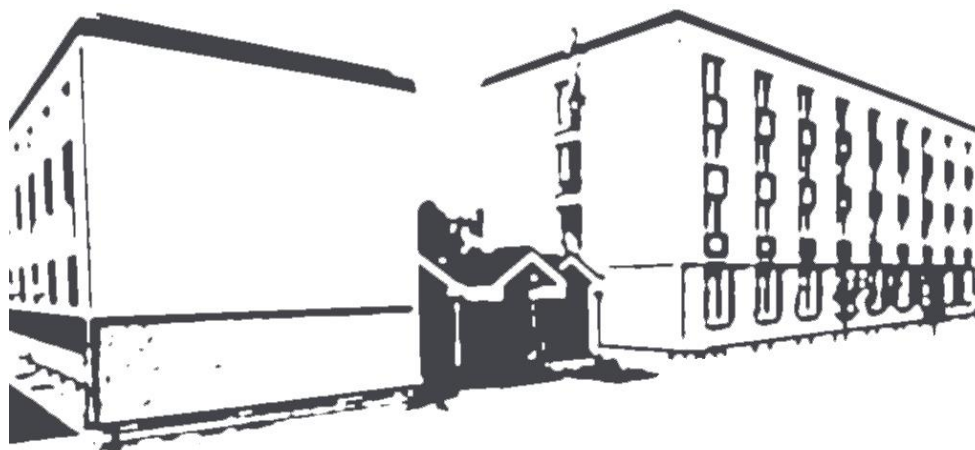


FRANCISCAN THEOLOGICAL SCHOOL IN SARAJEVO

Integrated Philosophical and Theological Study



THE STUDY PROGRAMME OUTLINE

Sarajevo, 2015.

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GENERAL INFORMATION OF THE STUDY

Higher education institution	Franciscan Theological School in Sarajevo
Address	Aleja Bosne Srebrene 111
Phone	+387 33 453 266
Fax	+387 33 460 507
E-mail address	tajnteol@bih.net.ba
Website	http://www.franjevackateologija.ba

1. GENERAL INFORMATION OF THE STUDY PROGRAMME

1. GENERAL INFORMATION OF THE STUDY PROGRAMME				
1.1. Name of the study programme	Integrated undergraduate and graduate university philosophical and theological studies			
1.2. Provider(s) of the study programme	Franciscan Theological School in Sarajevo			
1.3. Type of study programme	Vocational study programme <input type="checkbox"/>	University study programme x		
1.4. Level of study programme	Undergraduate <input type="checkbox"/>	Graduate <input type="checkbox"/>	Integrated x	Postgraduate specialist <input type="checkbox"/>
1.5. Manner of implementation of the study programme	Classical <input type="checkbox"/>	Mixed (Classical + online) x	Online in entirety <input type="checkbox"/>	
1.6. Academic/vocational title earned at completion of study	Master of Theology			

2. INTRODUCTION

2. INTRODUCTION	
2.1. Reasons for starting the study programme	The reason for the study programme is philosophical and theological education of students. Primary ecclesial role of Franciscan Theological School in Sarajevo is the formation and education of candidates for deacons and priests. By implementing the Bologna Process the study programme of Franciscan Theological School complies with the study programme of the Faculty of Catholic Theology of the University of Zagreb and with other theological studies in Europe.
2.2. Assessment of the study programme's usefulness relative to the demand in the labour market in the public and private sectors	Since the Republic of Bosnia and Hercegovina has introduced religious education programme for primary and secondary schools, the philosophical-theological study programme, beside courses for ministry, offers training and education for teaching at primary and secondary schools. The programme is intended for the formation of the candidates for diaconry, presbyterate and education but also qualifies students for the work in social, church, cultural, humanitarian and mass media institutions. The academic staff of the Franciscan Theological School constantly follows and contributes to the development of theological and catechetical sciences worldwide, particularly endorsing the interdisciplinary work with the related sciences and promoting regional historical, religious, social and cultural specificities.
2.3. Compatibility of the study programme with the University mission and the strategy of the proposer, as well as with the strategy statement of the network of higher education institutions.	In compliance with the Scientific Strategy of the University of Zagreb the mission of the school is to achieve excellence and outstanding performance in teaching and scientific research activity aiming to: to train future theologians, priest, pastoral assistants and catechists for various ministries in the Church and society, to promote the development of philosophical theological science, to promote dialogue with the world and culture.
2.4. Comparability of the study programme with other accredited programmes in higher education institutions in the Republic of Croatia and EU countries (name two programmes at most, of which one is from an EU country, and compare it with the proposed programme (provide internet addresses of the programmes)	The study programme of Franciscan Theological School is comparable to similar study programmes at various other institutes of religious sciences in Bosnia and Hercegovina and Croatia such as integrated undergraduate and graduate philosophical and theological studies offered at the Faculty of Catholic Theology of the University of Zagreb. (http://www.kbf.unizg.hr/red_predavanja/red_predavanja_57/)
2.5. Openness of the study programme to student mobility (horizontal, vertical in the Republic of Croatia, and international)	Students' mobility is possible primarily within the higher education system of the Republic of Croatia, including the FCT of the University of Split 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 can also continue their postgraduate studies at home and abroad.
2.6. Relationship with the local community (economy, entrepreneurship, civil society, etc.)	An explicit joint interest in implementing the Philosophical-Theological Studies is shown by the dioceses of the Archdiocese of Vrhbosna and other dioceses, the Franciscan Province of Bosna Srebrena, other religious communities and the education system of Bosnia and Hercegovina and Croatia. 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.
2.7. Compatibility with requirements of professional organizations	The programme is compatible with the document "Sapientia Christiana" of Congregation for Catholic Education, with the document of Croatian Conference of Bishops "Formacija svećeničkih kandidata. Načela i smjernice", 1. October 2012., and with the instructions of National Catechetical Office.
2.8. Name possible partners outside the higher education system that expressed interest in the study programme	Significant partners outside the educational system are the dioceses of the Archdiocese of Vrhbosna, Franciscan Province „Bosna Srebrena“, Catechetical Office of Archdiocese and social subjects who have shown great interest and need for highly educated personnel in the field of faith and religion.
2.9. Other (as the proposer wishes to add)	

3. DESCRIPTION OF THE STUDY PROGRAMME

3.1. General information

3. GENERAL INFORMATION	
3.1. Scientific/artistic area of the study programme	-area: humanities -domain: theology
3.2. Duration of the study programme (is there an option of distance learning, part-time studying, etc.)	Five-year study programme with 10 semesters. Duration of each semester is 15 weeks, each week has 24 hours of lectures, exercises and seminars; annual workload of students is 2940 working hours. There is no possibility of remote learning or part-time study.
3.3. The minimum number of ECTS required for completion of study	300
3.4. Enrolment requirements and admission procedure	Four year secondary school
3.5. Learning outcomes of the study programme (name 15-30 learning outcomes)	<ul style="list-style-type: none"> - critical evaluation and creative presentation of main directions and representatives of philosophical thought from its beginnings up to the present - synthesis and autonomous assessment of various ethical and anthropological theories - assessment of systematic philosophical approaches to God and world - mastering the basics of biblical Greek and Hebrew and evaluation of their importance for the interpretation of content, origin and theological message of Holy Scripture - integration and evaluation of the basic interpretative methods of Holy Scripture - provision of the arguments for the Christian interpretation of general and personal history starting from the event of God's Revelation in Jesus Christ - theological evaluation of the knowledge of God - analysis and integration of basic biblical, traditional and theological sources of the Christian image of the Triune God - connecting fundamental concepts of christology, soteriology and pneumatology - provision of the arguments for the hierarchical constitution of the Church and evaluation of the role and mission of lay people in the mystery of Church and the development of ecclesiology - dialogical confrontation with similarities and differences of Christian anthropology and anthropology of other religions - defining the relationship of creation theology, original sin and grace - elaboration of the fundamentals of sacramentology and presentation of the sacraments of initiation, reconciliation and ministry - comparison of the relationship between reason and faith in Christianity and world religions - backing and justification of fundamental dogmatic pronouncements and documents of the Magisterium of Church in matters of faith - assess sacramental practice. - organize and conduct complex evangelisation process of sacramental pastorals within the aspect of marriage, family and ecclesial movements. - evaluate religious life at the Church and social level - manage the process of religious education delivery - design basic contents, objectives and assignments of catechesis and implementation of religious education and catechesis in a parish community - collaboration and cooperative work in a parish pastoral council and a class

	<p>council</p> <ul style="list-style-type: none"> - individual planning, programming and delivery of religious education, religious upbringing and catechesis of all age groups - assume personal and collective responsibility for a successful delivery of religious upbringing, catechesis and religious education - cooperation with parents related to religious upbringing and religious-pedagogical issues
<p>3.6. Employment possibilities (list of potential employers) and opinion of three organizations associated with the labour market on the adequacy of anticipated learning outcomes (attach)</p>	<p>The acquired knowledge and competences enable students to engage in scientific-research work in the field of theology and humanistic and social sciences. The study of theology trains the students for specific ecclesiastical vocation concerning ministerial pastoral work (deaconry, presbyterate, bishops) and for professional vocation including the lay pastoral work at educational, social, cultural and caritative level. Employment opportunities are feasible within education institutions through delivery of religious education and catechetical work in the community of the faithful. Possibility of work which includes various forms of spiritual assistance, Catholic missions abroad, and broader cultural activity: theological review of translations and publishing, mass media and Church administration.</p>
<p>3.7. Possibilities of continuing studies at a higher level</p>	<p>Upon the completion of the fifth year of the study, according to Church regulations (Code of the Canon law 1032 § 2, the Congregation for the Catholic education, Ratio Fundamentalibus Institutionis Sacerdotalis, 19/3/1985, No. 63, the Congregation for the clergy, Directory on the the ministry and life of priests, KS, Zagreb 2013, No. 100, Croatian bishops' conference Formation of priesthood candidates. Principles and guidelines, (1 October 2012.) priesthood candidates are required to enrol and complete the sixth, so called pastoral year. Accordingly, the School organizes and delivers teaching in the pastoral year. Students may enrol in postgraduate specialist and postgraduate university doctoral studies after completing the fifth year.</p>
<p>3.8. If submitting proposals for graduate studies, name undergraduate studies of the proposer or other institutions that qualify for admission to the proposed graduate study</p>	

