



1. GENERAL INFORMATION			
1.1. Course teacher	Davorin Babić, prof., senior lecturer	1.6. Year of the study programme	1 st and 2 nd
1.2. Name of the course	Physical and Health Culture	1.7. Credits (ECTS)	0
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 hours - exercises
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Study Programme in Church Music	1.9. Expected enrolment in the course	All students
1.5. Status of the course	Obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION			
2.1. Course objectives	The goal of physical and health culture in higher education is (1) to acquire new conventional motoric knowledge, (2) to improve basic theoretical and practical kinesiological knowledge, (3) to strengthen one's interests, anthropological characteristics and motoric knowledge, (4) to stop the process of deterioration or early decrease in traits, abilities, and motoric knowledge due to a lack of physical activity, (5) to make students capable of individual physical exercising, (6) to promote the culture of sport, (7) to improve social communication.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Acquisition of theoretical and practical motoric knowledge for the purpose of making students capable for individual exercising.</p> <p>Connecting interests of students for specific kinesiological activities for the purpose of fulfilling the need for movement,</p> <p>Acquisition of knowledge on importance of daily physical exercising in order to influence anthropological traits and to achieve success in study and in future occupation,</p> <p>Pointing out the importance of health culture for the purpose of preserving and improving health,</p> <p>Familiarisation with health risks of various addictions,</p> <p>Promotion of importance of quality nutrition for intellectual and physical exertion,</p> <p>Monitoring of body composition and prevention of obesity,</p> <p>Informing students on results of current health research,</p> <p>Becoming capable for team work,</p> <p>Inclusion of students in sport competitions with the aim of developing interest for personal improvement in various sport activities,</p> <p>Inclusion of students in programmes of sport education.</p>		
2.4. Learning outcomes expected at the level of the course (4 to 10	The goal of physical and health culture in higher education is: (1) acquisition of new conventional motoric knowledge,		



learning outcomes)	<p>(2) improvement of basic theoretical and practical kinesiological knowledge, (3) stopping the process of deterioration or early decrease in traits, abilities, and motoric knowledge due to a lack of physical activity, (4) making students capable of individual physical exercising and rational usage of their free time, (5) promoting exercising and the culture of sport, (6) assistance in structuring quality life in the young age, mature age, and old age.</p>																																									
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>The programme core consists in groups of various kinesiological activities that are sorted into basic and special teaching programmes. These are picked by students, according to their interests, acquired level of motoric knowledge, level of ability and state of health. Conceptually, this teaching programme is a continuation of contents of teaching programmes of physical and health culture in secondary schools. In congruence with that, there are following teaching programmes of physical and health culture in higher education:</p> <table border="1" data-bbox="745 608 2101 842"> <thead> <tr> <th rowspan="2">Teaching programmes for Physical and Health Culture</th> <th colspan="4">1 year 2 year</th> <th colspan="2">Higher years</th> </tr> <tr> <th>I</th> <th>II</th> <th>III</th> <th>IV</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Basic programmes</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td></td> <td></td> </tr> <tr> <td>Special programmes</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td></td> <td></td> </tr> <tr> <td>Programmes for students with special needs</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td></td> <td></td> </tr> <tr> <td>Elective programmes for students of higher years of study</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>30</td> <td>30</td> </tr> </tbody> </table> <p>4.1. Basic programmes 4.2. Special programmes 4.3. Programmes for students with special needs 4.4. Elective programmes for students of higher study years</p> <p>Table 1. shows teaching plans and programmes for four semesters of regular teaching in physical and health culture, as well as the elective course for students of higher study years. Basic and special programmes are conducted for 30 hours in one semester or 60 hours during the whole academic year. Programmes for students with special needs are also conducted for 30 hours, but in an adjusted form, depending on consultation with a physician and the course teacher. Elective programmes for students of higher study years can be conducted during one or two semesters of undergraduate and/or graduate study, depending on the decision of the Faculty.</p> <p>4.1. Basic programmes consist of kinesiological activities that are a part of teaching programmes of physical and health culture in secondary schools.</p> <p>4.1.2. Programme contents of basic programmes¹</p> <ol style="list-style-type: none"> 1. Athletics 2. Badminton 3. Fitness programmes 4. Basketball 5. Football 6. Volleyball 7. Basics of martial arts 	Teaching programmes for Physical and Health Culture	1 year 2 year				Higher years		I	II	III	IV			Basic programmes	30	30	30	30			Special programmes	30	30	30	30			Programmes for students with special needs	30	30	30	30			Elective programmes for students of higher years of study	-	-	-	-	30	30
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	8. Dance structures 9. Swimming 10. Handball 11. Table tennis				
2.6. Format of instruction:	1. exercises				2.7. Comments:
2.8. Student responsibilities	Regular exercise attendance – attendance on at least 70% of exercises, according to the study programme and the teaching plan.				
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance		Research		Practical training
	Experimental work		Report		(Other—describe)
	Essay		Seminar essay		(Other—describe)
	Preliminary exams		Oral exam		(Other—describe)
	Written exam		Project		(Other—describe)
2.10. Grading and evaluating student work in class and at the final exam					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	* V. Findak, Metodika tjelesne i zdravstvene kulture, Zagreb 1992; ** Isti: Metodički organizacijski oblici rada u edukaciji, športu i športskoj rekreaciji, Zagreb 1992; B. Anderson, E. Burke, B. Pearl: Fitness za sve, Zagreb 1997.				
2.12. Optional literature (at the time of submission of study programme proposal)					
2.13. Quality assurance methods that ensure the acquisition of exit competences	1. Monitoring of the health state of students through an analysis of results of obligatory systematic examination that are being conducted in agreement with physicians. 2. Monitoring of motoric knowledge and abilities in elective activities, especially motoric knowledge and abilities that can influence the success in the future occupation. 3. Monitoring and evaluation of work on the basis of an analysis of results of the questionnaire on interests of students, the level of current sport achievements, and the current engagement in sport-recreative activities. 4. Monitoring of the current engagement in sport and interests of students for participation in students' sport competitions and sport manifestations.				
2.14. Other (as the proposer wishes to add)					