and religions: some basic denotations in relation to non-Christian religions (6).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures		<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia				
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	Research		Practical training		
	Experimental work		Written representation	0,5	(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 – 20% Term paper – 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
	Deklaracija <i>Nostra aetate</i> o odnosu Crkve prema nekršćanskim religijama, u: <i>Drugi vatikanski koncil, Dokumenti</i> , KS, Zagreb, 2008.	2	
	Međunarodno teološko povjerenstvo, <i>Kršćanstvo i religije</i> , KS, 1999.	1	
	T. Ivančić, <i>Religija i religije: morfologija, fenomenologija i teologija religija</i> , Teovizija, Zagreb, 2007.		
	H. Küng, <i>Kršćanstvo i svjetske religije. Uvod u dijalog s islamom, hinduizmom i budizmom</i> , Naprijed, Zagreb, 1994., str. 123-353.		
Supplementary literature	H. Bürkle, <i>Čovjek traži Boga. Religijski pristup</i> , Zagreb, KS, 2000. Kongregacija za nauk vjere, <i>Dominus Jesus. Deklaracija o jedincatosti i spasenjskoj univerzalnosti Isusa Krista i Crkve</i> , Kršćanska sadašnjost, Zagreb, 2000. A. N. Terrin, <i>Uvod u komparativni studij religija</i> , Kršćanska sadašnjost, Zagreb, 2006. <i>Opći religijski leksikon</i> , Leksikografski zavod M. Krleža, Zagreb, 2002. <i>Religije svijeta: enciklopedijski priručnik</i> , Kršćanska sadašnjost, Zagreb, 1998. M. Eliade, <i>Sveto i profano</i> , AGM, Zagreb, 2002. N. Bižaca, <i>Ogledi o teologiji religija</i> , Kršćanska sadašnjost, Zagreb, 2008. Khoury, A. Th. (ur.), <i>Leksikon temeljnih religijskih pojmova: židovstvo, kršćanstvo, islam</i> , Prometej, Zagreb, 2005. D. Gira, <i>S onu stranu tolerancije: susret religija</i> , AGM, Zagreb, 2008. P. Poupard, <i>Religije</i> , Jesenski i Turk /Kulturni informativni centar, Zagreb, 1998.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, questionnaire, student attendance register, active participation in discussions, mid-term exam, end-of-semester course and teacher at evaluation.		
Other (according to the opinion of education provider)	Knowledge from the field of religions will be possible to supplement during the five-year <i>Theological-Catechetical studies</i> within the scope of similar courses: <i>Psychology of Religion</i> (core course); <i>Understanding of a Human in Christianity and Religions</i> (seminar); <i>Faith and Religious Experience</i> (seminar).		

COURSE TITLE		COMMUNICOLOGY					
Code	KBT: 225 ISVU: 82571	Year of study			II		
Course teacher/s	Associate professor Ante Vučković, Ph.D.	Credit (ECTS)			5		
Assistants	Mirko Mihalj, 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		30%			
COURSE DESCRIPTION							
Course goals	Introduce students with the basic communicological findings.						
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 subject matter and methods of communicology . 2. Analyse communicational features. 3. Efficient use of media. 4. Apply acquired knowledge in interpersonal communication.						
Detailed course content (weekly class schedule)	Interpersonal communicology, characteristics and denotations (4). Historical overview, development of theories, main theorists (6). Communicational competences (8). Conversation (6). Persuasion (6). Interhuman relationships (10). Introduction to the journalist work in publishing, radio and television (5). Analyses of media, writing aritcles, reportages, news, interviews (10). Designing of a newspaper and wall displays (5).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> combined e-learning			<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> (other)			
Student obligations	Course attendance, reading of the literature, writting essays, taking 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	2,0	Research		Practical training	1,0	
	Experimental work		Written representation		Individual work		
	Essay		Seminar essay		(Other)		
	Mid-term exams	1,0	Oral exam	1,0	(Other)		
	Written exam		Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Mid-term exam – 20% Written papers – 25% Exam – 55%						
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library		Availability via other media	
	K. K. Reardon, <i>Interpersonalna komunikacija</i> , “Alinea”, Zagreb, 1998., str. 13-51, 72-180.						
	M. Mihalj, <i>Komunikologija</i> , 2013.					Loomen	

	Socijalne vještine u interpersonalnim odnosima		Internet
Supplementary literature	<p>P. Brajša, <i>Menadžerska komunikologija</i>, DRIP, Varaždin, 1993., str. 3-109.</p> <p><i>Crkva i mediji</i>, GK, Zagreb, 2006.</p> <p>S. Malović, <i>Osnove novinarstva</i>, "Golden marketing – Tehnička knjiga", Zagreb, 2005., 406 stranica.</p> <p>R. Rudin, T. Ibbotson, <i>Uvod u novinarstvo</i>, Mate d.o.o., Zagreb, 2008., 340 stranica. (Odabrana poglavlja)</p> <p>S. Kovačić, <i>Agencijsko novinarstvo: povijest agencija i osnove pisanja agencijske vijesti</i>, Skripta, Visoka poslovna škola Zagreb, Zagreb, 2013.</p>		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	<p>Consultations and examining content comprehension through conversations, student attendance register. Mid-term exam. Presentation of works.</p>		
Other (according to the opinion of education provider)			

COURSE TITLE		THE CHURCH OF CHRIST - ECCLESIOLOGY (TCS)					
Code	KBT: 202 ISVU: 84574	Year of study			III		
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	
			45				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the basic Catholic teaching on the Church phenomenon. Familiarise students with key features of the Church: its origin, historical development and the teaching of the Second Vatican Council in documents ' <i>Lumen gentium</i> ' and ' <i>Gaudium et spes</i> '.						
Course enrollment requirements and core competencies	Courses completed and passed: <i>The Church History of the Ancient World and the Middle Age, Introduction to the Mystery of Christ and the History of Salvation; 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. Acquire the basic concepts of ecclesiology in a systematic way. 2. Suggest common topics for dialogue with other Christian churches and Church communities. 3. Describe basic concepts and knowledge of the Catholic ecclesiology and ecumenical view, and the problematics of universality of Church and Christianity. 4. Analyse, research, deepen and complete cognitions, use literature and apply it in the study, further Christian life and activity, actively witness personal adherence to Christ and His Church. 5. Analyse and synthesize various attempts of interpreting Church as 'a tool and symbol of the most intimate unification with God and the unity of the entire human race' (LG, no.1).						
Detailed course content (weekly class schedule)	Mystery of Church within the Mystery of Jesus Christ (4). Development of ecclesiology through centuries (3). Mystery of Church within the Mystery of God (the Most Holy Trinity – LG, Ch.1) (2). Church as the people of God (LG, Ch.2.) (4). The Church as the body of Christ (4). Hierarchical structure of the Church, and in particular episcopate (LG, Ch.3) (5). The lay in the Church (LG, Ch.4) (5). The sanctity of the Church gifted and set out (LG, Ch.5) (4). Missionary task of the Church (3). Key features of the Church: One, Holy, Catholic and Apostolic (3). The Church as the New alliance; triplicity of the Church service – of Priest, of Prophet and of King (5). The Church and the world; the Church in pluralistic society today (GS no. 1-10 ;40-45; 53-56; 73-76; 77-78; 83-90) (3).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> exercises			<input checked="" type="checkbox"/> individual tasks <input type="checkbox"/> (other)			
Student obligations	Regular class attendance; participation in exercises, design of written review of some problematics.						
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	1,0	(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams		Oral exam	1,0	Review	0,5	
	Written exam	1,0	Project		(Other)		

Grading and evaluation of student work in class and at the final exam	Class attendance and individual work – 30% Final (oral and written exam) – 70%		
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	Mato Zovkić, <i>Crkva kao narod Božji</i> , KS, Zagreb 1976., str. 5-323.	2	
	Tomislav Ivančić, <i>Fundamentalno-teološka ekleziologija</i> , Teovizija, Zagreb, 2004., str. 1-344.	1	
	Fra Luka Markešić, <i>Crkva Božja. Postanak, povijest, poslanje</i> , Sarajevo, 2005.		
	Dogmatska konstitucija Drugog vatikanskog sabora 'Lumen gentium' Pastoralna konstitucija o Crkvi 'Gaudium et spes.		
Supplementary literature	I. Antunović, <i>Otajstvo Kristove Crkve</i> , Zagreb, 2009. G. Philips, <i>La Chiesa e il suo mistero</i> , Milano, 1975., str. 5-642; F. A. Sullivan, <i>The Church we believe in. One, Holy, Catholic and Apostolic</i> , Paulist Press, New York-Mahwah N. J. 1988., str. 1-230. Walter Kasper, <i>Crkva Isusa Krista. Ekleziološki spisi</i> , KS, Zagreb, 2013., str. 5-401; N. A. Ančić, <i>Crkva u društvenim promjenama</i> , Split, 2007., str. 5-277; H. de Lubac, <i>Katoličanstvo</i> , Rijeka, 2012., str. 5-200.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student attendance register; oral or written review of some section or topic from ecclesiology.		
Other (according to the opinion of education provider)			

COURSE TITLE		INTRODUCTION TO THE GOSPELS AND EXEGESIS					
Code	KBT: 301 ISVU:82572	Year of study			III		
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	
			45				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Familiarise students with the origin of the Gospels, historical, contextual and philosophical-religious grounds of the evangelical expression, evangelical view of the development of the New Testament, through research, know-how, appreciation and evaluation.						
Course enrollment requirements and core competencies	Passed exam from the course <i>General introduction to the Study of the Holy Scripture</i> . Understanding of an inspiration, canonic character and hermeneutics 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. Analyse, understand, interpret, critically question and evaluate texts of the Gospels. 2. Select and implement it in religious teaching class. 3. Elaborate on the evangelical message. 4. Evaluate and differ the reality in the light of views and attitudes of the Gospels.						
Detailed course content (weekly class schedule)	Origin, editings, basic stylistic, linguistic and thematic features of the Gospels (10). The Gospel according to Mark (5). The Gospel according to Matthew (10). The Gospel according to Luke (10). The Gospel according to John (10). All Gospels are studied as integral literary work of art, historically based, theologically and contemporarily featured and adhered to the tradition and a constant growth of the New Testament thought and faith.						
Format of course instruction:	<input checked="" type="checkbox"/> lectures			<input checked="" type="checkbox"/> discussions			
Student obligations	Class attendance, interest in the course matter, studying literature, involvement in discussions, taking oral or written exam at the end of the semester.						
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	1,3	Research		Practical training		
	Experimental work		Written representation		Discussions	0,2	
	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	Examination of the audited material, making questions and involvement in discussions, presenting knowledge from the read literature, final exam with three questions from which each needs to be 50% accurate in order to be positively graded.						
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media	
	I. Dugandžić, <i>Kako su nastala Evanđelja? Egzegetsko teološki uvod i tumačenje izabranih poglavlja</i> . KS. Zagreb. 1999.				1		