3.2. Completion of study

4. DESCRIPTION OF THE STUDY PROGRAMME					
4.1. List of mandatory and elective courses and/or modules with class hours and ECTS credits (appendix: Table 1)					
4.2. Description of each course (appendix: Table 2)					
4.3. Structure of the study (number of semesters, trimesters, class size for lectures, seminars, exercises)	Integrated philosophical theological studies last five years, i.e. 10 semesters. Each year consists of two semesters. The study consists of compulsory and optional subjects and seminars. Each semester regularly amounts 30 ECTS credits, academic year 60 ECTS credits, included are all compulsory and optional subjects and seminars. Having acquired preconditions for Integrated Philosophical-Theological Studies, the student completes the studies by passing the final oral exam which is based on the final written paper and a thesarium of theology. Class size is regularly as following: for lectures around 30 students, for optional courses at least 10 students, for seminars up to 15 students.				
4.4. Requirements for enrolment in successive semesters or trimesters	To be able to enrol in the next academic year student has to obtain a minimal number of ECTS credits in the preceding academic year, as it is prescribed by the Senate of the University of Zagreb. By the enrolment in the new academic year student, who has failed to pass all courses, takes first of all the courses which he has not taken or has failed to pass in the preceding academic year. The student who has achieved at least 50 ECTS credits in one academic year and passed all exams from the preceding year can enrol in the next academic year. To enrol in the 2. year the student has to achieve at least 50 ECTS credits. To enrol in the 3. year of study the student has to pass all exams from the 1. year and to achieve at least 50 ECTS credits from the 2. year of study. To enrol in the 4. year of study the student has to pass all exams from the 2. year and to achieve at least 50 ECTS credits from the 3. year of study. To enrol in the 5. year of study the student has to pass all exams from the 3. year and to achieve at least 50 ECTS credits from the 4. year of study. Exam from one enrolled course can be taken no more than five times in academic year in which the course is enrolled. If student fails to pass the exam even after repeated enrolment of the course by the end of the current academic year, he loses the right to study.				
4.5. List of courses and/or modules that the student can take in other study programmes	In consultation with allocated tutor student may also take electives from other faculty of the University of Zagreb. During the study, maximum workload of optional courses from other faculties is 15 ECTS credits.				
4.6. List of courses and/or modules offered in a foreign language as well (name which language)	Teaching is conducted 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.				
4.7. Completion of study:					
a. <i>Final requirement for completion of study</i>	<table border="1"> <tr> <td>Final thesis <input type="checkbox"/></td> <td>Final exam <input checked="" type="checkbox"/></td> </tr> <tr> <td>Diploma thesis <input checked="" type="checkbox"/></td> <td>Diploma exam</td> </tr> </table>	Final thesis <input type="checkbox"/>	Final exam <input checked="" type="checkbox"/>	Diploma thesis <input checked="" type="checkbox"/>	Diploma exam
Final thesis <input type="checkbox"/>	Final exam <input checked="" type="checkbox"/>				
Diploma thesis <input checked="" type="checkbox"/>	Diploma exam				
b. <i>Requirements for final/diploma thesis or final/diploma/exam</i>	<p>Philosophical-Theological Studies are completed if written work is made and the graduate exam taken</p> <p>Diploma thesis</p> <ul style="list-style-type: none"> - graduate work is made from the field of theology or related sciences included in the graduate study. . - graduate 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 				

	<p>the supervisor to the Student Office Desk at least six months before the final exam.</p> <p>Graduate exam</p> <ul style="list-style-type: none"> - oral graduate exam is public - graduate exam consists of answers to the questions of the members of the examining board from the three areas of study - at least one of three topic areas of the exam should cover theology and particularly relate to a systematic, Biblical or pastoral-liturgical theology. - theses (thesarium) for final exam are determined by the Faculty Council of the Faculty of Catholic Theology of the University in Zagreb
<p>c. <i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</i></p>	

4. LIST OF COURSES / MODULES

LIST OF COURSES/MODULES									
Year of study: 1.									
Semester: I. – II.									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECT S	Required/ elective	
Regular courses	Introduction to Philosophy	Dr. sc. Josip Jozić	15				2	R	
	Logic	Dr. sc. Josip Jozić	25	5			3	R	
	Theory of Knowledge	Dr. sc. Josip Jozić	45				3	R	
	History of Philosophy: Ancient and Middle Ages	Dr. sc. Ivan Bubalo	60				5	R	
	History of Modern Philosophy	Dr. sc. Ivan Bubalo	60				5	R	
	General Psychology	Dr. sc. Josip Jozić	60				4	R	
	Cosmology	Dr. sc. Josip Jozić	45				3	R	
	General Introduction to the Holy Scriptures	Dr. sc. Anto Popović	25	5			2	R	
	Hebrew Language	Dr. sc. Božo Lujčić	30				2	R	
	General Church History: Ancient and Middle Ages	Dr. sc. Petar Jeleč	45				3	R	
	General Church History: Modern Age	Dr. sc. Petar Jeleč	45				3	R	
	Introduction to the Mystery of Christ and the History of Salvation	Dr. sc. Vili Radman	25	5			2	R	
	History of Liturgy	Dr. sc. Danimir Pezer	30	10			4	R	
	General Methodology	Dr. sc. Josip Jozić	15		15		2	R	
	Sacred Music	Dr. sc. Slavko Topić	30				2	R	
Required - elective courses	Latin Language	Dr. sc. Mile Babić	30				2	R-E	
	Greek Biblical Language	Dr. sc. Anto popović	30				2	R-E	
Fundamental common courses	Introductory Seminar in Methodology	Dr. sc. Josip Jozić	15				3	R	
Electives courses	Electives Courses						6	E	
	Electives Courses						6	E	

LIST OF COURSES/MODULES								
Year of study: 2.								
Semester: III. – IV.								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective
Regular courses	Ontology	Dr. sc. Josip Jozić	45				4	R
	Contemporary Philosophy	Dr. sc. Ivan Bubalo	30				3	R
	Ethics	Dr. sc. Ivan Bubalo	25	5			3	R
	Theodicy	Dr. sc. Josip Jozić	45				4	R
	Philosophy and Psychology of Religion	Dr. sc. Mile Babić	25	5			2	R
	Fundamental Theology	Dr. sc. Vili Radman	50	10			5	R
	Introduction and New Testament Exegesis I	Dr. sc. Anto Popović	45				3	R
	Introduction and Old Testament Exegesis I	Dr. sc. Anto Popović	45				3	R
	Introduction and New Testament Exegesis II	Dr. sc. Anto Popović	45				3	R
	Introduction and Exegesis of the Old Testament II	Dr. sc. Božo Lujčić	45				3	R
	History of the Church among the Croats	Dr. sc. Marko Karamatić	50	10			4	R
	Theology of Liturgy	Dr. sc. Danimir Pezer	50	10			4	R
	Sacred Music	Dr. sc. Slavko Topić	30				2	R
Fundamental common courses	Seminar						4	R
Required - elective courses elective courses*	Electives Courses						6	R-E
	Electives Courses						6	R-E

LIST OF COURSES/MODULES								
Year of study: 3.								
Semester: V.-VI.								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECT S	Required/ elective
Regular courses	Introduction and Old Testament Exegesis III	Dr. sc. Anto Popović	45				3	R
	The Science of Religions	Dr. sc. Vili Radman	50	10			5	R
	Mystery of the Triune God	Mr. sc. Miro Jelečević	50	10			5	R
	God Creator	Mr. sc. Miro Jelečević	60				5	R
	Pneumatology	Dr. sc. Stjepan Duvnjak	15				1	R
	Ecclesiology	Mr. sc. Miro Jelečević	60				5	R
	Fundamental Moral Theology	Dr. sc. Ivan Bubalo	75	15			6	R
	Patrology and History of Dogma	Dr. sc. Stjepan Duvnjak	60	15			5	R
	Introduction to Canon Law and General Norms (Book I)	Dr. sc. Ivan Sesar	45				3	R
	Canon Law: Sanctions and Processes (Books VI, VII)	Dr. sc. Ivan Sesar	30				3	R
	Ecumenical Theology	Dr. sc. Marinko Pejić	30				2	R
Fundamental common courses	Seminar						4	R
Required - elective courses elective courses*	Electives Courses						6	R-E
	Electives Courses						6	R-E

LIST OF COURSES/MODULES

Year of study: 4.

Semester: VII.-VIII.

MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective
Regular courses	Biblical Theology of the Old Testament	Dr. sc. Božo Lujčić	30				3	R
	Biblical Theology of the New Testament	Dr. sc. Božo Lujčić	30				3	R
	Introduction and New Testament Exegesis III	Dr. sc. Anto Popović	45				4	R
	Grace	Mr. sc. Miro Jelečević	30				3	R
	Christology	Dr. sc. Mile Babić	50	10			5	R
	Mariology	Mr. sc. Miro Jelečević	15				1	R
	Sacraments in General	Mr. sc. Miro Jelečević	30				3	R
	Sacraments II	Mr. sc. Miro Jelečević	30				2	R
	Special Moral Theology I: Virtues	Dr. sc. Velimir Valjan	75	15			6	R
	Special Moral Theology II: Commandments	Dr. sc. Velimir Valjan	75	15			6	R
	Fundamental Catechetics	Dr. sc. Ivan Šarčević	30				2	R
	Special Catechetics	Dr. sc. Ivan Šarčević	30				2	R
	Introduction to Pastoral Theology	Mr. sc. Ivo Marković	25	5			2	R
	Canon Law: Marriage Law (Book IV)	Dr. sc. Ivan Sesar	25	5			2	R
Fundamental common courses	Seminar						4	R
Required - elective courses elective courses*	Electives Courses						6	R-E
	Electives Courses						6	R-E

LIST OF COURSES/MODULES								
Year of study: 5.								
Semester: IX.-X.								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective
Regular courses	Sacraments III	Mr. sc. Miro Jelečević	30	2			2	R
	Sacraments IV	Mr. sc. Miro Jelečević	30	2			2	R
	Eschatology	Mr. sc. Miro Jelečević	30	2			2	R
	Canon Law: The People of God (Book II)	Dr. sc. Ivan Sesar	45	3			3	R
	Canon Law: The Teaching and Sanctifying Office of the Church and Temporal Goods of the Church (Books III, IV, V)	Dr. sc. Ivan Sesar	45	3			3	R
	Fundamental Pastoral Theology	Dr. sc. Ivan Šarčević	45	3			4	R
	Special Pastoral Theology	Dr. sc. Ivan Šarčević	45	3			4	R
	Homiletics	Mr. sc. Ivo Marković	30	2			2	R
	Spiritual Theology	Dr. sc. Marinko Pejić	30	2			2	R
	Franciscan Spirituality	Dr. sc. Marinko Pejić	30	2			2	R
	Christian Archaeology	Dr. sc. Marko Karamatić	30	2			2	R
	Eastern Theology	Dr. sc. Marinko Pejić	30	2			2	R
	Social Teaching of the Church	Dr. sc. Mile Babić	30	2			2	R
	Art and Christian Iconography	Dr. sc. Marko Karamatić	30	2			2	R
	Teacher training	Rhetoric	Mr. sc. Ivo Marković	30	2			2
Pedagogy		Mr. sc. Stipo Alandžak	30	2			2	R
	Christian Literature in B&H	Dr. sc. Marko Karamatić	30	2			2	R
Final paper and final exam	Graduate Work / Thesarium						7+7	
Required - elective courses elective courses*	Electives Courses			4			6	R-E

