

1. GENERAL INFORMATION			
1.1. Course teacher	Senior Lecturer Davorin Babić	1.6. Year of the study programme	1-2
1.2. Name of the course	Physical and Health Culture	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	60 E
1.4. Study programme (undergraduate, graduate, integrated)	integrated	1.9. Expected enrolment in the course	90
1.5. Status of the course	Compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>Because of its significance to a harmonious development of anthropological features, Physical and Health Education is unique in opportunities for students offering many specific benefits. This presumes that lesson in Physical and Health Education should be adapted to the developmental features of students and this programme takes this into consideration. As such regular lessons in Physical and Health Education in higher education are directed toward optimal development of motor skills and improving abilities and personal features that are vital to successful studying and efficiently conducting one's career.</p> <p>The Physical and Health Education programme in higher education is an upgrading of fundamental properties of physical and health education offered in secondary schools. The programme interconnects components of education, anthropology and upbringing.</p>		
2.2. Course enrolment requirements and entry competences required for the course	Students are required to regularly attend Physical and Health education lessons in appropriate sportswear, effort shown during 15 classes during the semester of which 20% can be missed for justifiable reasons which means at least 12 classes are compulsory during a semester.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The aim of Physical and Health Education in higher education is (1) to learn new motor skills, (2) to improve fundamental theoretical and practical knowledge of motor skills, (3) prevent deterioration or premature ageing due to a lack of abilities resulting from the lack of physical activity (5) capacitating students for individual physical exercise and (6) promoting physical activity and a culture of sports.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> • Adopting theoretical and practical knowledge of motor skills with the aim of capacitating students to conduct individual physical exercises. • Networking student interests toward certain kinesiological activities with the aim of satisfying their needs for physical movement. • Adopting knowledge about the significance of every day physical exercise with the aim of influencing anthropological features and achieve better success in their studies and future careers. • Pointing out the significance of health culture with the purpose of preserving and improving one's health. • Becoming familiar with the hazardous effects to health caused by various addictions. • Promote the significance of quality feeding for intellectual and physical requirements. • Monitor the body and prevention of obesity. • Informing students of the results of research in the field of health. • Capacitating students for team work. • Involving students in sporting competitions with the aim of developing their interest and personal improvement in various sporting activities. • Involving students in teaching physical education activities. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)			

DETAILED PROPOSAL OF THE STUDY PROGRAMME

2.6. Format of instruction:	lectures seminars and workshops <input type="checkbox"/> X exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work <input type="checkbox"/>	X independent assignments multimedia and the internet laboratory work with mentor (other)	2.7. Comments:			
2.8. Student responsibilities						
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)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam		Project		(other)	
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
	Anderson, B., E. Burke, B. Pearl (1997). <i>Fitness za sve</i> , Zagreb: Gopal.					
	Anderson, B. (2001). <i>Stretching</i> . Zagreb: Gopal.					
	Mišigoj-Duraković, M. (1999.). <i>Tjelesno vježbanje i zdravlje</i> , Zagreb: Faculty of Physical Education					
	Findak, V. (1999). <i>Metodika tjelesne i zdravstvene kulture</i> , Zagreb: Školska knjiga					
2.12. Optional literature (at the time of submission of study programme proposal)	Findak, V. (1999.). <i>Metodika tjelesne i zdravstvene kulture</i> , Zagreb: Školska knjiga Medved, R., i suradnici (1987.). <i>Sportska medicina</i> , Zagreb: Jumena.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	1. Monitoring the health status of students by analysing test results of regular medical check-ups conducted in cooperation with a professional sports medical practitioner. 2. Monitoring knowledge and abilities in elective activities particularly motor skills that could influence their future careers. 3. Monitoring and assessing student work based on an analysis of the results of a questionnaire concerning the interest of students, level of sporting achievements until now and current engagement in sporting and recreational activities. 4. Monitoring current engagement and interest shown by students for sporting activities and their interest in participating in student sporting competitions and sporting events.					
2.14. Other (as the proposer wishes to add)						