	R. E. Brown, <i>Uvod u Novi zavjet</i> , KS, Zagreb, 2008., str. 99-373.	2	
	M. Vidović, <i>Kateheta pred zrcalom Božje riječi</i> , Nacionalni katehetski ured HBK, Zagreb, 2008.		
	D. J. Harrington i dr., <i>Komentar Evanđelja i Djela apostolskih</i> , Vrhbosanska katolička Teologija, Sarajevo, 1997.		
	J. Gnilka, <i>Isus iz Nazareta: poruka i povijest</i> , KS, Zagreb, 2009.	1	
Supplementary literature	B. Lujčić, <i>Kratki uvod u novozavjetnu poruku</i> , KS, Zagreb, 2006; G. Segalla, <i>Evangelo e Vangeli</i> , EDB, Bologna 1993.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Mid-term examinations, identifying and evaluation of themes appropriate for religious education class, the competence to evaluate reality in the light of views and attitudes offered by the Gospels.		
Other (according to the opinion of education provider)			

COURSE TITLE		PRESCHOOL CATECHSIS					
Code	KBT: 302 ISVU: 84575	Year of study		III			
Course teacher/s	Associate professor Jadranka Garmaz, Ph.D.	Credit (ECTS)		3			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			30		15		
Course status	Core course	Percentage of e-learning implementation		60%			
COURSE DESCRIPTION							
Course goals	Acquire knowledge of basic conditions, characteristics and guidelines of the religious education in preschool age. Understand and acquire main methodical-didactical components of religious education of preschool age.						
Course enrollment requirements and core competencies	Basic knowledge in developmental psychology.						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Interpret basic elements of catechetical methodology of an early childhood. 2. Interpret and clarify goals and tasks of religious education in preschool age. 3. Separate and formulate basic content of preschool age religious education. 4. Analyse, design and deliver demonstration catechesis for preschool age.						
Detailed course content (weekly class schedule)	Basic prerequisites for religious education in preschool age (2). The role of educator in religious education (2). Moral formation in preschool age (2). Stages of religious development (5). The concept of religious education (5). Content and the basic characteristics of catechsis for children from 3-6 years (6). Religious education programme (5). Methodological-didactical principles for preparing a demonstration lesson (5). Conducting classroom observation (5).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> exercise <input checked="" type="checkbox"/> combined e-learning			<input checked="" type="checkbox"/> mentorship work <input type="checkbox"/> (other)			
Student obligations	Class attendance, preparation and delivery of demonstration catechesis.						
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		Demonstration lesson	0,5	
	Essay		Seminar essay		(Other)		
	Mid-term exams	0,5	Oral exam		(Other)		
	Written exam	0,5	Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Mid-term exam – 20% Preparation and delivery of demonstration lesson – 20% Final exam – 60%						
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library		Availability via other media
	B. Starc – M. Čudina (i drugi), <i>Osobine i psihološki uvjeti razvoja djeteta predškolske dobi</i> . Zagreb. 2004..				2		

	str. 113.-164.		
	NKU HBK, <i>Program katoličkog vjerskog odgoja djece predškolske dobi</i> , Zagreb, 2001.		www.hbk.hr
	B. Blažević - K. Pišković, <i>Njihovo je kraljevstvo nebesko</i> , KS, Zagreb, 2006., str. 5-150	1	
	J. Garmaz, <i>Vjerski odgoj predškolske djece</i>		Loomen
Supplementary literature	D. Težak (ur.), <i>Priče o dobru, priče o zlu. Priručnik za razumijevanje moralnog prosuđivanja u djece</i> , ŠK, Zagreb, 1996., str. 17-35 A. Hobljaj, <i>Teološko-katehetska ishodišta vjerskog odgoja u ranom djetinjstvu</i> , GK, Zagreb, 2006., 11-170		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Mid-term exam, student-teacher consultations, questionnaire.		
Other (according to the opinion of education provider)			

COURSE TITLE		THEOLOGICAL AND MORAL VIRTUES				
Code	KBT: 306 ISVU: 82576	Year of study	III			
Course teacher/s	Full professor Luka Tomašević, 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 sources and theological and moral virtues. Familiarise students with the main principles and guiding ideas of Christian virtues. Clarify the reasons for focusing on Christian virtues in today's world.					
Course enrollment requirements and core competencies	Completed and passed course in philosophical ethics and basic knowledge of ethic courses (teleology and deontology).					
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 interpret virtues. 2. Argue about motives and reasons for acquiring virtues and differing them from vices. 3. Argue on the content of the proper Christian life harmonized with the virtues. 4. Categorize and comment vices and their impact on the development of virtues.					
Detailed course content (weekly class schedule)	Sources and motives of the theological and moral virtues; virtue ethics (origin and concept); origin and concept of the theological virtues (3). The theological virtues (faith, trust, love). The virtue of religion (divine worship). God worship according to the Church sacraments. Special forms of divine worship: prayer, testament, oath (2). Lord's Day, fast and abstinence. Sins against divine worship, especially about superstition and magic (3). The theological virtues: faith, trust and love (to God and one's neighbour). Their nature, development, duties and dangers and sins contradictory to them. Emphasis on religious indifference and atheism (3). Basic issues of the faith: cognition, development; interrelation of the faith and unfaith of man; problem of atheism; sins against faith (3). Christian hope; phenomenology and anthropology of hope; basic concepts of Christian hope: theological dimension of hope; sins against hope (3). Christian love: phenomenology of love; types and classification of love; Christian virtue of love; sins against love (3). Traditional moral theology on wisdom virtue, justice, modesty and strength, and their adhering virtues (3). Virtue of Christian strength; evaluation and Christian implementation in life (3). Virtue of justice on personal, mutual and social level (3). The concept of justice and law and their relationship. Classifications of justice. Ways of acquiring property (2). Mid-term exam (1). Violation of justice refering to spiritual and material goods: theft, damage and compensation. Participate or act in evil way. Truth and lie. Slander and gossiping (3). Secret, lie and truth; Ethical implications in contracts (3). Virtue of modesty: personal issue and the importance of virtue; the New Testamental framing of modesty; sensory pleasures permitted; Forms of modesty and immodesty (asceticism; food and beverage) (3). Biblical and contemporary virtues: God-loving, patience, humility. Tolerance and free from prejudice, loyalty (3).					
Format of course	<input checked="" type="checkbox"/> lectures		<input type="checkbox"/> (other)			

instruction:						
Student obligations	Regular attendance, active participation and discussion, designing exercises and reviews.					
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	1,0	Oral exam	2,0	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Written representation – 20% Mid-term exam – 30% Oral exam – 50%					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	Teacher generated materials (ad usum privatum)					
	Katekizam Katoličke crkve, HBK, Zagreb, 1994; I. dio Vjerujem br. 145-184; str. 51-60; III. dio, Drugi odsjek Božjih, br. 2083-2195; str. 522-545.				3	
	I. Fuček, <i>Bogoštovlje, Molitva</i> , Verbum, Split, 2006.					
	T. Matulić, <i>Nevjera i vjera u četiri oka</i> , Glas Koncila, Zagreb, 2012.					
Supplementary literature	R. Cesario, <i>Kreposti</i> , KS, Zagreb, 2007. L. Tomašević, <i>Teologija i moralnost nedjelje prema novijim dokumentima Crkve</i> , u: <i>Služba Božja</i> , 1 (2004.) 86-98.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, student questionnaires, student attendance register, active participation in class (discussions), end-of-semester course and teacher evaluation.					
Other (according to the opinion of education provider)						

COURSE TITLE		SOCIAL DOCTRINE OF THE CHURCH					
Code	KBF: 325 ISVU: 82580	Year of study		III			
Course teacher/s	Assistant professor Marijo Volarević, Ph.D.	Credit (ECTS)		4			
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 the development of the social doctrine of the Church, particularly its basic content within the Catholic social teaching documents. Raise the awareness on the importance of the Catholic social teaching and practice in the Church and social life.						
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 historical and social factors that influenced the development of the Church's social doctrine. 2. Support and classify basic principles and guidelines of the social doctrine of the Church . 3. Explain the connection between the social doctrine of the Church and its evangelical mission. 4. Implement acquired knowledge in catechising and other Church and social activities.						
Detailed course content (weekly class schedule)	Introductory lecture (1). Historical and social causes of the origin of the social doctrine of the Church (2). The social doctrine of the Church - nature and meaning (2). The beginning of the organized social doctrine of the Church – pope Leo XIII and encyclical <i>Rerum novarum</i> (1891) (1). The Catholic social teaching documents and the main figures up to the Second Vatican Council (2). Pope John XIII and the Second Vatican Council – changes in the social doctrine of the Church (2). Post-council social doctrine (3). Main principles of the social doctrine of the Church (3). Law and justice (2). Family in the light of the social doctrine of the Church (4). Profession and work in the light of the social doctrine of the Church (2). The Church and state (2). Ethics and economy (2). Compendium of the social doctrine of the Church (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"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)			
Student obligations	Regular and active participation in class and reading the required literature.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total</i>	Class attendance	1,5	Research		Practical training		
	Experimental work		Written representation		(Other)		
	Essay		Seminar essay		(Other)		

number of ECTS credits corresponds to the ECTS credit value of the course)	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	Class activity – 10% Mid-term exam – 40% Written exam – 50%					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	Tomislav Jozić, <i>Društveno teološka etika: U svijetlu katoličke moralne antropologije</i> , Sarajevo, 2000.			3		
	Ivan Pavao II., <i>Centesimus annus – Stota godina enciklika</i> , Zagreb, 1991.			3		
Supplementary literature	Marijan Valković (ur.), <i>Socijalni dokumenti Crkve. Stota godina katoličkog socijalnog nauka</i> , Zagreb, 1991. Papinsko Vijeće “Iustitia et pax”, <i>Kompendij socijalnog nauka Crkve</i> , Zagreb, 2005. Rudolf Weiler, <i>Uvod u Katolički socijalni nauk</i> , Zagreb, 1995. Stjepan Baloban-Gordan Črpčić (ur.), <i>Socijalni kompendij: izazov i nadahnuće</i> , Zagreb, 2007.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Anonymous questionnaire.					
Other (according to the opinion of education provider)						