LIST OF COURSES/MODULES								
Year of study: 1-5.								
Semester: I.-X.								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective
Elective courses	Philosophy of Language	Dr. sc. Josip Jozić	30	2			3	E
	Philosophy of Mind	Dr. sc. Josip Jozić	30	2			3	E
	Natural Law	Dr. sc. Ivan Bubalo	30	2			3	E
	Philosophical Anthropology	Dr. sc. Mile Babić	30	2			3	E
	School of Franciscan Medieval Philosophy	Dr. sc. Mile Babić	30	2			3	E
	Philosophical Hermeneutics	Dr. sc. Vili Radman	30	2			3	E
	Sacrament and Symbol	Mr. sc. Miro Jelečević	30	2			3	E
	Origin, Development and Contemporary Interpretation of Transubstantiation	Mr. sc. Miro Jelečević	30	2			3	E
	Creation Theory and the Challenges of Natural Science	Mr. sc. Miro Jelečević	30	2			3	E
	Worldviews and Theological Statements about Creation	Mr. sc. Miro Jelečević	30	2			3	E
	Pneumatology and Contemporary Charismatic Movements in the Church	Dr. sc. Stjepan Duvnjak	30	2			3	E
	Primeval Biblical History (Genesis 1,1–11,26)	Dr. sc. Anto Popović	30	2			3	E
	Passion and Death of Jesus According to Mark's Gospel (Mc 14,1–15,47)	Dr. sc. Anto Popović	30	2			3	E
	Principles and Methods for the Interpretation of the Bible	Dr. sc. Anto Popović	30	2				E
	Biblical Archaeology	Dr. sc. Božo Lujčić	30	2			3	E
	Greek Biblical Language	Dr. sc. Anto Popović	30	2			3	E
	Conscience as Subjective Norm of Action	Dr. sc. Velimir Valjan	45	2			3	E
	Biblical Theology of Hope	Dr. sc. Velimir Valjan	45	2			3	E
	Bioethics and Techniques of Human Fertilization	Dr. sc. Velimir Valjan	45	2			3	E
	Church Administration	Dr. sc. Ivan Sesar.		2			3	E
Legal Proceedings in proclamation of Invalid Canon Marriage	Dr. sc. Ivan Sesar		2			3	E	

	Liturgical Time and Space	Dr. sc. Danimir Pezer	45	2			3	E
	The Media in Pastoral Care	Dr. sc. Ivan Šarčević	30	2			3	E
	Pastoral Care for Forgiveness and Reconciliation	Dr. sc. Ivan Šarčević	30	2			3	E
	Religious Themes in Literature	Dr. sc. Ivan Šarčević	30	2			3	E
	Church Catechesis	Dr. sc. Ivan Šarčević	30	2			3	E
	The Catholic Church in Bosnia and Herzegovina and the ISC	Dr. sc. Petar Jeleč	30	2			3	E
	The Policy of the Independent State of Croatia (ISC) towards Religious Communities	Dr. sc. Petar Jeleč	30	2			3	E
	The Church in Bosnia and Herzegovina 1878-1914.	Dr. sc. Marko Karamatić	30	2			3	E
	Origin and Theological Justification of Visual Arts in Christian Antiquity	Dr. sc. Stjepan Duvnjak	30	2			3	E
	The Franciscan Question	Dr. sc. Marinko Pejić	30	2			3	E
	Wriings of Francis and st. Claire	Dr. sc. Marinko Pejić	30	2			3	E
	Hesychasm	Dr. sc. Marinko Pejić	30	2			3	E
	Consecrated Life in Church	Dr. sc. Marinko Pejić	30	2			3	E
	Contemporary Understanding of Islam and the Message of the Quran	Dr. sc. Vili Radman	30	2			3	E
	Missiology	Mr. sc. Ivo Marković	30	2			3	E

5. EXECUTIVE PLAN OF THE STUDY PROGRAMME

I. YEAR

SUBJECT	WINTER SEMESTER		SUMMER SEMESTER	
	CLASS	ECTS	CLASS	ECTS
Introduction to Philosophy	1	2		
Logic	2	3		
Theory of Knowledge	3	3		
History of Philosophy: Ancient and Middle Ages	4	5		
History of Modern Philosophy			4	5
General Psychology			4	4
Cosmology			3	3
General Introduction to the Holy Scriptures	2	2		
Hebrew Language	2	2		
General Church History: Ancient and Middle Ages	3	3		
General Church History: Modern Age			3	3
Introduction to the Mystery of Christ and the History of Salvation			2	2
History of Liturgy			3	4
General Methodology	1	2		
Sacred Music	2	2		
Introductory Seminar in Methodology			1	3
<i>Electives Courses</i>	2	3	2	3
<i>Electives Courses</i>	2	3	2	3
TOTAL HOURS AND CREDITS	24	30	24	30

* Greek and Latin are compulsory elective

II. YEAR

SUBJECT	WINTER SEMESTER		SUMMER SEMESTER	
	CLASS	ECTS	CLASS	ECTS
Ontology	3	4		
Contemporary Philosophy	2	3		
Ethic			2	3
Theodicy			3	4
Philosophy and Psychology of Religion			2	2
Fundamental Theology			4	5
Introduction and New Testament Exegesis I	3	3		
Introduction and Old Testament Exegesis I	3	3		
Introduction and New Testament Exegesis II			3	4
Introduction and Exegesis of the Old Testament II			3	3
History of the Church among the Croats	4	4		
Theology of Liturgy	4	4		
Sacred Music			2	2
<i>Seminar</i>	1	2	1	2
<i>Electives Courses</i>	2	3	2	3
<i>Electives Courses</i>	2	3	2	3
TOTAL HOURS AND CREDITS	24	29	24	31

III. YEAR

SUBJECT	WINTER SEMESTER		SUMMER SEMESTER	
	CLASS	ECTS		CLASS
Introduction and Old Testament Exegesis III			3	3
The Science of Religions			4	5
Mystery of the Triune God			4	5
Creator God	4	5		
Pneumatology			1	1
Ecclesiology	4	5		
Fundamental Moral Theology	3	3	3	3
Patrology and History of Dogma	3	3	2	2
Introduction to Canon Law and General Norms (Book I)	3	3		
Canon Law: Sanctions and Processes (Books VI, VII)			2	3
Ecumenical Theology	2	3		
<i>Seminar</i>	1	2	1	2
<i>Electives Courses</i>	2	3	2	3
<i>Electives Courses</i>	2	3	2	3
TOTAL HOURS AND CREDITS	24	30	24	30

IV. YEAR

SUBJECT	WINTER SEMESTER		SUMMER SEMESTER	
	CLASS	ECTS	CLASS	ECTS
Biblical Theology of the Old Testament	2	3		
Biblical Theology of the New Testament			2	3
Introduction and New Testament exegesis III			3	4
Grace	2	3		
Christology	4	5		
Mariology	1	1		
Sacraments in General	2	3		
Sacraments II			2	2
Special Moral Theology I: Virtue	3	3	3	3
Special Moral Theology II: Commandments	3	3	3	3
Fundamental Catechetics	2	2		
Special Catechetics			2	2
Introduction to Pastoral theology			2	2
Canon Law: Marriage Law (Book IV)			2	2
<i>Seminar</i>	1	2	1	2
<i>Electives Courses</i>	2	3	2	3
<i>Electives Courses</i>	2	3	2	3
TOTAL HOURS AND CREDITS	24	31	24	29

V. YEAR

SUBJECT	WINTER SEMESTER		SUMMER SEMESTER	
	CLASS	ECTS		CLASS
Sacraments III	2	2		
Sacraments IV			2	2
Eschatology	2	2		
Canon Law: The People of God (Book II)	3	3		
Canon law: The Teaching and Sanctifying Office of the Church and Temporal Goods of the Church (Books III, IV, V)			3	3
Fundamental Pastoral Theology	3	4		
Special Pastoral Theology			3	4
Homiletics	2	2		
Spiritual Theology	2	2		
Franciscan Spirituality			2	2
Christian Archaeology	2	2		
Eastern Theology			2	2
Social Teaching of the Church	2	2		
Art and Christian Iconography			2	2
Rhetoric	2	2		
Pedagogy			2	2
Christian Literature in B&H			2	2
<i>Graduate work / Thesauri</i>		7		7
<i>Electives Courses</i>	2	3	2	3
TOTAL HOURS AND CREDITS	22	31	20	29

6. DESCRIPTIONS OF THE MAIN COURSE

6.1. I. year of study

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Josip Jozić	1.6. Year of the study programme	1
1.2. Name of the course	Introduction to Philosophy	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 15
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	To introduce students to the basic concepts of experience, wonder and doubt. To present the philosophical problems and the main philosophical views on the basis of basic examples from the history of philosophy.		
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>Students will be:</p> <ul style="list-style-type: none"> - introduced to the basic and essential ideas belonging to the beginning of philosophical thinking. - they will be able to make a distinction between philosophy and other disciplines - to get acquainted with the notion, range and meaning of non-empirical - to critically analyse early philosophical views - the students will be introduced to the names and importance of the philosophers of ancient, medieval and modern philosophy and will gain knowledge of the main philosophical views from the beginning until the present day. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Student will be able:</p> <ul style="list-style-type: none"> - to analyze empirical and non-empirical concepts - to present the difference between philosophy as a science and other individual real sciences - to describe the concept of formal science - to present the differences between philosophy and religion - to explain the problem of knowledge according to Plato - to know the main streams of modern philosophy - to genuinely appreciate the importance of philosophy for other areas of study. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction: the issue of the principle and basic philosophical ideas of experience, wonder and doubt 2. The non-empirical element of philosophy 3. Distinction between philosophy and other disciplines and streams of thought 4. Philosophy and religion, art and ideology 5. The definition of philosophy 		

	6. Plato's triangle and Allegory of the Cave 7. The division of philosophy 8. Modern philosophy – the main streams.					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 50 % Oral exam 50 %					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	A. ANZENBACHER, <i>Filozofija: uvod u filozofiju</i> , Zageb, 1992 (poglavlje 1. I 2.)					
2.12. Optional literature (at the time of submission of study programme proposal)	P. F. STRAWSON, <i>Analiza i metafizika: Uvod u filozofiju</i> , Zagreb, 1999.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Interest in the philosophical problems, active participation during lectures with posed questions and student participation in discussion: examination will evaluate the level of understanding of the basic philosophical ideas.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Josip Jozić	1.6. Year of the study programme	1
1.2. Name of the course	Logic	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	P 25 S 5
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	To introduce students to the basic concepts of logic, to present the forms of making of propositions and judgments, and of valid and true conclusions, to present logical cognitive methods, incorrect conclusion making and the principles of truth in thinking generally.		
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	<ul style="list-style-type: none"> - Ability to distinguish and create new ideas - Ability to connect ideas and make judgments, - To make true conclusions based on sound arguments, - Making a distinction between sense perception and thought and critical and self-critical reflection upon reality. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able:</p> <ul style="list-style-type: none"> - to know the historical context and importance of logic, its development and division, - to distinguish between the content and the scope of ideas, - to identify different kinds of ideas and judgments and the particular theories about idea and judgment, - to know the principles of a valid conclusion, the different kinds of conclusion making and incorrect conclusion making, - to distinguish between methodical procedures and methods, to independently reason and to evaluate one's own opinions. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction. Context of logic as a science, historical overview and modern views 2. Ideas and categories 3. Judgment, proposition, statement, axioms 4. Universal, particular, affirmative and negative judgments and the relationship between them 5. Principles of making judgements 6. Conclusion 7. Syllogism and polysyllogism 8. Aporias, antinomies, paralogism, sofism and invalid conclusions. 9. Methodical procedures of analysis, synthesis, definition, division, classification, abstraction and generalization 10. Inductive and deductive method 11. Logical problem of induction 12. Logic and the problem of language 13. G. Frege and logical investigation of thought 14. Idea of representation "Vorstellung" – logical and philosophical perspective 15. Logic and the philosophy of language 		

2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.10. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report	0,5	(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30 % Report and exercises 5 % Seminar essay 5% Oral exam 60 %					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	G. PETROVIĆ, <i>Logika</i> , Zagreb, 2001.					
	S. KOVAČ, <i>Logika</i> , Zagreb, 2003.					
	G. FREGE, <i>Osnove aritmetike i drugi spisi</i> , Zagreb, 1995.					
	ARISTOTEL, <i>Kategorije</i> , Zagreb 1992.					
2.12. Optional literature (at the time of submission of study programme proposal)	ARISTOTEL, <i>O tumačenju</i> , Zagreb 1989. S. KOVAČ, <i>Logičko-filozofijski ogledi</i> , Zagreb, 2005. I. MACAN, <i>Wittgensteinova teorija značenja</i> , Zagreb, 1996.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course	Dr. sc. Josip Jozić	1.6. Year of the study	1

teacher		programme	
1.2. Name of the course	Theory of Knowledge	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8.Type of instruction (number of hours L + S + E + e-learning)	L 45
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	To introduce students to the nature of knowledge generally. Origin of knowledge, idea, theories of truth and modern scepticism should all help students to make a distinction between the two major streams in the history of philosophy: rationalism and empiricism.		
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	<ul style="list-style-type: none"> -The ability to distinguish between knowledge and the cognitive process -recognition of the different kinds of knowledge and cognitive processes -ability to differentiate analytical and synthetical ways of thinking -different approaches to the idea of truth -wider understanding of the idea of reality -to be capable of critically thinking and of evaluation in the light of a wealth of information. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Student will be able:</p> <ul style="list-style-type: none"> - to gain insight into the origins of philosophical thinking and their connection with the problem of knowledge - to understand the range of view points within empiricism, to understand the cognitive theoretical notion of scepticism - to understand the range of rationalistic view points - to critically analyse the notion of "methodical doubt" - to synthesise theories of truth in the idea of one truth - to specify linguistic philosophical problems in relation to the problem of knowledge. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction. Historical development of the theory of knowledge and its different names: critique, noetic, gnoseology and epistemology. 2. Sextus Empiricus and cognitive scepticism 3. Fallibility and the lack of certainty 4. Descartes's methodical doubt and dream argument 5. Modern scepticism, physiological, neurological and deterministic arguments. 6. Mental reality and extensibility of objects 7. Origin and characteristics of knowledge 8. Problem of the subject-object relationship 9. Different kinds of knowledge 10. Descartes's rationalism and innate ideas 11. Locke's critique of innate ideas 12. Leibniz and "intellectus ipse" 13. Hume's empiricism, perception, impression and ideas 14. Kant, conditions for the possibility of gaining knowledge, synthesis of rationalism and empiricism 15. Cognitive realism – Locke's view of substance and theory of images 16. Cognitive idealism – Berkeley and "esse est percipi" 17. Kant's phenomenalism and problem "Erscheinung" 18. The notion and criteria of truth 		

	19. Theories of truth – correspondence, coherence, consensus, evidence, redundancy, pragmatism 20. Critical rationalism 21. Theory of knowledge and the philosophy of language 22. Theory of knowledge and scientific theory 23. Tests					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.11. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report	0,5	(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30 % Report 10 % Oral exam 60 %					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	ARISTOTEL, <i>Kategorije</i> , Zagreb 1992.					
	R. DESCARTES, <i>Metafizičke meditacije. Razmišljanja o prvoj filozofiji</i> , Demetra, Zagreb, 1994. (1., 2., i 4. Meditacija)					
	I. KANT, <i>Kritika čistog uma</i> , Beograd, 1976. (odabrane pasaže)					
	I. Macan, <i>Filozofija spoznaje</i> , Zagreb, 1996					
2.12. Optional literature (at the time of submission of study programme proposal)	D. POLŠEK, <i>Aporija realnog, spoznajna teorija Nicolai Hartmanna</i> , Zagreb, 1989. J. HIRSCHBERGER, <i>Mala povijest filozofije</i> , Zagreb, 2002.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Ivan Bubalo	1.6. Year of the study programme	1
1.2. Name of the course	History of Philosophy Ancient and Medieval	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 60
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	20
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
2. COUSE DESCRIPTION			
2.1. Course objectives	The objective of this course is for students to obtain a general historical and philosophical overview of the beginnings of philosophy as well as its main authors, topics and the questions that arise within philosophical thought.		
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	Upon completing this course and successfully passing the examination students will have a fundamental knowledge and understanding of philosophical topics particularly concerning its complicated relationship to theology as a science. The knowledge gained will help students to obtain a deeper understanding of other philosophical disciplines.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completing this course and successfully passing the examination students will have a fundamental knowledge of the history of philosophy and will have:</p> <ol style="list-style-type: none"> 1. Developed critical philosophical thinking 2. Adopted fundamental philosophical terminology 3. An understanding and will be able to critically evaluate fundamental positions and the basic problems of ancient and medieval philosophy 4. Become familiar with fundamental works of "classic" philosophy 5. An ability to implement philosophical insight into their own life and religious-pedagogical and educational theory and practice 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. The notion and goal of the history of philosophy as a philological – historical and critical philosophical science. The lasting meaning of ancient philosophy 2. The emergence of rational thinking – myth and philosophy. Miletus colleagues: Thales, Anaximander and Anaximenes. Pythagoras. 3. Parmenides: The foundation of Western ontology. Heraclitus, Empedocles and Anaxagoras: mediation between Parmenides and Heraclitus 4. Democritus: atomistic-mechanistic explanation of world. Sophists. Socrates: objective value of knowledge and virtues 6. Plato: idea as a real being, the object of real knowledge and the highest purpose of activity 7. Aristoteles: foundation of logic; metaphysical principles of being; psychology, ethics and politics 8. Hellenistic Roman philosophy: ethical (Stoicism, Epicureanism, Scepticism) and religious (Neoplatonism) 9. The interaction of Greek and Christian thought. Augustine: foundations of Christian Platonism, Christian - theological history of philosophy 10. Pseudo Dionysius the Areopagite: Christian - philosophical mysticism based on neo-platonic foundations. Boethius. J.S.Eriugena 11. Debate about the Universal. Anselm of Canterbury. P. Abelard 12. Assumptions of High Scholasticism: meeting of Islam and Western Christianity, the reception of Aristoteles, the emergence of universities. Roger Bacon: scientiaexperimentalis – 		

	importance of experiment and experience. Albert the Great: the first system of Christian Aristotelianism. Bonaventure: Augustinism and Christian idealism 13. Thomas Aquinas: scholastic Aristotelianism, Christian realism. Siger of Brabant: Latin Averroism 14. J. Duns Scotus: medieval philosophical voluntarism. Meister Eckhart: philosophical mysticism. 15. W. Ockham: radical voluntarism, the collapse of medieval harmony of faith and reason. Nicholas of Cusa.					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.12. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	0,5	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30% Tests 10% Written exam 60%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	D. Barbarić (ur.), <i>Hrestomatija filozofije</i> , I-II.) Školska knjiga, Zagreb 1995-1996.					
	A. Halder/M. Müller, <i>Filozofijski rječnik</i> , Naklada Jurčić, Zagreb 2002					
	S. Kutleša (gl. ur.), <i>Filozofski leksikon</i> , LZMK, Zagreb 2012					
	W. Windelband, <i>Povijest filozofije I</i> , Naprijed, Zagreb 1978					
2.12. Optional literature (at the time of submission of study programme proposal)	Platon, <i>Obrana Sokratova</i> , Demetra, Zagreb 2000. Platon, <i>Država</i> , Naklada Jurčić, Zagreb 1997. (odabrani dijelovi) Aristotel, <i>Metafizika</i> , Sveučilišna naklada Liber, Zagreb 1985. (odabrani dijelovi) Toma Akvinski, <i>Izabrano djelo</i> , Globus, Zagreb 1981. (odabrani dijelovi)					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam.					
2.15. Other (as the proposer wishes to add)	x					

1. GENERAL INFORMATION

1.1. Course teacher	Dr. sc. Ivan Bubalo	1.6. Year of the study programme	1
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1.2. Name of the course	History of Modern Philosophy	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 60
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	20
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
2. COUSE DESCRIPTION			
2.1. Course objectives	<i>The aim</i> of this course is to offer students <i>a general historical insight</i> into the major authors, themes and interests of contemporary philosophy.		
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	. Upon completing this course and successfully passing the examination students will critically adopt and be competent to present the major authors, themes and problems of contemporary philosophy. The knowledge gained will help them to deepen their understanding of courses in various fields of theology and religious pedagogy and catechesis.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completing this course and successfully passing the examination students will have a fundamental knowledge of contemporary philosophy and will have:</p> <ul style="list-style-type: none"> -develop critical thinking -a basic knowledge of the terminology in contemporary philosophy -competency to present and critically evaluate the major authors, themes and problems of the contemporary philosophy -competency to independently interpret the major works of the contemporary philosophy 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction to modern philosophical thought. Renaissance: the age of transition, renewal of ancient philosophy, rise of natural sciences and mechanistic understanding of nature 2. Naturalistic anthropology and the rejection of classical connection between politics and morality (N. Machiavelli). G. Bruno: pantheism. F. Bacon: novumorganon, knowledge as power. Earlier Croatian philosophy (J. Dragišić, B. Benković, F. Petrić). 3. R. Descartes: founder of modern philosophy, methodic doubt and foundation of philosophy on the subject's certainty of self, res cogitans and res extensa. B. Pascal: esprit de finesse versus esprit de geometrie 4. B. Spinoza: the construction of pantheistic system <i>more geometrico</i>, philosophy of religion, political philosophy. G. W. Leibniz: dynamic understanding of substance, monads, problems of theodicy 5. T. Hobbes: materialism, empiricism, naturalism, absolutisation of state. J. Locke: empiricism, rationality of Christian faith, liberal understanding of state and education. D. Hume: radicalization of empiricism, sceptic agnostic philosophy of religion, <i>utilitarist ethics</i> 6. Enlightenment: absolutization of autonomous reason. England, France, Germany. 7. Kant I: possibility of metaphysics as a science, the question of validity of our knowledge, phenomena 8. Kant II: critique of proofs for God's existence, postulates of practical reason, foundation of autonomous ethics of duty and categorical imperative, philosophy of religion 9. J. G. Fichte: subjective idealism. F.W. Schelling: objective idealism 10. G.W. F. Hegel: absolute idealism, dialectical method, philosophy of mind, world history, law and state 11. Critique of Hegel's system: A. Schopenhauer, S. Kierkegaard. 12. Left-wing Hegelians: L. Feuerbach, K. Marx 13. Nietzsche I: revaluation of all values, desire for power 14. Nietzsche II: death of God and nihilism, eternal recurrence. C. Darwin: theory of evolution 		