COURSE TITLE		ECUMENICAL THEOLOGY					
Code	KBT: 326 ISVU: 82581	Year of study	III				
Course teacher/s	Associate professor Dušan Moro, 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	Detect and differentiate various Christian Churches and ecclesial communities. Introduce students with similarities and doctrinal as well as other differences of Christian Churches and ecclesial communities. Develop critical and deductive reasoning and find new approaches and methods strengthening the unity of all Christian communities and confessions.						
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 historical context, causes and effects of Church, Christian division (schism). 2. Define content and methods of theological and ecumenical work. 3. Analyse and know how to explain historical, social, cultural, theological and other circumstances and consequences of Church division. 4. Classify and estimate content of the most recent ecumenical documents of the Catholic church and other Churches and ecclesial communities. 5. Self-engagement or engagement within community aiming at the promotion of the Christian dialogue and unity.						
Detailed course content (weekly class schedule)	Ecumenism as 'signs of the Times' (2). Origin and development of 'the Week of Prayer for Christian Unity' (1). International conference in Edinburgh (y. 1910) (1). The aftermath of the First World War. Establishment of ecumenical organizations 'Life and Work' and 'Faith and Order' (2). Foundation of Ecumenical Church Council (Amsterdam 1948) (2). World Assemblies of ECC (from Amsterdam to Porto Alegre and Busan in 2013 (3). The Catholic Church and Ecumenism until the Second Vatican Council (2). The Second Vatican Council and its Decree on Ecumenism (UR) (2). UR.-Ch.1 Catholic 'principles' of ecumenism (2). UR.-Ch. 2 (the practical forms of ecumenical commitment) (2). UR.-Ch. 3 (Churches and ecclesial communities separated from the Catholic church) (3). John Paul II and encyclical 'Ut unum sint' (3). Fruits of today's work and dialogue (3). Ecumenism in Croatia (2).						
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 type="checkbox"/> (other)				
Student obligations	Regular attendance and active participation through exercises and review of one article, study or some book section.						
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		Oral exam	1,5	(Other)	
	Written exam		Project		Review or exercise	0,5
Grading and evaluation of student work in class and at the final exam	Review (Written representation) – 20% Final exam – 80%					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	Dekret 'Unitatis redintegratio' Drugog vat. sabora, u Dokumenti Drugoga vat. sabora, KS, Zagreb, 1972., str. 206-236.			2		
	Ivan Pavao II., <i>Ut unum sint. Orientale lumen.</i> Dokumenti 104, KS-Vijeće za ekumenizam i dijalog HBK, Zagreb, 1995., str. 5-169.			5		
	R. Perić, M. Lacko, <i>Dekret o ekumenizmu. Dekret o Istočnim katoličkim crkvama</i> , FTI, Zagreb, 1989., str. 5-363.			2		
	Juraj Kolarić, <i>Ekumenska trilogija</i> , Prometej, Zagreb, 2005., str. 667-926.			1		
	Mr. Roman Miz, <i>Uvod u teologiju ekumenizma</i> , Veternik, 2001., str. 5-375.					
Supplementary literature	Jerko Barišić, <i>Da svi budu jedno</i> , Split, 1975., str. 5.162. Milan Špehar, <i>Ekumensko vijeće Crkava, Skupštine-traženje puteva jedinstva kršćana</i> , Glas koncila, Zagreb, 2009., str. 5-331. Dušan Moro, <i>Teološki hod ekumenizma u XX. stoljeću. Konferencije 'Vjere i ustrojstva'</i> , Split, 2009., str. 5-285. Niko Ikić, <i>Ekumenske studije i dokumenti</i> , Vrhbosanska katolička teologija, Sarajevo, 2003., str. 5-260. Walter Kasper, <i>Die Früchte ernten.Grundlagen christlichen Glaubens im oekumenischen Dialog</i> , Evangelische Verlagsanstalt-Bonifatius, Leipzig-Paderborn 2011, str. 5-218.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, questionnaire, register on student attendance and achievement from the review of some article or book section.					
Other (according to the opinion of education provider)						

COURSE TITLE		INTERPRETATION OF SELECTED LITERARY WORKS				
Code	KBT: 303 ISVU: 84676	Year of study	III			
Course teacher/s	Associate professor Jadranka Garmaz, 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	Core course	Percentage of e-learning implementation				
COURSE DESCRIPTION						
Course goals	Introduce students with reading and interpretation of literary and Biblical texts on their own. Acquire basic knowledge in general literary studies in order to deal with literary and Biblical texts relevant for religious culture and catechesis. Acquire the prerequisite knowledge for further more detailed study of literary theory, structure of literary work, aesthetics, hermeneutics and narratology.					
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 methods, problems and literary devices in interpreting of texts representing various literary movements and periods. 2. Recognize and interpret stylistic forms of literary and Biblical texts. 3. Compare them with the knowledge acquired from literary theory in non-biblical epic, lyrical and drama-works.					
Detailed course content (weekly class schedule)	Introducing students with the concepts of literary theory, literary criticism and history of literature (2). Literary genres and types, function and nature of literature (2). Meaning and importance of literary work within the system of literary science: interpretation and poetics, interpretation and the history of literature, interpretation and /or literary criticism (2). Historical origin of interpretation: alegorism, hermeneutics, philology (2). Basic concepts and methods refering to the main types of interpretation: stylistic, philosophical, psychoanalytical, mythological and cultural-historical. Basic concepts: literary systems and literary movements; stylistic features of some periods (4). Introduction with the structure of a novel, basic concepts of narrative theory, versification, structure of the lyrical and epic song, and basic concepts of dramaturgy and teatrology (4). Techniques in the interpretation of different genres: lyric poem (selection), epic (selection), short story (<i>Transformation</i> by Kafka), novel (<i>The Stranger</i> by A. Camus), fairy tale (<i>The golden bird</i>), drama (<i>Waiting for Godot</i>) (6). Themes and motifs in contemporary literature – religious challenges or blasphemy (2). Methodical-communicational approaches to Biblical texts as literary artistic genre in religious education and catechesis (2). Standard for selection and evaluation of literary artisitc texts in religious education and catechesis (2).					
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-larning <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		Individual work	1,0
	Experimental work		Written representation		(Other)	
	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	Student attendance register. Activity in lectures. Supplementary literature check. Grade from mid-term exam and the exam (oral).					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	Culler, Jonathan, <i>Književna teorija: vrlo kratak uvod</i> . Zagreb, 1997./2001.					
	E. Auerbach, <i>Mimeza</i> , Zagreb, 2004. (osobito str. 17-37).					
	M. Solar, <i>Teorija književnosti</i> , Zagreb 1991.			2		
	V. Pavletić, <i>Kako razumjeti poeziju</i> , Zagreb 1995.					
	G. Šabić, Komunikacija s Biblijom kao književnoumjetničkim tekstom, u: <i>Bogoslovna smotra</i> 61. (1991.), br. 3.-4., str. 232-242.			2		
	Z. Škreb – A. Stamać (uredili), <i>Uvod u književnost</i> , Zagreb 1986. (osobito str. 17-33., 489-589).					
	J. Grbavac, Problem Boga u suvremenoj književnosti, u: Zborniku radova sa znanstvenoga skupa <i>Fenomen (ne)religioznosti u suvremenoj književnosti</i> , Frankfurt am Main, 2009., str. 15-47.			1		
	J. Grbavac, Odnos teologije i književnosti, u: Zborniku radova sa znanstvenoga skupa <i>Fenomen (ne)religioznosti u suvremenoj književnosti</i> , Frankfurt am Main, 2009., str. 49-79.			1		
Supplementary literature	I. Šestak (uredio), <i>Religijske teme u književnosti</i> , Zagreb, 2001. M. Beker, <i>Suvremene književne teorije</i> , Zagreb, Matica hrvatska, 1999. N. Jurica, <i>U sjeni transcendencije</i> , Zagreb, 1987., str. 1-81. Theologie und Literatur (skupina autora), u: <i>Theologisch-praktische Quartalschrift</i> , 1/2004., str. 3-60. Karl-Josef Kuschel, <i>Vielleicht halt Gott sich einige Dichter</i> , Mainz, 1996. str.1-34.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Questionnaire after the lectures.					
Other (according to the opinion of education provider)						

COURSE TITLE		INTRODUCTION TO MORAL THEOLOGY					
Code	KBT: 305 ISVU: 82575	Year of study			III		
Course teacher/s	Assistant professor Marijo Volarević, Ph.D.	Credit (ECTS)			4		
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 the fundamental postulations of Catholic moral theology and acquire skills for moral evaluation of human acts in the light of Christian faith.						
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. Classify and explain fundamental postulations of Catholic moral teaching. 2. Distinguish the subjective and objective dimension of morality. 3. Analyse the framework for making moral judgement. 4. Put yourself in the relation to other (non-Catholic) moral and ethical systems.						
Detailed course content (weekly class schedule)	Moral as theological science: the concept and subject of moral theology, source of moral theology, moral theology methods, systematics of moral theology, moral theology in relation to philosophical ethics, relationship between religion and moral (12). The subject matter of moral activity; moral cognition, freedom of individual will, diminishing and endangering of freedom, human conscience, recent theories on conscience, components of human activity, human motivation for moral practice (16). Mid-term exam (2). Moral agents: good as the norm, stability and change in norms, the concept of sense and classification of law, natural moral law and natural right, positive God's law, positive human law, cessation of legal commitment, virtue (16). Endagering and eliminating of morality: sin, theological teaching on sin, the content of sin and its impact on human, classification of sins, nature and the necessity for conversion (12). Review and preparation for the exam (2).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures			<input checked="" type="checkbox"/> individual tasks			
Student obligations	Class attendance and active participation. Reading of the required literature, preparation for the preliminary 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		(Other)		
	Essay		Seminar essay		(Other)		
	Mid-term exams	1,0	Oral exam		(Other)		
	Written exam	2,0	Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Attendance and active participation in class – 10% Mid-term exam – 40% Final exam – 50%						

Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	Marinko Perković, <i>Temelji teološke etike</i> , Sarajevo, 2000., 7 - 288.	2	
	Ivan Pavao II., Enciklika <i>Veritatis splendor- Sjaj istine</i> , KS, Zagreb, 1998.	4	
Supplementary literature	Bernhard Häring, <i>Kristov zakon</i> , sv.,1, Zagreb, 1973. Ivan Fuček, <i>Osoba. Savjest</i> , Zagreb, 2003.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Anonymous questionnaire.		
Other (according to the opinion of education provider)			

COURSE TITLE		INTRODUCTION TO THE PROPHETIC AND WISDOM LITERATURE AND EXEGESIS					
Code	KBT: 321 ISVU: 82577	Year of study		III			
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
				45			
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introducing students with content and the message of Biblical Prophetic and Wisdom books.						
Course enrollment requirements and core competencies	Competences acquired from the course <i>General Introduction to the Study of the Holy Scripture</i> .						
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Understand prophetic and sapiential Biblical books within the context of their origin. 2. Follow up of the development of prophetic books interpretation in Christian theology. 3. Explain to others major theological concepts the Prophetic and Wisdom books consist of. 4. Practise Biblical prophetic message in contemporary circumstances of Church and social life.						
Detailed course content (weekly class schedule)	General introduction to the prophecy of Prophetic book. (5). Prophets in relation to other Biblical books (2). Early and late prophets in canonical order (10). Exegesis Isaiah 1 and 40; Habakkuk 1- 3 (8). Mid-term exam (2). General introduction to the Wisdom books (3). Review of each Wisdom book (6). Exegesis Ps 1 and 50; Jb 1 - 2 (6). Prophecy in the New Testament (3).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures		<input type="checkbox"/> (other)				
Student obligations	Lecture attendance and construction 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	0,5	Oral exam		Construction of a written paper		
	Written exam	1,0	Project		(Other)		
Grading and evaluation of student work in class and at the final exam	Class activity – 20% Mid-term exam– 20% Final exam – 60%						

Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	Nikola Hohnjec, <i>Djela proročka. Likovi i središnje proročke teme</i> , Zagreb, 2001.	1	
	Nikola Hohnjec, <i>Umijeće biblijske mudrosti. Egzegetsko-teološki uvod u knjige i sadržaj</i> , Zagreb, 2001.	1	
Supplementary literature	Adalbert Rebić, <i>Prorok čovjek Božji</i> , Zagreb, 1982.; Božo Lujčić, <i>Starozavjetni proroci</i> , KS, Zagreb 2010.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Questionnaire.		
Other (according to the opinion of education provider)			

COURSE TITLE		INTRODUCTION TO THE EPISTLES AND EXEGESIS					
Code	KBT: 322 ISVU: 82578	Year of study			III		
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	
			45				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Familiarise students with the literary and historical shaping of theology and creation of theological speech in the New Testament epistles. Acquire knowledge of the main concepts and interpret them properly.						
Course enrollment requirements and core competencies	Passed course <i>General introduction to the study of Holy Scripture</i> . Awareness of inspiration, canonicity and hermeneutics of the Holy Scriptures.						
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 argue on historically conditioned origin of some epistles. 2. Describe development and theological thought of particular epistle. 3. Critically question and evaluate theological thought of particular epistle. 4. Differ and solve the same or similar situations in the contemporary world and surrounding based on theological thought.						
Detailed course content (weekly class schedule)	Literary type of an epistle and the emergence of the collection of Pauline Epistles (2). Paul's biography (2). Epistles to the Thessalonians (4). Epistles to the Corinthians (6). Epistles to the Galatians, Romans and Philippians (12). Epistles to the Philemon, Colossians and Ephesians (9). Pastoral epistles (6). Epistle to the Hebrews (3). Epistles of James (2). Epistles of Jude (1). First and Second Peter's epistle (2). All epistles are interpreted with regard to their literary complexity and completeness, historical ground, theological capacity and relevance for Christian judgement and argumentative Christian interpretation of reality.						
Format of course instruction:	<input checked="" type="checkbox"/> lectures			discussions			
Student obligations	Attendance at lectures and 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	1,3	Research		Practical training		
	Experimental work		Written representation		Discussions	0,2	
	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	Active participation in class. Written final exam.						

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., str. 780.	2	
	I. Dugandžić, <i>Pavao. Svjedok i apostol Isusa Krista</i> , KS, Zagreb, 2002.	2	
	C. Tomić, <i>Počeci Crkve. Pavao apostol naroda</i> , Zagreb, 1995.	3	
Supplementary literature	Razni komentari novozavjetnih spisa u izdanju Logos, Daruvar, 1997. G. Barbaglio, <i>La teologia di Paolo. Abbozzi in forma epistolare</i> , EDB, Bologna, 2008.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Mid-term exam, participation in discussions and critical observations, examination of the audited teaching materials, explanation of ambiguous sections in literature, written or oral exam at the end of the semester.		
Other (according to the opinion of education provider)			

COURSE TITLE		PATROLOGY				
Code	KBT: 324 ISVU: 82579	Year of study	3			
Course teacher/s	Associate professor Ivan Bodrožić, 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	20%			
COURSE DESCRIPTION						
Course goals	Indroduce students with the first seven centuries of Christianity, and the most significant authors who contributed to the presentation of Christian thought and theology development. Acquire knowledge of the main periods of Church's development and also evaluate the importance of certain authors in particular historical context.					
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. Present and interrelate particular historical periods in the Church history and theology. 2. Critically evaluate the message and meaning of the Holy Fathers for today's Christian theology. 3. Elaborate on relationship between the early Christianity and pagan religions and heresies, and its evangelical and apologetic influence. 4. Interpret main theological difficulties and issues and in particular those concerned with the Trinity doctrine and Christology. 5. Understand the experiences of the most prominent Christian theologians of the early Church.					
Detailed course content (weekly class schedule)	Patrology as science, interpretation of concepts, related sciences, characteristics of the Fathers of the Church, general overview of the teaching materials (1). Apostolic Fathers: Didache, Clement of Rome, Barnabas, Ignatius, Polycarp and Shepherd (2). Christian apologetics of the second century (Justin, Athenagoras, Theophilus of Antioch, Aristides, Tatian) (3). Heresies of the second century and antiheretic literature. Holy Irenaeus as the most significant writer against heresy (3). The meaning of Alexandrian School and its most significant representatives (Clement of Alexandria and Origen) (3). The origin of Christian Latin literature in Africa. The most relevant authors: Tertulian and Cyprian (2). Latin literature in Rome (Novatian), and Latin literature in the period of transition (Lactantius) (2). The first most significant period of Arian Crisis, starting from the Council of Nicaea to 362, and the most significant pillars of orthodoxy: Athanasius in the East and Hilarius in the West (3). The second period of Arian Crisis starts with Cappadocian fathers (Basil the Great, Gregory from Nyssa and Gregory from Nazianzus) as the most prominent fighters for orthodoxy (4). Palestinian writers : Cyril from Jerusalem and Eusebius (2). Antiochian writers: Theodore of Mopsuestia and John Chrysostom (2). Great Latin writers: Ambrosius of Milan, Jerome (3). Augustine (4). Council of Ephesus and Cyril of Alexandria (2). Council of Chalcedon and Theodorus of Cyrene (2). Monophysitism, monoenergism and monotheletism. Maximus the Confessor as the					

	most important representative of Orthodoxy against mentioned theological deviations (2). Gregory the Great and Isidore of Seville. The end of the patristic period in the West (2). Iconoclastic issue and John Damascene. The end of the patristic period in the East (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 checked="" type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)		
Student obligations	Attend classes and actively participate in lectures by preparing written representations.					
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	0,5	Reading the Works of the Fathers	0,5
	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 final exam	Term- paper – 20% Two mid-term exams – 40% Final exam – 40%					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	Juraj Pavić - Tomislav Zdenko Tenšek, <i>Patrologija</i> , Zagreb, 1993., 1-345.				2	
	Teaching materials on the personal web page: www.patrologija.com					
Supplementary literature	Tomislav J. Šagi – Bunić, <i>Povijest kršćanske literature</i> , Zagreb, Kršćanska sadašnjost, 1976., 3-512.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Students will actively participate in class by making presentations of their written works. Students' work and progress will be assessed through mid-term exams.					
Other (according to the opinion of education provider)						

COURSE TITLE		SACRED MUSIC					
Code	KBT: 327 ISVU: 82582	Year of study			III		
Course teacher/s	Associate professor Šime Marović, M.A.	Credit (ECTS)			3		
Assistants		Type of instruction (number of hours per semester)			L	S	E
					30		
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Introduce students with the art of sacred music from the monophonic singing of the Medieval period to the contemporary forms of sacred chants. Notice the specificity of sacred Glagolitic singing in Croatian Church.						
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 practice after the Second Vatican Council. 2. Interpret peculiarities of Glagolitic singing in relation to other liturgical chants. 3. Recognize specificities of sacred music in historical periods. 4. Evaluate sacred art of the composers of Split cathedral.						
Detailed course content (weekly class schedule)	Review and analysis of periods in music history with a special emphasis on sacred music: Monophonic singing of the Middle Age (2). Ars antiqua, ars nova (2). Renaissance (2). Baroque (2). Galant style (rococo) (2). Classics from Vienna (2). Romanticism, impressionism (2). Modern styles of the XXth Century (2). Glagolitic singing, specificity of sacred music expression in Croatia (4). Composers in basilicas and cathedral churches, composers of the cathedral of Split, in particular (3). Cecilian movement in the world and its presence in Croatia (2). Exercises (5).						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercise			<input type="checkbox"/> individual tasks <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	1,0	
	Experimental work		Written representation		(Other)		
	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	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
	Razni autori, <i>Crkvena glazba</i> . Priručnik za bogoslovna učilišta, Zagreb, 1988., str. 7-108, 165-201.	1	
	Š. Marović, <i>Glazba i bogoslužje</i> . Uvod u crkvenu glazbu, CuS, Split, 2009., str. 1-288.	1	
Supplementary literature	M. Grgić, <i>Glazbena kultura u splitskoj katedrali 1750.-1940.</i> , HMD, Zagreb, 1997., str. 1-244. E. Stipčević, <i>Hrvatska glazba</i> , ŠK, Zagreb, 1997., str. 1-239.		
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		EASTERN THEOLOGY				
Code	KBF: 524 ISVU: 82585	Year of study	III			
Course teacher/s	Associate professor Dušan Moro, Ph.D.	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	Familiarise students with the critical historical judgement on the development of various local and autonomous, national and autocephalous Churches in the East. Introduce students with their theological, liturgical and other specificities which reflect the 'other' and even 'third lung' of Christianity as revealed religion. Enable a systematic view on diversity and richness of Christian heritage and theological expressions and results of historical development, and inculturation of the Gospel in different nations and their further development.					
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 subject and methods of historical and theological development of autonomous Churches in the East. 2. Analyse social and cultural ground for divisions and different development of local, autonomous, autocephalous and patriarch Churches affected either by their theological, liturgical or any other particular character. 3. Evaluate and critically and deductively present the development of particular Churches. 4. Describe the most recent trends and theological achievements of a particular Church, and its famous theologists. 5. Analyse theological achievements of a particular Church and realize a fruitful dialogue and cooperation with the representatives of that Church.					
Detailed course content (weekly class schedule)	The Old-Eastern and the Eastern Churches (before and after Chalcedon Council in 451) (2). Origin and historical and liturgical development of patriarch in the East (theory of pentarchy) (2). Different development and heritage of two great Churches: Roman (Latin) in the West and Eastern (Orthodox) in the East (2). Monasticism in the East and its development (1). Photios and his time and 'Filioque' (2). The Schism of 1054. Y. Congar and his judgement (2). Development of some national, autonomous and autocephalous Churches (2). Iconoclasm, palamism and Byzantine theology (2). Orthodox theology in the second millennium (1). Worship of the Blessed Virgin Mary in Orthodoxy (2). Russian theology in the 19th and 20th century (2). Uniates and Uniatism (2). Uniat in Croatia in 1611 (2). Greek theological thought in the 20th century (2). Papal primacy in the Orthodox theology (2). Orthodox Churches and ecumenical dialogue. Evident results (2).					
Format of course instruction:	<input checked="" type="checkbox"/> lectures		<input checked="" type="checkbox"/> individual tasks			
Student obligations	Regular class attendance and active participation through exercises, reviews.					