	15. A. Comte: founder of positivism in France. H. Bergson: intuitionism, <i>elan vital</i> , closed vs. open morality, static vs. dynamic religion.					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.13.	Comments:
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	0,5	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30% Tests 10% Oral exam 60%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	D. Barbarić (ur.), <i>Hrestomatija filozofije</i> , IV-VII, IX, Školska knjiga, Zagreb 1996-1997.					
	A. Halder/M. Müller, <i>Filozofijski rječnik</i> , Naklada Jurčić, Zagreb 2002					
	S. Kutleša (gl. ur.), <i>Filozofski leksikon</i> , LZMK, Zagreb 2012.					
	W. Windelband, <i>Povijest filozofije</i> , II, Naprijed, Zagreb 1978.					
2.12. Optional literature (at the time of submission of study programme proposal)	R. Descartes, <i>Rasprava o metodi</i> , Matica hrvatska, Zagreb 1951. I. Kant, <i>Kritika čistoga uma</i> , Matica hrvatska, Zagreb 1984. (odabrani dijelovi) I. Kant, <i>Kritika praktičkog uma</i> , Naprijed, Zagreb 1974. (odabrani dijelovi) G. W. F. Hegel, <i>Enciklopedija filozofijskih znanosti</i> , Veselin Masleša – Svjetlost, Sarajevo 1987. (odabrani dijelovi) S. Kierkegaard, <i>Ili – ili</i> , Veselin Masleša, Sarajevo, 1979 (odabrani dijelovi) F. Nietzsche, <i>Tako je govorio Zaratustra</i> , Mladost, Zagreb 1980.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course	Dr. sc. Josip Jozić	1.6. Year of the study	1

teacher		programme	
1.2. Name of the course	General Psychology	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 60
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	40
1.5. Status of the course	Compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2

2. COUSE DESCRIPTION

2.1. Course objectives	The goal is to offer students different answers to the question of existence, substantiality and immortality of the soul and to present the different forms and models of psychology according to standard experimental psychology.
2.2. Course enrolment requirements and entry competences required for the course	
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able: -to have a historical overview of the development of psychology -to get acquainted with the proposed responses to the question about the soul in the history of rational psychology -to distinguish between rational discourse about the soul and experimental psychology -to get an insight into the different approaches of psychology -to be capable of applying the obtained knowledge to ones future pastoral -pedagogical and academic work.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able: -to get acquainted with the historical period of rational psychology and to become aware of the separation of experimental psychology -to analyse and to synthesise different responses to the question about the soul, substance and non-material reality -to explain dualism and to be introduced to its advantages and draw backs -to understand the foundations of motivation and the meaning of motivation in life -to synthesise all forms of acquired knowledge and its role in human behaviour -to present psychological structure of language and communication
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction: to gain knowledge of the development of psychology and the notions of "psychologiarationalis et experimentalis" 2. Plato's teaching about soul and arguments for the existence of the soul 3. Aristoteles's "De anima" 4. Plotinus's teaching about the soul 5. Augustine – memory, truth and immortality of the soul 6. Descartes – dualism 7. Occasionalism – the body and soul without any mutual influence 8. Spinoza's monism and consequences for the discourse about the soul 9. Leibniz and psychophysical parallelism 10. C. Wolff and the division of psychology 11. Critique and analysis of dualism, monism and parallelism 12. Psychology as a science and the division of experimental psychology 13. Cognitive psychology and J. Piaget 14. Motivational psychology and notions of motivation 15. Instincts, stimulus, theories of motivation 16. Psychology of language and linguistic knowledge 17. Intelligence and the structure of intelligence 18. Psychology of emotion and the components of emotion 19. Function of emotions 20. Emotional life and love

	21. S. Freud and psychoanalysis 22. Structure and personality development 23. C. G. Jung and archetypes 24. Structure of personality according to Jung					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.14. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay	0,5	Seminar essay		(other)	
	Tests	0,5	Oral exam	1,5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30 % Essay 5% Tests 5 % Oral exam 60 %					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	PLATO, <i>Fedon</i> , Zagreb, 1996 i <i>Fedon ili o duši</i> , Beograd, 1937.					
	ARISTOTEL, <i>O duši</i> , Zagreb, 1987.					
	J. HIRSCHBERGER, <i>Mala povijest filozofije</i> , Zagreb, 2002.					
	I. ŽIVKOVIĆ, <i>Teme i interesi opće psihologije</i> , Zprešić, 2011.					
2.12. Optional literature (at the time of submission of study programme proposal)	A. AUGUSTIN, <i>Ispovijesti</i> , Zagreb, 2007. (odabrane pasaže) R. DESCARTES, <i>Metafizičke meditacije. Razmišljanja o prvoj filozofiji</i> , Demetra, Zagreb, 1994. PLOTINUS, <i>Eneade (I-IV)</i> , Beograd, 1984 (odabrane pasaže iz 4. Eneade - br. 7).					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Josip Jozić	1.6. Year of the study programme	1
1.2. Name of the course	Cosmology	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	To introduce students to the philosophical problem of nature and material reality, to shed light upon historical understanding of the world and natural laws. Cosmology as a philosophical discipline reflects upon and interprets physical reality in the light of modern discoveries in atomic and quantum physics and the contemporary theories of the creation of the world		
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	The history and idea of cosmology as a philosophical discipline, reflection upon natural laws within the framework of philosophical questions of categorical reflection, the ability to evaluate contemporary cosmological questions and technical achievements, to partake in interdisciplinary cooperation with natural scientific disciplines, to consider matter and physical laws as a mystery rather than as a principle of being		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able: to get acquainted with the ideas of natural philosophy, to describe the development of classical cosmology, to present argumentatively problems of natural laws, to actualise new physical discoveries in the light of ancient cosmological philosophical questions, to connect achievements of current physical theories and reflect upon them in the light of ancient questions of being, to present the problem of atomic physics, theory of relativity, entropy, quantum mechanics, to know the fundamental problems of the philosophy of the living organism and of life.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction: notion of cosmology and natural science 2. Notion of "world" and natural philosophy 3. Positivism, naturalism, physicalism 4. Interdisciplinarity of cosmology and natural science 5. Physics of matter – atomic hypothesis 6. Standard model of elementary particles and the problem of matter 7. Notion of force and interaction 8. Material substance and identity of elementary particles 9. Space and the characteristics of space – categories 10. The problem of space in modern physics – relativity of synchronous events 11. Entropy and timeline 12. Aristotle on time 13. Augustine on time 14. Kant on time 15. Quantum mechanics and the double slit experiment – issue wave/particle 16. Realism of quantum mechanics 17. Quantum theories of matter 18. Classical cosmology – standard model of the creation of world – "Big Bang" 19. History of the cosmos 		

	20. Theories of the beginning of world: quantum cosmology, multiversum, creation from “nothing”, anthropic principle 21. Philosophical - theological problem of the origin of world: R. Swinburne 22. Causality and causation: metaphysical problem of cosmology				
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments x multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	0,5	Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	0,5	Oral exam	1	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30 % Tests 10 % Oral exam 60 %				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	ARISTOTEL, <i>Fizika</i> . Zagreb, 1987.				
	A. AUGUSTIN, <i>Ispovijesti</i> , Zagreb, 2007.				
	I. KANT, <i>Kritika čistog uma</i> , Beograd, 1976.				
	S. HAWKING, <i>Velebni plan</i> , Zagreb 2010				
2.12. Optional literature (at the time of submission of study programme proposal)	I. KANT, <i>Opća povijest prirode i teorija neba ili pokušaj o ustrojstvu i mehaničkom postanku cijele svjetske zgrade raspravljen po Newtonovim principima</i> , Sarajevo, 1989.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam.				
2.14. Other (as the proposer wishes to add)					

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Anto Popović		1.6. Year of the study programme	1		
1.2. Name of the course	General Introduction to the Holy Scriptures		1.7. Credits (ECTS)	2		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 25 S 5		
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	20		
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		
2. COUSE DESCRIPTION						
2.1. Course objectives	Knowledge of the introductory questions related to the Bible: Revelation, Inspiration, Canon, Manuscripts, Translations..					
2.2. Course enrolment requirements and entry competences required for the course	This course is for the beginners and therefore it does not require some specific foreknowledge.					
2.3. Learning outcomes at the level of the programme to which the course contributes	Qualified knowledge of the Bible as the Book of mankind, of culture and of the faith of God's people and of the Church.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be enabled: - To identify different contemporary attitudes toward Bible; - To define the specific features of the Revelation contained in the Bible; - To outline historically different interpretations of the inspiration of the Bible; - To explain the truth contained in the biblical texts;					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Introduction into the theme of the course and into bibliography (2); Contemporary attitudes towards Bible (2); Revelation (4); Inspiration (6); The truth of the Scriptures (4); Canon (4); Ancient manuscripts (2); Ancient and contemporary translations of the Bible (3); Interpretation of the Bible (3).					
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam		(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final	Attendance of the lectures: 25%; Seminar essay: 25%; Written exam: 50%;					

exam			
	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	TOMIĆ, C., <i>Pristup Bibliji</i> , Provincijalat franjevacā konventualaca, Zagreb, 1986.,		
	HARRINGTON, W., <i>Uvod u Bibliju</i> , prev. M. Zovkić, Priručnici 17, Kršćanska sadašnjost, Zagreb, 31991.		
	A. POPOVIĆ, „Biblija – Kanon. Kanon biblijskih knjiga kod Židova, katolika, pravoslavnih, protestanata“, u: M. VUGDELJA, (ur.), <i>Biblija – knjiga Mediterana par excellence</i> , Biblioteka knjiga Mediterana 61, Književni krug, Split, 2010., 53-81.		
	BROWN, R. E. i dr., <i>Znanstveni uvod u Bibliju</i> , prev. D. Tomašević i M. Antolović, Priručnici 10, Katolički bogoslovni fakultet, Sarajevo, 2012.		
2.12. Optional literature (at the time of submission of study programme proposal)	<p>KNOCH, W., <i>Bog traži čovjeka</i>. Objava, Pismo, Predaja, prev. M. Balić, Priručnici 58, Niz AMATECA 4, Kršćanska sadašnjost, Zagreb, 2001.</p> <p>POPOVIĆ, A., „<i>Dei Verbum</i> – Četrdeset godina poslije. Izvorna novost i suvremena aktualnost dogmatske konstitucije o božanskoj objavi Drugog vatikanskog sabora“, u: ISTI, <i>Od slike Božje do Božjeg sinovstva</i>, Biblica 8, Kršćanska sadašnjost, Zagreb, 2008., 251-2</p> <p>HOHNJEC, N., <i>Ulaz u svijet Biblije</i>, Zagreb, 2001.87.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam.		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Božo Lujčić		1.6. Year of the study programme		1	
1.2. Name of the course	Hebrew Language		1.7. Credits (ECTS)		2	
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)		L 30	
1.4. Study programme (undergraduate, graduate, integrated)	Integrated		1.9. Expected enrolment in the course		30	
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	
2. COUSE DESCRIPTION						
2.1. Course objectives	Acquisition of knowledge and ability to read and analyse biblical texts in the Hebrew language					
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	Knowledge of basic contents of biblical theology, competence in independent application of specific theological methods, competence in interdisciplinary cooperation in the area of humanistic and social sciences, competence in promotion of ecumenical, interreligious and intercultural dialogue.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To present the group of Semitic languages and their distinctive characteristics, to describe the development of Hebrew and script, to apply the basics of Hebrew grammar, to analyse and to translate texts in biblical Hebrew.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	General introduction to Hebrew language. Semitic languages, their division and distinctive characteristics. History of Hebrew. Hebrew script and its history. Hebrew alphabet and designation of vowels. Other signs in Hebrew script. Definite article. Nouns. Cases. Prepositions. Pronouns. Adjectives. Numbers. Verbs and their conjugation. Conjugation Qal. Conjugation Piel.					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,6	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0,4	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 40% Tests – 20% Oral exam – 40%					
2.11. Required literature (available in the library)	Title				Number of copies in	Availability via other