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		Oral exam	1,0	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Class attendance and active participation– 20% Exam (written or oral) – 80%					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	T. Z. Tenšek, <i>Kršćanstvo Istoka</i> , KS, Zagreb 2001, str. 5-118.			3		
	T. Z. Tenšek, <i>Asketsko-monaška duhovnost Otačkog razdoblja</i> , KS, Zagreb, 2003, str. 5-152.			1		
	Y. Congar, <i>Istočni raskol. Zabilješke</i> , Zagreb, 1971., str. 1-53.			1		
	Juraj Kolarić, <i>Ekumenska trilogija. Istočni kršćani... Pravoslavni</i> , Prometej, Zagreb, 2005., str. 141-412.			1		
	Paul Evdokimov, <i>L'Ortodossia</i> , EDB, Bologna, 1981., str. 5-535.			1		
Supplementary literature	John Meyendorff, <i>La Teologia Bizantina</i> , Marietti, Casale Monferrato, 1984., str. 5-297. Paolo Siniscalco, <i>Le antiche Chiese Orientali. Storia e letteratura</i> , Citta' Nuova, Roma, 2005., str. 5-458. Georgij Ostrogorski, <i>Povijest Bizanta 324-1453</i> , Golden Marketing-Tehnička knjiga, Zagreb, 2006., str. 5-607. Niko Ikić, <i>Ekumenske studije i dokumenti. Izbor ekumenskih dokumenata Katoličke i Pravoslavne Crkve s popratnim komentarima</i> , Sarajevo, 2003., str. 5-266. Timothy Warw, <i>Pravoslavna Crkva</i> , Prosvjeta, Zagreb, 2005., str. 5-292. Vladimir Loski, <i>Mistična teologija Istočne crkve</i> , KS, Zagreb, 2001., str. 5-309.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Student-teacher consultations, student attendance register, active participation in lectures, discussions, review of specific problem, topic, article, study, book section.					
Other (according to the opinion of education provider)						

COURSE TITLE		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 the 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 media)	Title			Number of copies in the library		Availability via other media	
	V. Baisić, <i>Granična pitanja religije i znanosti</i> ,			5			

	Zagreb, 1998.		
	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	Consultations, questionnaire, student attendance register, active participation in discussions, course and teacher evaluation at the end of the semester.		
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, 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</i> – 2. veljače 1993., 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 consultations, 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"/> Communication with the missionaries <input checked="" type="checkbox"/> Use of video materials						
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 misiie</i> , Sarajevo 1993. 1-484.				5		

	II. vatikanski 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	<p>Misijski časopisi (Radosna vijest i dr.).</p> <p>S. Ivančić, <i>Misijski pokret dijecezanskog klera u Crkvi u Hrvata</i>, TKI, Mostar, 2007.</p> <p>Dokumenti Kongregacije za evangelizaciju naroda.</p> <p>D. J. Bosch, <i>Transforming Mission</i>, Orbis Books, Maryknoll /NY/, 1997.</p> <p>H. Rzepkowski, <i>Lexikon der Mission</i>, Styria, Graz-Wien-Köln, 1992.</p> <p>Multimedijalna sredstva za upoznavanje misija.</p>		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	<p>Student-teacher consultations.</p> <p>Questionnaire.</p>		
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"/> 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	Requirement to attend lectures, participation in discussions, presentation 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</i>)	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation		Individual work and consultations	1,5	
	Essay		Seminar essay		(Other)		

to the ECTS credit value of the course)	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	
	Zakonik kanona Istočnih Crkava proglašen vlašću pape Ivana Pavla II., s izvorima, Glas Koncila, Zagreb, 1996., str. VIII-XXIII i XXVII-LIII.			2		
Supplementary literature	Pio Vito Pinto (ur.), <i>Commento al Codice dei Canonici delle Chiese Orientali</i> , Libreria Editrice Vaticana, Citta 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 for 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"/> on line 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 (specify portion in ECTS credits per each	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. Priručnik za studij, obrazovanje i posao</i> , 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. Katehetski glasnik 6 (2008.), 1 + Dodatak: ugovori-zakoni-pravilnici.					
	Student-teacher consultations, end-of-semester conversation, questionnaire.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes						
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.						

	Title	Number of copies in the library	Availability via other media
Obligatory literature (available in the library or via other media)	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	Year of study		I-V			
	ISVU: 82616						
Course teacher/s	Full professor Marijan Vugdelija, Ph.D.	Credit (ECTS)		3			
Assistants	Miljenko Odrlijin, 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 number of ECTS credits corresponds to the ECTS credit	Class attendance	1,5	Research		Exercises		
	Experimental work		Written representation		Individual work		
	Essay		Personal work and consultations		(Other)		

value of the course)	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	
	Religijske Institucije Izraela, u: R.E.Brown (i drugi), Biblijska teologija Staroga i Novoga zavjeta, KS, Zagreb, 1993.			5		
	A. Popović, Biblijske teme. Egzegetsko-teološka analiza tekstova Staroga i Novoga zavjeta s Dodatkom, KS, Zagreb, 2004.			1		
	M. Modrić, Sveta zemlja Isusova domovina: vodič za hodočasnike, Zagreb, 2000.			2		
Supplementary literature	R. de Vaux, op., Le Istituzioni dell' Antico Testamento, 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 pessimism (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, 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	Activity at lecture – 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		1			
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 representation		(Other)		
	Essay		Seminar essay	0,5	(Other)		

number of ECTS credits corresponds to the ECTS credit value of the course)	Mid-term exams	2,0	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 treshhold 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 Assemanianus (<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 12 th 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. (od toga 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 odbačenih tekstova</i> , u: Misal po zakonu rimskoga dvora, Zagreb, 1971.				1	
	Frane Paro, <i>Glagoljska početnica</i> , Rijeka, 1995., str. 1-56.					
	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"/> 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 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</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)		

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	Presentation – 20% Mid-term exam – 30% 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. Hržnjak (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		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 cultis</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 (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	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. Košić, <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 Stolica 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 Stolica 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 theologists daling 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 possibillites (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, str.175-209.</i>)			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 and similar addresses.					
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 throughly 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 the 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% Presentation – 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 about relevant themes and a 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.info1
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. Describe 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	Student attendance register. Active class prticipation. 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	
	<i>Franjevački izvori</i> , 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 instituions 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-catechetic 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 catechetic 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 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 checked="" 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 for religious education, preparation and delivery of demonstration lessons.						
Screening student work (<i>specify portion in ECTS credits per each activity so that total</i>	Class attendance	1,0	Research		Practical training		
	Experimental work		Written representation	0,5	Exercises	0,5	
	Essay		Seminar essay		Consultations	0,5	

number of ECTS credits corresponds to the ECTS credit value of the course)					and written paper	
	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	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>Didattica 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	Lecture 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		1			
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	2,0	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 (<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	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, Kršćanska etika ljudskog rađanja</i> , Split, 2008.	2	
	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. Staguhrn, <i>Potruga 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 achivements 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			
	Title	Number of copies in the library	Availability via other media
Obligatory literature (available in the library or 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	Juraj Kolarić, <i>Ekumenska trilogija</i> , Prometej, Zagreb, 2005. (izabrani dijelovi i teme). R. Frieling, <i>Put ekumenske misli</i> . Teološki fakultet M. Vlačić Ilirik, Zagreb 2009. Niko Ikić, <i>Teološka dijagnoza ekumenskog stanja</i> , u: <i>Ekumenske studije i dokumenti</i> , Vrhbosanska katolička teologija, Sarajevo, 2003., str. 17-61. 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. 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.		
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"/> <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		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	Participation, presentation and discussion – 20% Consultations – 10% Seminar essay – 70%						

final exam			
	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		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 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% Literature review – 15% Seminar essay – theme presentation– 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		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 type="checkbox"/> filed classes		<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 attendance. Active class participation. Evaluation of 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
	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 experince. 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 experince using appropariate 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 experince, 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 activity so that total number of ECTS</i>)	Class attendance	1,0	Research	1,0	Practical training		
	Experimental work		Written representation	0,5	(Other)		
	Essay		Seminar essay	2,0	(Other)		

credits corresponds to the ECTS credit value of the course)	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, discussion on selected topics, active participation in discussions, construction, content and scheme presentation of seminar works, evaluation of the course and the teacher through anonymous 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 (<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	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 library or via other	Title			Number of copies in the library		Availability via other media	

media)	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	<p>E. Purk (ur.), <i>Herausforderung Großstadt. Neue Chancen für die Christen</i>, Verlag Josef Knecht, Frankfurt a/M, 1999., str. 12-81.</p> <p>G. Bitter, <i>Leben entdecken in der Stadt. Überlegungen zur Stadtpastoral</i>, Theologie der Gegenwart, 34 (1991.), br. 2., str. 96-113.</p> <p><i>Großstadtsymposion 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.</p>		
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.						

	Title	Number of copies in the library	Availability via other media
Obligatory literature (available in the library or via other media)	H. Matković, <i>Povijest Jugoslavije (1918-1991-2003)</i> , Zagreb, 2003.		
	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 Bible 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 Bible 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 checked="" type="checkbox"/> individual tasks <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 media)	Title				Number of copies in the library	Availability via other 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 either positive or 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. stoljeće</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 Corinthians, 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> . Egzegetsko-teološke studije o Pavlu, Vrhbosanska katolička teologija, Sarajevo 2008.		
Supplementary literature	Books, reviews, articles that student will 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.						

	Title	Number of copies in the library	Availability via other media
Obligatory literature (available in the library or 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		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%						

	Title	Number of copies in the library	Availability via other media
Obligatory literature (available in the library or 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)			

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, consultations and students' evaluation of the course content quality.		
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 theological preparatory divided into buildings A, B and C. The exercises are partly performed in the building of CTF, and partly in preschool institutions.	
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
Theological and Moral Virtues	Full professor, Luka Tomašević, Ph.D.
The Church of Christ - Ecclesiology	Associate professor, Dušan Moro, Ph.D.
The Church Art	Full professor, Branko Matulić, Ph.D.
Didactic and Educational Methodology of Religious Education	Associate professor, Jadranka Garmaz, Ph.D. Jenko Bulić, M. S.
Social Doctrine of the Church	Full professor, Luka Tomašević, Ph.D. Assistant professor Marijo Volarević, Ph.D.
Ecumenical Theology	Associate professor, Dušan Moro, Ph. D.
Philosophical Speech on the World and God	Full professor, Ivan Tadić, Ph.D.
Eastern Theology	Associate professor, Dušan Moro, Ph. D.
Interpretation of Selected Literary Works	Associate professor, Jadranka Garmaz, Ph.D. Josip Grbavac, M.S.
Communicology	Full professor, Ante Vučković, Ph. D. / Mirko Mihalj, M.S.
Christian Spirituality	Associate professor, Mladen Parlov, Ph.D.