and via other media)		the library	media
	A. REBIĆ, Slovnica hebrejskog jezika s čitankom, Zagreb, 2005.		
	R. AMERL, Hebrejsko-hrvatski rječnik, Zagreb 1997.		
2.12. Optional literature (at the time of submission of study programme proposal)	B. LUJIĆ, Osnove hebrejskog jezika, (skripta), Zagreb 1996.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Weekly exercises, test.		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Petar Jeleč	1.6. Year of the study programme	1
1.2. Name of the course	General Church History I-II	1.7. Credits (ECTS)	3+3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45+45
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
1.6. Status of the course	Compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	This course introduces students to the beginning, development and life of the Church throughout history, its internal structure, liturgy, science and art, external activities and its influence on world events and in a special way to capacitate students for theological comprehension of the Church in history.		
2.2. Course enrolment requirements and entry competences required for the course	Basic knowledge of general history		
2.3. Learning outcomes at the level of the programme to which the course contributes	To understand the beginnings, development and position of the Church and its institutions during singular historical period. To be familiar and critically assess the role of the Church during certain historical processes (creed, science, art, culture). To identify views, prejudices and predetermined attitudes toward the history of the Church.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be competent to:</p> <ul style="list-style-type: none"> -Recognise the religious history of Christianity with a special accent on the history of the Catholic Church -Apply their knowledge of the history of the Church to RE classes -Competently participate in public debates about the position and role of the Church in society -Based on experience of the past point out the challenges and opportunities of the contemporary Church 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. The historical Jesus and founding of the Church 2. The early Church (growth, persecution, challenges) 3. Development of Christian thought (theological schools, heresy and the first Councils) 4. The Constantinople Movement 5. The Eastern Church 6. The Church faced with the migration of nations 7. Evangelisation of Europe 8. Development of Christian religious orders 9. Carolinian Renaissance 10. Iconoclasm and schism 11. The Dark Ages of the Papacy 12. Church Reformation 13. The Crusades, heresy, beggars' orders 14. Rise and fall of the Papacy (Innocent III – Western schism) 15. Western schism and accomplished unification with the East 16. The Popes during Renaissance and revival attempts 17. Reformation and Protestant reformers 18. Catholic revival and the Trent Council 19. Post Trent revival 20. The missionary activities of the Church 21. Crisis within Catholicism (Gallicanism, Febronianism, Quietism, Josephinism) 22. The Church faced with the challenge of revolution 23. Catholics encountered with liberalism and modernism 24. Immaculate Conception of the Blessed Virgin Mary, Papal infallibility and the First Vatican Council 		

	25. Catholic and social issues 26. The Church, totalitarianism and conflicts in the 20th Century 27. World War II to the Council 28. Second Vatican Council 29. Post Council revival and crises 30. The path to the 3rd millennium (revival and returning to the past?)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	1	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	2	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance - 30% Tests – 20% Oral exam – 50%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	August FRANZEN, Pregled povijesti Crkve, Zagreb 1996					
	Guy BEDOUELLE, Povijest Crkve, Zagreb 2004					
2.12. Optional literature (at the time of submission of study programme proposal)	S. KOVAČIĆ, Kršćanstvo i Crkva u starom i srednjem vijeku, Split 2004.					
	Hubert JEDIN, Velika povijest Crkve I, Zagreb 2001; Hubert JEDIN, Velika povijest Crkve II, Zagreb 1995; Hubert JEDIN, Velika povijest Crkve III/1, Zagreb 2001; Hubert JEDIN, Velika povijest Crkve III/2, Zagreb 1993; Hubert JEDIN, Velika povijest Crkve V, Zagreb 1978; Hubert JEDIN, Velika povijest Crkve VI/1, Zagreb 1987; Hubert JEDIN, Velika povijest Crkve VI/2, Zagreb 1981; Jacques MERCIER, Povijest Vatikana, Zagreb 2001.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students are required to regularly attend lectures and participate in consultations where they will be given additional information relating to their own personal progress and how better to study for examinations. Written term tests will give an indication of student progress; an anonymous survey will help lecturers in self-assessment and indicate the need for any possible changes to lecture methods or procedures of student assessment.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Vili Radman	1.6. Year of the study programme	1
1.2. Name of the course	Introduction to the Mystery of Christ and the History of Salvation	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 25 S 5
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	To capacitate students to understand the Christian revelation and theology in the wider context of human life and in particular in relation to philosophy and the phenomenon of religion. It is important too to direct students to realising the key content of the mystery of Jesus Christ, followed by theological methods, as well as insight into theological science.		
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	<ul style="list-style-type: none"> - Introduce students to what way Christian revelation relates to philosophy and the problem of human religiousness as a possible path to search for God; - Question the possibilities and ways of God's revelation to man and at the same time observe its historical periods; - Introduce faith from an objective and subjective perspective, either as a gift of God that has its own content or as man's response to God's giving; - Indicate the historical mysteries of Jesus Christ and his historical continuity in the Church and as an opportunity for theological thought. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be competent to:</p> <ul style="list-style-type: none"> - Comprehend the human way of searching for God but also for God's revelation, knowing how to distinguish the natural from the super-natural; - Realise the importance of philosophy and the human phenomena of religiousness and to have a feeling for God's task of selfevidence with which God throws light on what the mind can understand of its own; - See how the mystery of Jesus Christ is the focus of historical salvation and of all theology; - Disclose the duty and meaning of the Church as the Body of Christ and God's people, with its vital structure and content; - Realise how theology is a true science even though it is not founded on postulations of human reason but God's revelation. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the structure of the course and its significance to theological studies on the whole; interpretation of fundamental definitions and titles. 2. Interpretation of the phenomenon of human history, all its support content and repercussions. Scrutinise possible realisations of history particularly Cyrillic and linear. 3. Interpret significant philosophical and reasonable realisations in man's relationship to God (first principle and element). 4. Religiousness as part of human nature (homo religiosus), its meaning and boundaries. 5. God meets man by revelation in history. 6. Man accepts God's proclamation through faith and utters his 'yes' in union with him. Faith is an act that has its object and subjective values. 7. Deliverance: from concrete encounters with the individual, the revelation is delivered and announced and becomes a 		

	universal value. 8. Embodiment: the peak of God's revelation occurs in the embodiment of God's word, Jesus Christ. Questioning historical evidence of his existence. 9. The Church continues Jesus' mission. Hierarchical structure and duties of the Church. 10. Theology as a science about faith. Presumptions on which science rests and 'subjective' and 'objective' perspectives of theology. Division of theological disciplines.					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report	0,10	(other)	
	Essay		Seminar essay	0,30	(other)	
	Tests		Oral exam	0,60	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 30% Report – 10 % Seminar essay - 20% Oral exam - 40%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Rosino GIBELLINI, <i>Teologija dvadesetog stoljeća</i> , KS, Zagreb 1999.					
	Karl RAHNER, <i>Temelji kršćanske vjere - Uvod u pojam kršćanstva</i> , Ex libris, Rijeka, 2007.					
	Francois VARONE, <i>Nevolje s odsutnim Bogom</i> , KS, Zagreb, 1998.					
	Joseph RATZINGER, <i>Uvod u kršćanstvo</i> , KS, Zagreb 2002.					
2.12. Optional literature (at the time of submission of study programme proposal)	Horst Bürkle, <i>Čovjek traži Boga</i> . Religijski pristup, KS, Zagreb 2000. Norbert Fischer, <i>Čovjek traži Boga</i> . Filozofski pristup, KS, Zagreb 2001.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students are required to actively participate during classes and in presenting their essays. Their work and progress will be assessed during term tests.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Danimir Pezer		1.6. Year of the study programme	1		
1.2. Name of the course	History of Liturgy		1.7. Credits (ECTS)	4		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 35 S 10		
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	30		
1.6.2.1. Status of the course	Compulsory		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1		
2. COUSE DESCRIPTION						
2.1. Course objectives	To offer students fundamental content and definitions of the course at hand.					
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	To capacitate students in handling the prescribed literature and to independently present the content of the course.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be competent to: -Acquire certain ideas about the historical development of Liturgical form; -Recognise external influences on their development; -Assess current differences; -Be familiar with relevant terminology					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Historical development of Christian worship: a) Cult in the Scriptures. b) Christian antiquity c) Early medieval era. d) Late medieval era. e) Modern age. 2. The Liturgy at the Second Vatican Council. 3. Doctrinal topics on the Liturgy: Liturgy and the history of salvation. 4. The Liturgy and sacramentology. 5. Christ's presence in the Liturgy. 6. The Liturgy of the realisation of the paschal mystery. 7. The Liturgy and priesthood. 8. The Liturgy and eschatology. 9. Principles of liturgical renewal. 10. Implantation of renewal					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam	2	(other)	

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30 % Tests 20% Oral exam 50%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	A. Adam, Uvod u katoličku liturgiju, Zadar 1993					
	A. Adam, Uvod u katoličku liturgiju, Zadar 1993					
2.12. Optional literature (at the time of submission of study programme proposal)	V. Zagorac, Kristova svećenička služba. Temeljni pojmovi bogoslužja. Povijest liturgije, Zagreb 1997					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Individual consultation, term tests, examination.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Josip Jozić	1.6. Year of the study programme	1
1.2. Name of the course	General Methodology	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 15 E 15
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	15
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
2. COUSE DESCRIPTION			
2.1. Course objectives	The main goal is to introduce students through lectures, exercises and individual tasks to forms and ways of reading and writing a scientific paper		
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	<ul style="list-style-type: none"> -Knowledge of different forms of reading -serious understanding of academic work -mastering of the art and technique of reading scientific genre -knowledge of the methods of writing a scientific paper -writing of short texts of different genres for a scientific paper 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> -ability to write reports and essays -to gain knowledge and experience of writing papers and notes -competence to write the minutes of a meetin, -to write protocols and to chair meetings -ability to choose the titlefor a scientific paper and to collect literature -ability to critically read and to write a scientific paper 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction and methodology for writing a scientific paper 2. How to read a text and the different methods of reading 3. Academic studies and scientific nature of science 4. Scientific methods 5. Approach to text writing 6. How to write a letter and report 7. Writing of essays and notes 8. Benefits in deciding to write a scientific paper 9. How to choose a title for a scientific paper 10. Access to library and other media for scientific literature 11. Making an outline for a paper 12. Structure and writing of a scientific paper 13. Quoting and citations 14. Final remarks 		
2.6. Format of instruction:	<ul style="list-style-type: none"> x lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work 	<ul style="list-style-type: none"> x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) 	2.7. Comments:

2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	0,5
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30 % Exercises 20% Written exam 50 %					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	M. ŠAMIĆ, <i>Kako nastaje naučno djelo</i> , Sarajevo 1990.					
	V. SILOBRČIĆ, <i>Kako sastaviti, objaviti i ocijeniti znanstveno djelo</i> , Zagreb, 2003.					
	R. ZELENKA, <i>Metodologija i tehnologija izrade znanstvenog i stručnog djela</i> , Rijeka 1998.					
2.12. Optional literature (at the time of submission of study programme proposal)	M. ŽUGAJ, <i>Metodologija znanstvenoistraživačkog rada</i> , Varaždin 1997. M. ŽUGAJ, K. DUMIČIĆ, V. DUŠAK, <i>Temelji znanstvenoistraživačkog rada</i> , Varaždin, 2006.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Lecture participation, reading and writing exercises, correction of written texts and possible problems in reading and writing					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Slavko Topić	1.6. Year of the study programme	1-2
1.2. Name of the course	Sacred Music I, II	1.7. Credits (ECTS)	2+2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30+30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	20
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%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Theoretical and practical introduction to the art of music, particularly singing and Croatia's sacral heritage (Glagolic singing, popular singing and contemporary trends).		
2.2. Course enrolment requirements and entry competences required for the course	Motivation and interest for Church music culture.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Use acquired musical knowledge to best create and animate RI/catechetical classes with children, adolescents and adults.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be competent to: -Recognise various musical styles; -Recognise national Church music; -Recognise general Christian musical culture; -Use music in the education process.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Brief overview of music from the beginning of civilisation. 2. Music in monotheistic religions. 3. Music in the Bible. 4. Singing as a special form of musical art. Practical exercise 5. Recognising various musical styles. Practical exercise 6. Catholic liturgy and sung parts in the liturgy 7. Ordinarii and Proprium of the Mass. Practical exercise 8. Glagolic singing. 9. Preserved documents of Gregorian singing in Croatia. 10. Popular singing. Practical exercise 11. Church documents about sacral music. 12. The aid of music in catechetical formation. Practical exercise 13. Hymn books and their meaning to preserve sacral culture amongst Croatians. Practical exercise 14. Possible manipulation of musical art.		
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities	Regular attendance to lecture and active participation during classes.		
2.9. Screening student	Class attendance	1	Research
			Practical training
			1

work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 40% Tests 20% Oral exam 40%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Crkvena glazbe, priručnik za bogoslovna učilišta, Zagreb, 1998.					
	Đ. Tomašić, Gregorijanski koral, Uvod u pjevanje rimskog ili gregorijanskog korala, Zagreb, 1967. (manuskript)					
	A. BENVIN, Glazba kao pomoć u apostolatu i evangelizaciji, u. Sv. Cecilija, LII (1982), br. 1					
	J. GELINEAU, <i>Pastoralna teologija liturgijskih slavlja</i> , Zagreb, 1972, str. 202-225;					
	M. MARTINJAK, <i>Glazba u katehezi</i> , u: Sv. Ceciliji, LXV (1995) br.4; LXV(1996) br.1					
2.12. Optional literature (at the time of submission of study programme proposal)	F. LHOTKA, <i>Dirigiranje</i> , Zagreb, 1981; J. POŽGAJ, <i>Metodika muzičke nastave</i> , Zagreb, 1950. J. ANDREIS, <i>Povijest glazbe</i> , knjiga 1, 2, 3, Zagreb, 1974. M. Martinjak, <i>Gregorijansko pjevanje baština i vrelo rimske liturgije</i> , Zagreb, 1997. M. PRANIĆ, (priredio), <i>Religijsko- pedagoško katehetski leksikon</i> , Zagreb, 1991, str. 201-204.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Continual monitoring of work and progress.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION					
1.1. Course teacher	Dr. sc. Mile Babić	1.6. Year of the study programme	1		
1.2. Name of the course	Latin language	1.7. Credits (ECTS)	2		
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30		
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	10		
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%)	1		
2. COUSE DESCRIPTION					
2.1. Course objectives	Acquisition of basic knowledge of the Latin language with emphasis on grammar.				
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	Knowledge required for understanding Latin syntax.				
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student will be able: -To understand the importance of Latin language for theological studies - To translate Latin texts onto Croatian and Croatian texts into Latin. -To use Latin language in theological studies. -To understand Latin terminology used in philosophy and theology.				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	General introduction to the Latin language and its history. Latin alphabet. Nouns. Cases. Prepositions. Pronouns. Adjectives. Numbers. Verbs and their conjugation. Exercises.				
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam	2	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance: 20% Tests: 20% Oral exam: 60%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Bašić, P.: <i>Latine discere</i> , Zagreb 2012.				
	Vujica, B. (prir.): <i>Izbor mudrih misli, uzrečica i poslovice</i>				

	<i>latinskog jezika</i> , Sarajevo 2012		
	Gortan-Gorski-Pauš: <i>Latinska gramatika</i> , Zagreb 1954.		
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	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam.		
2.14. Other (as the proposer wishes to add)			

6.2. II. year of study

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Josip Jozić	1.6. Year of the study programme	2
1.2. Name of the course	Ontology	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	The goal is to present the basic ontological themes, the history of ontology, its main turning points and new directions in metaphysics		
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>Students will be able:</p> <ul style="list-style-type: none"> - to provide personal responses to particular metaphysical questions - to distinguish between metaphysics and ontology - to understand the main problems of non-empirical sciences - to recognize particular metaphysical questions according to their historical period - to analyse the turning points regarding ontological questions through-out history. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> -acquaintance with the fundamental questions of ancient ontology - critical presentation of particular ontological positions of ancient, medieval, and modern philosophers -recognition of ontological questions in theological and various other disciplines - understanding of cause and effect of the turning points of particular ontological periods - to be capable of recognizing main ontological concepts in scientific discourse generally 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction: Ontology, the significance and meaning of the questions about being 2. The history of the ideas of ontology and metaphysics from the Pre-Socratic period until Heidegger 3. Definition of ontology and the problem of being 4. Pre-Socratic philosophy and the problem of principles and reality 5. Plato's ontology – teaching about ideas 6. Plato's ontology – characteristics of being 7. Aristotle's ontology – teaching about categories 8. Aristotle's ontology - principles of being 9. Plotinus' ontology – transcendence and emanation of being 10. Christian ontology and Augustine's "homo interior" 11. Anselm of Canterbury – originator of realism and idealism 12. Ontology of T. Aquinas – being and essence 13. Ontology of T. Aquinas – the transcendental 14. Controversy about universals – Modern Age 15. Ontology of Nicholas of Cusa – implication and explication of opposites 16. Descartes, Spinoza, Leibniz – foundations of modern ontology 		

	17. D. Hume and empiricism 18. Kant and German idealism 19. Existence and Being 20. Contemporary metaphysical directions 21. Conditions for the possibility of metaphysics in the post-Kantian age 22. M. Heidegger, being and <i>Dasein's being-</i> in-the-world. 23. Tests					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay	0,5	Seminar essay		(other)	
	Tests	0,5	Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30 % Essay 5% Tests 5 % Oral exam 60 %					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	ARISTOTEL, <i>Metafizika</i> , Zagreb, 1992.					
	U. VLAISAVLJEVIĆ, <i>Ontologija i njeno nasljeđe</i> , Sarajevo, 1995.					
	M. CIPRA, <i>Temelji ontologije</i> , Zagreb, 2003.					
	M. HEIDEGGER, <i>Kant i problem metafizike</i> , Beograd, 1979.					
2.12. Optional literature (at the time of submission of study programme proposal)	G. W. LEIBNIZ, <i>Izabrani filozofski spisi</i> , Zagreb, 1980. (odabrani dijelovi monadologije) N. HARTMANN, <i>Prilog zasnivanju ontologije</i> , Zagreb, 1976. N. HARTMANN, <i>Novi putevi ontologije</i> , Beograd, 1973. V. SLUGIĆ, <i>Metafizika</i> , (izdali studenti FTS za internu uporabu)					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Ivan Bubalo	1.6. Year of the study programme	2
1.2. Name of the course	Contemporary Philosophy	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20
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%)	x
2. COUSE DESCRIPTION			
2.1. Course objectives	<i>The aim</i> of this course is to offer students <i>a general historical insight</i> into the major authors, themes and interests of contemporary philosophy.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will know, understand and be able to critically assess the mainstream of the contemporary philosophical thinking and the most influential interpretations of reality that are relevant for their further theological studies.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. develop critical thinking 2. basic knowledge of the terminology in contemporary philosophy; 3. competency to present and critically evaluate the major authors, themes and problems of the contemporary philosophy; 4. ompetency to independently interpret the major works of the contemporary philosophy; 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1.E. Husserl: philosophy as a strict science; phenomenological method; intellectual observation of essence 2. Phenomenological philosophers: <i>M. Scheler, N. Hartmann, M. Merleau-Ponty</i> and <i>E. Levinas</i> 3. K. Jaspers: philosophy of existence; Limit Situation and enlightenment of existence; absolute reality 4. M. Heidegger: being and time; history of metaphysics as oblivion of being; analysis of being 5. M. Heidegger: later Heidegger; turn about in thinking; self-revealing of being; metaphysics, science and technique; language as "house of being" 6. J. P. Sartre: existentialism; being-in-itself and being-for-oneself; nihilism and atheism 7. G. Marcel: Christian existentialism 8. H. - G. Gadamer: philosophical hermeneutics; language and hermeneutical circle; tradition and the history of effect 9. Frankfurt School: (<i>M. Horkheimer i Th. Adorno, E. Bloch, J. Habermas</i>) 10. L. Wittgenstein: „linguistic turn“; „Tractatus“; the mystical; late Wittgenstein 11. Analytical philosophy; neo-positivism (<i>Russel, Moore, A. J. Ayer, R. Carnap</i> and the Vienna Circle 12. Theory of science: critical rationalism (<i>K. Popper</i>), evolutionary theory of knowledge 13. Structure and language (<i>F. Saussure, C. Lévi-Strauss</i>) New French philosophy (<i>J. Derrida, M. Foucault</i>) 14. Postmodernism: the end of utopia and grand narratives; „weak thought“ (<i>L. F. Lyotard, W. Welsch, G. Vattimo</i>). 15. New Croatian philosophy (<i>F. Marković, Đ. Arnold, A. Bazala, S. Zimmerman, P. Vuk-Pavlović, V. Filipović</i>). 		