Christian Revelation**	Associate professor, Anđelko Domazet, Ph.D. / Edvard Punda, Ph.D.
A Christian's Speech on God **	Full professor, Nikola Bižaca, Ph.D.
Christianity and Religions**	Associate professor, Anđelko Domazet, Ph.D.
Methodology of Scientific Work	Assistant professor, Domagoj Runje, Ph.D.
General Catechetics	Associate professor, Jadranka Garmaz, Ph.D. / Josip Periš, M.S.
General Pedagogy	Associate professor, Jadranka Garmaz, Ph.D. / Jenko Bulić, M.S.
General Psychology	Full professor, Ivan Tadić, Ph.D. / Boris Vidović, M.S.
General Introduction to the Study of the Holy Scripture	Full professor, Marijan Vugdelija, Ph.D./Miljenko Odrlić, M.S.
Introduction to Moral Theology	Assistant professor, Marijo Volarević, Ph.D.
Patrology	Associate professor, Ivan Bodrožić, Ph.D.
The Church History of Modern and Contemporary age	Assistant professor, Josip Dukić, Ph.D.
The Church History of the Ancient World and the Middle Age	Assistant professor, Josip Dukić, Ph.D.
History of Modern and Contemporary Philosophy	Full professor, Josip Mužić, Ph.D.
History of Philosophy – Ancient and the Middle age	Full professor, Ivan Tadić, Ph.D. / Ante Akrap, Ph.D.
Practical Philosophy	Associate professor, Ivan Kešina, Ph.D.
Developmental Psychology	Associate professor, Ivan Kešina, Ph.D. / Mirko Mihalj, M.S.
Introduction to the Gospels and Exegesis	Full professor, Marinko Vidović, Ph.D.
Introduction to Philosophy	Full professor, Ante Vučković, Ph.D.
Introduction to the Mystery of Christ and the History of Salvation	Associate professor, Anđelko Domazet, Ph.D.
Introduction to the Pentateuch and Exegesis	Assistant professor, Domagoj Runje, Ph.D.
Introduction to the Epistles and Exegesis	Full professor, Marinko Vidović, Ph.D.
Introduction to the Prophetic and Wisdom Literature	Assistant professor, Domagoj Runje, Ph.D.
Preschool Catechesis	Associate professor, Jadranka Garmaz, Ph.D.

3.3. Data on teachers

Academic degree, first and last name of the course deliverer	ANTE AKRAP, Ph.D.
Course delivered at the proposed study programme	KBF: 101 History of Philosophy – Ancient and the Middle Age
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Put iza nove bolnice 10c, 21000 Split
Telephone	021/541-703
E-mail address	ante.akrap@st.t-com.hr
Personal web page	
Year of birth	1968
Scientist ID	331182
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, Philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	1/10/2011
Name of the position (professor, researcher, associate, etc.)	Associate, assistant
Field of work	Philosophy
Function	Assistant at the Chair of Philosophy
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical University Antonianum
Place	Rome
Date	22 June 1999
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)	Professor of philosophy and logics – Franciscan Grammar School of Sinj (from 1999 to 2011).
Autorship of university/faculty textbooks from the course field	
Professional, scientific and artistic articles published in the last five	<i>Holokaust - Golgota 20. stoljeća? Holokaust u svjetlu židovske filozofske i teološke misli</i> , u: Antropološka i religiozna dimenzija

years from the course field (maximally 5 references)	žrtve, Zbornik radova XVIII. međunarodnog teološkog simpozija, CuS, Split, 2013., str.175-209.
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 NIKOLA BIŽACA, Ph.D.
Course delivered at the proposed study programme	KBT: 201 A Christian's Speech about God
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Predraga Bogdanića 2, 21460 Stari Grad
Telephone	021/385-238; 021/765-049
E-mail address	nikola.bizaca@st.t-com.hr
Personal web page	
Year of birth	22 December 1949
Scientist ID	182561
Research or art rank, and date of last rank appointment	Senior research scientist, 8 July 2008
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor, 27 April 2009
Area and field of election into research or art rank	Humanisitic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	15 May 2000
Name of the position (professor, researcher, associate, etc.)	Professor
Field of work	Dogmatic theology
Function	Professor at the Chair of Dogmatic Theology and the director of the postgraduate university doctoral studies of CTF at the University of Split
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Theological faculty/ Gregorian Pontifical University
Place	Rome
Date	20 March 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)	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)	French 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)	God Maker (<i>Bog stvoritelj</i>) On One and Triune God (<i>De Deo Uno et Trino</i>) Graduate study at Theology in Split/Department study of CTF at the University of Zagreb
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>Zapažanja o teologiji mučeništva</i>, Služba Božja, 3(2009), str. 251-272. - <i>Teološko-egzistencijalno značenje događaja križa</i>, Služba Božja, 1 (2011.), str. 5-31. - <i>Učiteljstvo i evolucija. Modeli hermeneutike kontinuiteta u diskontinuitetu</i>, u: N. Bižaca/J. Dukić/J. Garmaz (pr.), Kršćanstvo i evolucija. Zbornik radova XV. Međunarodnog znanstvenog skupa, Split 2.-23., listopada 2009, Crkva u svijetu, Split 2010, str. 105-134. <i>Utjelovljenje i teologija religija. Kritički osvrt na neka novija tumačenja utjelovljenja</i>, Crkva u svijetu, 1 (2008.), str. 7-34.
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	Within the regular study programme of theology and from long experience in methodical-pedagogical-psychological-didactical engagement in religious teaching performance.
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	Associate professor, ANĐELKO DOMAZET, Ph.D.
Course delivered at the proposed study programme	KBT: 224 Christianity and Religions KBF: 101 Introduction to the Mystery of Christ and the History of Salvation
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Put iza nove bolnice 10c, 21000 Split
Telephone	021/541-722
E-mail address	andjelko.domazet@st.t-com.hr
Personal web page	http://www.CTF-st.hr/adomazet/
Year of birth	1962
Scientist ID	214384
Research or art rank, and date of last rank appointment	Senior research associate, 16 March 2010
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 17 June 2010
Area and field of election into research or art rank	Humanisitic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Catholic faculty of Theology, Split
Date of employment	1 November 2003
Name of the position (professor, researcher, associate, etc.)	Scientific-teaching rank of associate professor
Field of work	Fundamental theology
Function	The head of the Chair of Fundamental Theology
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical Gregorian University
Place	Rome
Date	26 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)	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)	At Franciscan Faculty of Theology in Makarska he performed the following courses from 1995 until 1999: Christian Revelation, Theological Anthropology, Science on Religions, Ecclesiology.
Autorship of university/faculty textbooks from the course field	
Professional, scientific and artistic	1. "Teologija uskrsnuća kod Karla Rahnera", u: I. Raguž (ur.),

articles published in the last five years from the course field (maximally 5 references)	<p><i>Za tragovima Božjim</i>, Đakovo, 2008., str. 261-278.</p> <p>2. <i>Život u dijalogu s Bogom. Teologija i praksa molitve u spisima R. Guardinija</i>, Kršćanska sadašnjost, Zagreb 2009.</p> <p>3. "Europa i 'kršćanski svjetonazor' kod Romana Guardinija", u: <i>Teologija i Crkva u procesima europskih integracija</i>, Zbornik radova XIII. međunarodnog teološkog simpozija, Crkva u svijetu, Split, 2008., str. 139-163.</p> <p>4. "Isusov žrtveni hod. Teologija Kristove smrti u djelu J. Ratzingera/Benedikta XVI., Isus iz Nazareta II.", u: <i>Antropološka i religiozna dimenzija žrtve</i>, Zbornik radova XVIII. međunarodnog teološkog simpozija, Crkva u svijetu, Split 2013, str. 267-285.</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	Assistant professor, JOSIP DUKIĆ, Ph.D.
Course delivered at the proposed study programme	KBT: 101 The Church History of the Ancient World and the Middle Age KBT: 123 The Church History of the New and Contemporary Age
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Zrinsko-frankopanska 19, 21000 Split
Telephone	098/1783-942
E-mail address	jossd@tiscali.it
Personal web page	/
Year of birth	1968
Scientist ID	294883
Research or art rank, and date of last rank appointment	Assistant research scientist, 23 February 2012
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, 19 April 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 October 2006
Name of the position (professor, researcher, associate and similar)	Professor
Field of work	Church history
Function	Head of the Chair of the Church History
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical Gregorian University
Place	Rome
Date	2008
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)	Italian
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)	
Authorship of university/faculty textbooks from the course field	
Professional, scientific and artistic	Book:

articles published in the last five years from the course field (maximally 5 references)	Dugopoljski žrtvoslov (1941.-1948.), Dugopolje, 2011. (suautor B. Matković) Articles: Okvir za biografiju Jozе Kljakovića (Solin, 10. III. 1889. - Zagreb, 1. X. 1968.), u: Jozo Kljaković - Retrospektiva 1889.-1968., Galerija Klovićevi dvori, Zagreb, 2009., str. 173-183. Don Frane Bulić na sudu, u: Tusculum, Solin, 3, 2010., str. 205-220. Biblioteka Ivan Paštrić, u: Glasnik Društva bibliotekara Hrvatske, 9, 2011., str. 40-51. Prijeponi oko zemljišta za gradnju katoličke katedrale i pravoslavnog hrama sv. Save u Splitu, u: Crkva u svijetu, Split, XLVIII (2013) 2, str. 209-235. (suautor T. Đonlić)
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: 203 Didactics and Educational Methodology of Religious Education KBT: 222 General Catechetics KBT: 302 Preschool Catechsis
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Zvonimirova 121, 21210 Solin
Telephone	021/211-300
E-mail address	jgarmaz@CTF-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)

	<ul style="list-style-type: none"> 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	Fr. JOSIP GRBAVAC, M.S.
Course delivered at the proposed study programme	KBT: 303 Interpretation of Selected Literary Works KBF: 540 Old Church Slavonic Language and Glagolism
GENERAL INFORMATION ON THE COURSE TEACHER	
Address	Fratarski prolaz 4, 21230 Sinj
Telephone	098/1730-633
E-mail address	Jozo.grbavac@gmail.com
Personal web page	
Year of birth	1952
Scientist ID	
Research or art rank, and date of last rank appointment	Associate, 19 April 2011
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant, 19 April 2011
Area and field of election into research or art rank	Humanistic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Franciscan Grammar School of Sinj, accredited; University of Split, Faculty of Catholic Theology (adjunct associate)
Date of employment	17 January 1986 Franciscan Grammar School of Sinj; FCT Split 1 October 2001
Name of position (professor, researcher, associate teacher, etc.)	Headmaster of Franciscan Grammar School of Sinj / Associate-assistant
Field of work	Religious pedagogy and catechetics/ Chair of the Church History
Function	Assistant
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Master of Science
Institution	Ludwig Maximilian University
Place	Zagreb; München
Date	1978 (Theology); 1985 (Slavic Studies and History)
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)	Italian
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)	<ol style="list-style-type: none"> 1. Problem Boga u suvremenoj književnosti, u: Zborniku radova sa znanstvenoga skupa <i>Fenomen (ne)religioznosti u suvremenoj književnosti</i>, Frankfurt am Main, 2009., str. 15-47. 2. Odnos teologije i književnosti, u: Zborniku radova sa znanstvenoga skupa <i>Fenomen (ne)religioznosti u suvremenoj književnosti</i>, Frankfurt am Main, 2009., str. 49-79. <p>BOOKS:</p> <ol style="list-style-type: none"> 1. <i>Franjevačka klasična gimnazija u Sinju (monografija)</i>, Sinj, 2008. 2. <i>Maria fidelissima advocata Croatiae</i> (glazbeno-poetski recital), Sinj, 2009.
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, IVAN KEŠINA, Ph.D
Course delivered at the proposed study programme	KBT: 122 Practical Philosophy
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Pujanke 77/X, 21 000 Split
Telephone	021/378-255
E-mail address	ivan.kesina@kbf-st.hr
Personal web page	
Year of birth	1954
Scientist ID	200895
Research or art rank, and date of last rank appointment	Senior research associate, 11 July 2013
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 10 December 2009
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	1 April 2000
Name of the position (professor, researcher, associate, etc.)	Professor
Field of work	Philosophy – ethics, philosophical anthropology, etc.
Function	
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Die Leopold-Franzens-Universität Innsbruck
Place	Innsbruck
Date	7 July 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
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)	
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)	<p>Book:</p> <ul style="list-style-type: none"> - <i>Stvaranje evolucijom</i>, Crkva u svijetu, Split 2012. (Knjiga ima 272 stranice). <p>Articles:</p> <ul style="list-style-type: none"> - <i>Evolucija i princip selekcije u filozofiji Vjekoslava Bajsića</i>, u: Bogoslovska smotra 79 (2009.), br. 4, str- 871-896. - <i>Umiješanost promatrača – jedno od ograničenja znanosti</i>, u: Filozofska istraživanja 30 (2010.), br. 1-2, str. 175-191. - <i>Moralno-etičke implikacije stare i nove eugenike</i>, u: I. Komadina (uredio), Tajna života u ozračju suvremenog odnosa znanosti i vjere (Zbornik radova), Hrvatski dušobrižnički ured u Njemačkoj, Frankfurt am Main, 2011., str. 119-153. - <i>Stvaranje ili evolucija</i>, u: Z. Primorac (glavni urednik), Suvremena znanost i vjera, Zbornik radova međunarodnoga znanstvenog skupa Mostar, 29 i 30. listopada 2010., Fakultet prirodoslovno-matematičkih i odgojnih znanosti Sveučilišta u Mostaru i Filozofska fakulteta, Univerza v Ljubljani, Mostar – Ljubljana 2011., str. 193-214.
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 participated in the project: <i>Ethics and pluralism</i> , subtheme: "The dignity of the human person and ethical action"
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: 327 Sacred 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 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 ON EDUCATION – The highest degree awarded	
Degree	Master of Science
Institution	Catholic University in Louvain
Place	Louvaine-la-Neuve
Date	9 September 1983
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)	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 teacher	Associate professor DUŠAN MORO, Ph.D.
Course delivered at the proposed study programme	KBF: 524 Eastern Theology KBT: 202 Church of Christ - Ecclesiology KBT: 326 Ecumenical Theology
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Franjevački put 1, 21300 Makarska Put iza nove bolnice 10c, 21000 Split
Telephone	021/541-715 mob. 098/360-832
E-mail address	dusan.moro1@gmail.com
Personal web page	
Year of birth	1 October 1952
Scientist ID	
Research or art rank, and date of last rank appointment	Senior research associate, 29 March 2011
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 13 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 1999
Name of the position (professor, researcher, associate, etc.)	Associate professor
Field of work	Fundamental and ecumenical theology
Function	Head of the Chair of Ecumenical Theology
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical University Antonianum
Place	Rome
Date	19 June 1984
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)	From the academic year 1984/5 to 1998/99. at the Franciscan faculty of Theology in Makarska he has performed classes from Fundamental and Ecumenical theology and elective courses from other areas, e.g. Islam.
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)	<p>Book: <i>Teološki hod ekumenizma u XX. stoljeću. Konferencije 'Vjere i ustrojstva'; protagonisti i poteškoće</i>, Služba Božja, Split, 2009., str. 5, 285.</p> <p>Journals A1: <i>Prinos Frane Franića u pripremi dogmatskih konstitucija Lumen gentium i Dei verbum</i>, u: Crkva u svijetu 44 (2009), br.2, str. 146-166.</p> <p><i>Marko Antun de Dominis-ekumenist u kontroverzističkom vremenu</i>, u: CuS 48 (20013), br.1, str. 73.87.</p> <p>Journals A2: <i>Dokumenti Katoličke crkve o ekumenskom problemu ređenja žena i njihova teološko-ekumenska analiza</i>, u Služba Božja 51 (2012), br.3-4, str. 367-403.</p> <p>Proceedings: <i>Frane Franić i le tre Costituzioni del Concilio (SC, LG, DV). Contributo del vescovo di Split-Makarska all' ecclesiologia e alla teologia del Concilio Vaticano II</i>, u: zbornik 'La Chiesa croata e il Concilio Vaticano (prir. Ph. Chenaux-E. Marin-F. Šanjek), Lateran Press, Roma, 2011., str. 123-143.</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	Full professor, JOSIP MUŽIĆ, Ph.D.
Course delivered at the proposed study programme	KBT: 121 History Modern and Contemporary Philosophy
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 course deliverer	MILJENKO ODRLJIN, M.S.
Course delivered at the proposed study programme	KBF: 126 General Introduction to the Study of the Holy Scripture
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	<i>Mojsije u židovskoj Bibliji</i> , u: Služba Božja, 3 (2011.), str. 268-298;

years from the course field (maximally 5 references)	<i>Opseg i sadržaj pojma Toledot u knjizi Postanka</i> , u: Crkva u 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: 204 Christian Spirituality
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 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: Colloquia Maruliana XX (2011.), str. 239-254.</p> <p><i>Utjecaj obiteljskog ozračja na duhovno zvanje</i>, u: Crkva u svijetu, 44 (2009) 4, str. 484-500.</p> <p><i>Duhovna strujanja u Crkvi u doba majke Klare Žižić</i>, u: Majka Klara Žižić i njezina družba 1706.-2006., 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 the 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: 223 General Catechetics
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 Catechetic 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	EDVARD PUNDA, Ph.D.
Course delivered at the proposed study programme	KBT: 205 Christian Revelation
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Zrinsko-Frankopanska 19, 21000 Split
Telephone	021/ 273-021
E-mail address	donedvard@gmail.com
Personal web page	
Year of birth	1979
Scientist ID	/in the process of awaiting/
Research or art rank, and date of last rank appointment	Associate, 28 November 2013
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Postdoctorand, 1 December 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	
Name of the position (professor, researcher, associate, etc.)	Professor, postdoctorand
Field of work	Fundamental theology
Function	Postdoctorand at the Chair of Fundamental Theology
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical Gregorian University
Place	Rome
Date	13 September 2011
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)	Spanish
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	Scientific books: E. Punda, <i>La fede in Teresa d'Avila</i> , Editrice Pontificia Università Gregoriana, Roma 2011.

(maximally 5 references)	<p>Papers published in international journals equated with international peer review (A1): G. Grbešić – E. Punda, <i>Eshatološke teme u 'posebnim objavama'. Ukazanja u Fatimi i viđenja M. F. Kowalske</i>, u: <i>Obnovljeni život</i> 3 (2013), 367-382.</p> <p>Papers published in the journals with national peer-review (A2):</p> <ul style="list-style-type: none"> - <i>Iskustvo vjere svete Terezija Avilske: središnje teme i neke poveznice s Neokatekumenskim putem</i>, u: <i>Diacovensia</i> 1 (2013), 133- 155. - <i>Teologija: privilegirano mjesto vjere</i>, u: <i>Diacovensia</i> 2 (2013), 325-340.
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	Within the scope of Postgraduate Studies of Fundamental Theology.
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the teacher	Assistant professor DOMAGOJ RUNJE, Ph.D.
Course delivered at the proposed study programme	KBF: 107 Methodology of Scientific Work KBT: 304 Introduction to the Pentateuch and Exegesis KBT: 321 Introduction to the Prophetic and Wisdom Literature and Exegesis
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Hrvatskih mučenika 31, 21202 Lećevica
Telephone	098/9580-195
E-mail address	drunje@kbf-st.hr
Personal web page	
Year of birth	1973
Scientist ID	331145
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 assistant, 1 November 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 2008 Work contract: 1 November 2009
Name of the position (professor, researcher, associate, etc.)	Associate position of the senior assistant at the Chair of the Old Testament
Field of work	The Bible with a special emphasis on the Old Testament; Methodology of scientific work.
Function	
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical University Antonianum
Place	Rome
Date	19 June 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)	English
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
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)	<p>INTRODUCTION TO PENTATEUCH AND EXEGESIS: <i>Ljepota u Petoknjižju</i>, u: Nikola Bižaca i Jadranka Garmaz (ur.), <i>Teologija, lijepo i umjetnost</i>, Zbornik radova Međunarodnoga znanstvenog skupa, Split, 20 i 21 listopada 2011., Split 2012., str. 63-91.</p> <p><i>Vremeniti i vječni hram u Hramskom svitku</i>, u: Crkva u svijetu 48 (2013.) 3, str. 359-379.</p> <p><i>Očinstvo u Bibliji i tri Adama. Teološka meditacija</i>, u: <i>Communio</i>, 36 (2010.), str. 13-17.</p> <p>INTRODUCTION TO THE PROPHETS AND SAPIENTIAL LITERATURE AND EXEGESIS:</p> <p><i>Biblija kao Sveto pismo. Neke upute za čitanje</i>, u: Ivan Šarčević (ur.) <i>100 godina Franjevačke teologije u Sarajevu 1909. – 2009.</i>, Zbornik radova sa Znanstvenog skupa u povodu 100 godina Franjevačke teologije u Sarajevu održanog u Sarajevu 6 i 7 listopada 2009., Sarajevo</p> <p><i>Biblija kao Sveto pismo. Neke upute za čitanje</i>, u: Ivan Šarčević (ur.) <i>100 godina Franjevačke teologije u Sarajevu 1909. – 2009.</i>, Zbornik radova sa Znanstvenog skupa u povodu 100 godina Franjevačke teologije u Sarajevu održanog u Sarajevu 6 i 7 listopada 2009., Sarajevo 2012., str. 325-334.</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	Full professor IVAN TADIĆ, Ph.D.
Course delivered at the proposed study programme	KBT: 102 History of Philosophy – the Ancient and the Middle Age KBT: 221 Philosophical Speech on the World and God
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Fra Bonina 2/I, 21 000 SPLIT
Telephone	098/668-091
E-mail address	Ivan.tadic2@gmail.com
Personal web page	
Year of birth	1955
Scientist ID	216375
Research or art rank, and date of last rank appointment	Senior research scientist, 10 December 2010
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor (first appointment) 20 January 2011
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	1 April 1995
Name of the position (professor, researcher, associate, etc.)	Professor
Field of work	Philosophy
Function	
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical Gregorian University
Place	Rome
Date	1 December 1993
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)	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	<i>HISTORY OF PHILOSOPHY – ANCIENT AND THE MIDDLE AGE</i> <i>Antički i suvremeni pogledi na čovjeka. Aristotel, Protagora, Ivan Pavao II., Crkva u svijetu, Split, 2009.</i>

(maximally 5 references)	<p><i>PHILOSOPHICAL SPEECH ON THE WORLD AND GOD: Filozofska misao Stjepana Zimmermanna. Izabrani vidovi s bibliografijom</i>, Crkva u svijetu, Split, 2010.</p> <p>Metafizička pitanja i znanstvena istraživanja, u: Zoran Primorac (gl. ur.), <i>Suvremena znanost i vjera. Zbornik radova s međunarodnoga znanstvenoga skupa Mostar, 29. i 30. listopada 2010</i>, Fakultet prirodoslovno-matematičkih i odgojnih znanosti Sveučilišta u Mostaru – Filozofski fakultet, Mostar – Ljubljana, 2011., str. 113-133.</p> <p>Razvitak misli o svemiru i njegovu nastanku, u: Nikola Bižaca – Josip Dukić – Jadranka Garmaz (ur.), <i>Kršćanstvo i evolucija. Zbornik radova Međunarodnoga znanstvenoga skupa Split, 22. i 23. listopada 2009.</i>, Crkva u svijetu – Katolički bogoslovni fakultet, Split, 2010., str. 191-230.</p> <p>Traganje za početkom svemira, u: <i>Crkva u svijetu</i>, 43. (2008.), br. 2., str. 234-258.</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	Full professor, LUKA TOMAŠEVIĆ, Ph.D.
Course delivered at the proposed study programme	KBT: 306 Theological and Moral Virtues
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Put iza nove bolnice 10c, 21000 Split
Telephone	021/541-714
E-mail address	ltomasevic@kbfsst.hr
Personal web page	Web page of CTF, web page of the Franciscan Province of the Most Holy Redeemer
Year of birth	1951
Scientist ID	196342
Research or art rank, and date of last rank appointment	Senior research scientist, 18 June 2008
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor, 18 June 2008
Area and field of election into research or art rank	Humanisitic sciences, Theology
INFORMATION ON CURRENT EMPLOYMENT	
Institution of employment	Faculty of Catholic Theology of the University of Split
Date of employment	1 October 1999 at CTF
Name of the position (professor, researcher, associate, etc.)	Profesor
Field of work	Moral theology
Function	Head of the Chair of Moral Theology
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical Lateran University
Place	Rome
Date	10 March 1987
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)	At the Franciscan faculty of theology he performed several courses from the field of moral theology: <i>Introduction to Moral Theology (moral theological principles)</i> , <i>Special Moral Theology I-IV</i> , <i>Social Doctrine of the Catholic Church</i> , <i>Human Rights</i> , <i>Selected Issues from the Moral</i> .
Autorship of university/faculty textbooks from the course field	Only teacher generated materials <i>ad usum privatum</i> (for students' personal use).
Professional, scientific and artistic	1. L. Tomašević, <i>Dignité' humaine: un approche</i>

articles published in the last five years from the course field (maximally 5 references)	<p><i>philosophique et logique</i>, u: <i>Journal Internationale de Bioethique –Journal Internanional of Bioethics</i>, (časopis je dvojezični francuski i engleski), N. 3, September 2010., vol. 21, str. 17-27.</p> <p>2. L. Tomašević, <i>Development and perspectives of theological bioethics</i>, Essay on Bioethics, u: <i>Croatian Medical Journal</i>, 2013; 54:86-88.</p> <p>3. L. Tomašević, PhD, ScD, <i>Bioethics in Catholic Theology and Scientific Bioethics</i>, <i>International Journal of BioMedicine</i> 3 (2) (2013.), 145-149.</p> <p>4. L. Tomašević, <i>Ontološko i funkcionalističko shvaćanje osobe: bioetička rasprava</i>, u: <i>Crkva u svijetu</i>, god. XLVI, (2011.), br. 2, str. 143-170.</p> <p>5. L. Tomašević - A. Jeličić, <i>Etika znanstvenog istraživanja i načelo opreznosti</i>, u: <i>Filozofska istraživanja</i>, 126, dod. 32, sv. 2, Zagreb, 2012., 243-260.</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	Award by Split-Dalmatia county for the contribution in science popularization.

Academic degree, first and last name of the teacher	Full professor MARINKO VIDOVIĆ, Ph.D.
Course delivered at the proposed study programme	KBT: 301 Introduction to the Gospels and Exegesis; KBT: 322 Introduction to the Epistles and Exegesis.
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: Bogoslovska smotra 78 (2008.) 3, 505-531; 2. <i>Savezno poimanje Crkve u Ef 1-2</i>, u: Bogoslovska 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	Assistant professor MARIJO VOLAREVIĆ, Ph.D
Course delivered at the proposed study programme	KBT: 325 Social Doctrine of the Church KBT: 305 Introduction to Moral Theology
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Zrinsko-frankopanska 19, 21000 Split
Telephone	098/920-4011
E-mail address	mvolarevic@kbf-st.hr
Personal web page	
Year of birth	10 October 1976
Scientist ID	331156
Research or art rank, and date of last rank appointment	Assistant research scientist, 11 July 2013.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Senior assistant, 1 July 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 July 2011
Name of the position (professor, researcher, associate, etc.)	Senior assistant
Field of work	Moral theology
Function	Senior assistant at the Chair of Moral Theology
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontifical Lateran University
Place	Rome
Date	20 June 2010
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)	In the academic year 2010/11 he was a part-time associate at CTF where at the Chair of Moral Theology he performed classes for the courses "Introduction to Moral Theology" and "Catholic Social Doctrine".
Autorship of university/faculty textbooks from the course field	
Professional, scientific and artistic articles published in the last five years from the course field	Pepers in the journals with international peer-review (A1); "Novi feminizam i kulturalna promocija žene majke-radnice", u: Obnovljeni život, 67 (2012.), 2; Slika žene u "starom feminizmu"

(maximally 5 references)	<i>i u novom feminizmu Ivana Pavla II. i Benedikta XVI., u: Obnovljeni život</i> 68 (2013.) 1; <i>Društveno-etički značaj „genija žene“ i njegove temeljne karakteristike, u: Bogoslovskoj smotri</i> , 83 (2013.) 1.
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	Within the scope of postgraduate study programme of Moral Theology.
ACKNOWLEDGMENTS AND AWARDS	
Acknowledgements and awards for teaching and scientific/artistic work	

Academic degree, first and last name of the teacher	Associate professor, ANTE VUČKOVIĆ, Ph.D
Course delivered at the proposed study programme	KBT: 103 Introduction to Philosophy KBT: 225 Communicology
GENERAL INFORMATION ABOUT THE COURSE TEACHER	
Address	Put iza nove bolnice 10c, 21000 Split
Telephone	098/287-833; 021/541-716
E-mail address	avuckovic@kbf.st.hr
Personal web page	http://www.kbf-st.hr/~avuckovic/index.html
Year of birth	1958
Scientist ID	197253
Research or art rank, and date of last rank appointment	Senior research associate, 28 June 2007
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 27 September 2007
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	1 April 1995 at Franciscan Faculty of Theology in Makarska; 1 October 1999 at the Faculty of Catholic Theology of the University of Split.
Name of the position (professor, researcher, associate, etc.)	Professor
Field of work	Contemporary philosophy
Function	Vice-Dean for Science
INFORMATION ON EDUCATION – The highest degree awarded	
Degree	Doctor of Philosophy
Institution	Pontificio Ateneo Antonianum
Place	Rome
Date	23 January 1992
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)	Italian
Foreign language and command of foreign language on the scale from 2 (sufficient) to 5 (excellent)	English 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)	Course teacher from the academic year 2000/2001.
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)	<p>Vrtlog grijeha. O Davidovu grijehu s Bat-Šebom, hilp, Zagreb 2012.</p> <p>"Homo politicus". <i>Filozofsko utemeljenje politike</i>, Bogoslovska smotra 77 (2007.), br. 2, str. 311–343</p> <p>Nijemi glas: tri filozofske interpretacije savjesti, u Fenomen savjesti, CuS, Split, 2011., prir. Nikola Bižaca, Josip Dukić i Jadranka Garmaz.</p> <p>Što je religija i čemu religija? <i>Wittgenstein i religija</i>, Bogoslovska smotra, god. LXXVIII (2008.), br. 1, str. 39-57</p> <p>Sekularizacija društva i sakralizacija osobe, Bogoslovska smotra, 82 (2012.) 4, 917 - 937</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	Full professor, MARIJAN VUGDELIJA, Ph.D
Course delivered at the proposed study programme	KBT: 321 Introduction to the Prophetic and Wisdom Literature and Exegesis KBF: 126 General Introduction to the Study of the Holy Scripture
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 textbooks from the course field	The author of two university textbooks: 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)	a) Scientific books: 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): 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 international science conferences with international peer-review (A1): 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)	
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	

3.4. Optimal number of students

Considering the enrollment quota in standard circumstances, at three-year Undergraduate Theological-Catechetic Studies, the optimal number of students is 66.

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

Cost of the Undergraduate 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

<p>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.</p>	
<p>The quality assurance system of the constituent institution is based on the following documents:</p>	
<ul style="list-style-type: none"> 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_za_osiguravanje_kvalitete_CTF-a.pdf) 	
<p>Description of evaluation procedures for quality assurance of the study programme performance:</p> <ul style="list-style-type: none"> 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 planing 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 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 catechetical offices.