2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	x independent assignments x multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20% Tests 10% Oral exam 70%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	H. Heimsoeth, „Filozofija u XX. stoljeću“, u: W. Windelband, <i>Povijest filozofije</i> , II, str. 260ss., Naprijed, Zagreb 1978. G. Petrović, <i>Suvremena filozofija</i> , Školska knjiga, Zagreb 1979. D. Barbarić (ur.), <i>Hrestomatija filozofije</i> , VIII, X, Školska knjiga, Zagreb 1996, 1995. A. Halder/M. Müller, <i>Filozofijski rječnik</i> , Naklada Jurčić, Zagreb 2002. S. Kutleša (gl. ur.), <i>Filozofski leksikon</i> , LZMK, Zagreb 2012.					
2.12. Optional literature (at the time of submission of study programme proposal)	M. Heidegger, <i>Bitak i vrijeme</i> , Naprijed, Zagreb 1985. (odabrani dijelovi) L. Wittgenstein <i>Tractatus logico-philosophicus</i> , Veselin Masleša – Svjetlost, Sarajevo 1987.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Ivan Bubalo	1.6. Year of the study programme	2
1.2. Name of the course	Ethics	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 25 S 5
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20
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%)	x
2. COUSE DESCRIPTION			
2.1. Course objectives	<i>The aim</i> of this course is to offer students <i>a general historical and theoretical insight</i> into the major authors, themes and interests of the philosophy of man, philosophical anthropology and ethics.		
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	Upon completing this course and successfully passing the examination students will critically adopt and be competent to present fundamental anthropological and ethical concepts, particularly those relating to theological theory and practise.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completing this course and successfully passing the examination students will have a basic knowledge of philosophical anthropology and ethics and will have:</p> <ol style="list-style-type: none"> 1. Develop critical philosophical thinking; 2. A basic knowledge of philosophical-anthropological and ethical terminology; 3. Competency to explain and critically present the fundamental positions of the major ancient, medieval and modern philosophers relating to the philosophy of man and ethics; 4. Competency to explain and critically present various contemporary philosophical-anthropological and ethical concepts; 5. Competency to independently interpret the major works in classic philosophy of man, contemporary philosophical anthropology and ethics. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. The notion of ethics as a normative-philosophical teaching about human practice in the light of the fundamental distinction between good and evil and the unconditional obligation which derive from it 2. The issue of ethics as an autonomous science: the relationship between ethics and other humanistic and social sciences 3. Morality and freedom 4. The final ordered reason of human activity: eudemonism and hedonism as theories of human activity 5. Reality and character of moral obligation: amoralism and ethical scepticism 6. Ethical relativism: Marx, Nietzsche and Freud 7. Ethics of morality without strict obligation 8. Sanctionist - <i>eudaimonistic</i> ethics of obligation 9. Foundation of moral obligation in Thomas Aquinas 10. Kant's ethics of duty 11. Situation ethics 12. Utilitarianism 13. Criterion of middle measure 14. Criterion of justice 15. Categorical imperative as a criterion of morality 		

2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	x independent assignments x multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20% Seminar essay 10% Oral exam 70%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	I. Čehok, I. Koprek i S. Baloban [i dr.], <i>Etika. Priručnik jedne discipline</i> , Zagreb 1996. H. Reiner, <i>Die philosophische Ethik</i> , Heidelberg 1964. A. Anzenbacher, <i>Einführung in die Ethik</i> , Düsseldorf 1992. A. Pieper, <i>Ethik und Moral</i> , München 1985 (i kasnija izdanja.					
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	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Josip Jozić	1.6. Year of the study programme	2
1.2. Name of the course	Theodicy	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	The goal of this subject is to get an insight into philosophical problem of evil in the world and of the discussion about God and to get acquainted with the particular philosophical responses, positions and solutions to the question about suffering and evil.		
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	<ul style="list-style-type: none"> getting acquainted with the problem of theodicy through-out history to the present - ability to analyse the proofs for the existence of God - attempt to personally respond to the question of evil and suffering in the world based upon the reflection upon theodicy's attempt and analysis of metaphysical notions of freedom and free will - to consider the possibility of immortality and the existence of God, to apply the insights of theodicy to other theological disciplines. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> -to consider the questions of theodicy through-out history - to analyse the the relationship between reason and faith, ability to analyse ideas like "uncertainty", "trust", "commitment" - to gain knowledge of the proofs for the existence of God and of their shortcomings - to consider the different kinds of evil and their graduation - to gain knowledge of Kant's views on the source of reflection about freedom and responsibility 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. The idea of theodicy and explanation 2. History of the problem of the justification of God 3. History of the relationship of faith and reason 4. Problem of the notion of "transcendence" and real transcendence 5. Problem of the proofs for the existence of God 6. Origin of doubtful and evil reality 7. Mind and reason, faith and trust 8. Different kinds of proofs for the existence of God 9. Anselm's ontological proof 10. Five ways of T. Aquinas 11. Descartes's ontological and theoretical proof 12. Spinoza and Leibniz – ontological and cosmological proof 13. The relationship between God's substance and evil in the world according to Leibniz 14. Contingent world and the origin of evil 15. "The best possible world" 16. Different kinds of evil – and the idea of metaphysical evil 17. Transcendental knowledge and the categories of reason according to Kant 18. Postulates of God's existence, immortality of soul and freedom 19. The relationship between determination and free will 20. The concept of compatibility of free will and determinism 21. Freedom of will and freedom of action 22. Conviction and responsibility for the world 		

		23. Tests and movie			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay	0,5	Seminar essay		(other)
	Tests	0,5	Oral exam	1,5	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30 % Essay 5% Tests 5 % Oral exam 60 %				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	G. W. LEIBNIZ, Teodiceja: ogledi o dobroti Božjoj, slobodi čovjekovoj i podrijetlu zla, Zagreb, 2012				
	H. KÜNG, <i>Postoji li Bog?</i> Zagreb, 1987.				
	H. KÜNG, <i>Bog i patnja</i> , Zagreb, 1979.				
	S. KUŠAR, <i>Filozofija o Bogu</i> , građa i literatura za studij teodiceje, Zagreb, 2006.				
2.12. Optional literature (at the time of submission of study programme proposal)	H. ARENDT, <i>O zlu</i> , Zagreb, 2006. D. BONHOEFFER, <i>Otpor i predanje</i> , Zagreb, 1974. I. KANT, <i>Zasnivanje metafizike morala</i> , Beograd, 1981. (odabrane pasaže) I. KANT, <i>Religija unutar granica čistog uma</i> , Beograd, 1990. (odabrane pasaže) I. KANT, <i>Metafizika čudoređa</i> , Sarajevo, 1967. (odabrane pasaže).				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam				
2.14. Other (as the proposer wishes to add)					

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Mile Babić	1.6. Year of the study programme	2
1.2. Name of the course	Philosophy and Psychology of Religion	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 25 S 5
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The main objective is to offer an comprehensive insight to the Philosophy and Psychology of religion.		
2.2. Course enrolment requirements and entry competences required for the course	None		
2.3. Learning outcomes at the level of the programme to which the course contributes	The knowledge gained will help students to obtain a deeper understanding of the content of systematic theology and religious pedagogy and catechetics.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be competent to:</p> <ul style="list-style-type: none"> -Understand that religion is and was a significant topic in philosophical and psychological research; -Recognise certain philosophical and psychological phenomena of faith; -Able to explain and critically present the fundamental positions of the main ancient, medieval, modern and contemporary philosophers with regard to issues in theodicy and religious philosophy -Able to independently interpret fundamental philosophical works in the field of the philosophy of God and philosophy of religion -Realise psychopathological forms of religiosity. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Part I - Psychology</p> <ol style="list-style-type: none"> 1. Historical legacy of the psychology of religion (first interest in scientific research: Hall, Starbuck, James, Freud, Jung, Fromm, Erikson, Piaget, Skinner, Allport, Maslow, Rolo May, Frankl, Kostović, Živković). 2. Religiousness in psychological systems: Freud, Jung, Adler, Allport & Frankl.. 3. Religious identity in various cultures (analysis of contemporary research of the young people toward religiousness). 4. Psycho-pathological forms of religiousness (analysis of so-called ecclesiogenic neurosis). <p>Part II – Philosophy</p> <ol style="list-style-type: none"> 1. Attempt to determine what the philosophy of religion is, what are its objectives, methods and basic terminology. 2. Historical perspective I: understanding of religion in Greek philosophy and Medieval Christianity 3. Historical perspective II: modern foundation of the philosophy of religion as a proper philosophical discipline in Kant's & Hegel's philosophy 4. Contemporary perspectives in the philosophy of religion: main authors and most relevant trends 5. Fundamental problems in contemporary philosophy of religion I – Religious language and religious experience 		
2.6. Format of	X lectures	<input type="checkbox"/> independent	2.7. Comments:

instruction:	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30 % Seminar essay 10 % Oral exam 60 %					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	S. Kušar, <i>Filozofija o Bogu</i> , građa i literatura za studij teodiceje, Zageb, 2006					
	J. Brantschen, <i>Zašto dobri Bog dopušta da patimo?</i> , Zagreb, 2006					
	I. Kant, <i>Religija unutar granica čistoga uma</i> , Beograd, 1990 (selected readings)					
	G. W. F. Hegel, <i>Predavanja o filozofiji religije, I & II</i> , Zagreb, 2009 (selected readings)					
	P. Fischer, <i>Filozofija religije</i> , Zagreb 2011.					
I. Devčić, <i>Pred Bogom blizim i dalekim</i> , Zagreb, 1998						
2.12. Optional literature (at the time of submission of study programme proposal)	M. Szentmartony, <i>Psihologija duhovnog života</i> , Zagreb, 1997.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Student survey and self-evaluation conducted by course lecturer at the completion of lectures.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Vili Radman	1.6. Year of the study programme	2
1.2. Name of the course	Fundamental Theology	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 50 S 10
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	<p>This course equips students to scientifically and systematically approach categories of the Christian revelation. Seeing that this refers to the first and central topic of fundamental theology the course aims at introducing students to the history and development of theology as a science. The course then introduces students to the definitions and development of fundamental-theological disciplines from apology to apologetics through to contemporary theological disciplines of fundamental theology. Furthermore, the place of the event of the revelation is man's existence and this course aims at showing how man is a being that is capable for God, therefore possesses the ability to accept the possibility of the revelation. General objectives comprehend an understanding of the revelation in theology and special objectives comprehend the revelation as the origin of theology.</p>		
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	<ul style="list-style-type: none"> - Students will be competent to apply their knowledge in further studies as this course offers definitions of the fundamental notion of the revelation as an hermeneutic key and focal point of all theology; - Students will be competent in applying categories of the revelation as the fundamental definition in realising the end reason and true foundation, being the central message of Christianity; - Students will be competent to critically think about and approach the category of the revelation and relate this to other specific theological fields; - Students will be competent for independent research, to use literature and apply the skills gained in further studies. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - An understanding of how to approach man as a being that is open toward God; - Competence to apply knowledge and skills gained in further studies and catechesis; - Ability to recognise the features of the historical revelation and its significance to salvation; - Ability to recognise the universalism and specialty of Christ's salvation once and for all; - Ability to conduct a dialogue with others and those who are different; - Ability to utilise literature presented and findings within in future studies. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction: Definition of Theology <ol style="list-style-type: none"> 1.1. Faith as the founding paradigm. What does it mean to believe 1. 2. Faith and the Church. Faith and knowledge 1. 3. Theology: Church science about faith 1. 4. Scienceness and churchness of theology 1. 5. Historical definition of "theology" 2. Historical overview of the development of fundamental theology <ol style="list-style-type: none"> 2.1. From apology to apologetics to contemporary tractate 2.2. Fundamental theology as theology 2.3. Fundamental theology as the founding theology 		

	<p>2.4. Necessity of fundamental theology</p> <p>2.5. The object and method of fundamental theology</p> <p>3. Man's existence as the place of the event of the Revelation (GS 4-39)</p> <p>3.1. Man's ability to listen and hear God's word: the question of the experience of evil and the meaning of man's life</p> <p>3.2. Man's ability for God (<i>capax Dei</i>): man's ability to accept or potentia oboedientialis and man's yearning for God or "<i>desiderium naturale videndi Deum</i>"</p> <p>4. Reformulation and anticipation of theology in the XX century</p> <p>4.1. Maurice Blondel</p> <p>4.2. Karl Rahner</p> <p>4.3. Hans Urs von Balthasar</p> <p>4.4. Johann Baptist Metz</p> <p>4.5. Hansjürgen Verweyen</p> <p>5. The Revelation in various stages of historical development</p> <p>5.1. Definition of the revelation</p> <p>5.2. Christianity as the revealed religion</p> <p>5.3. The Revelation in the Old and New Testaments</p> <p>5.4. Three models to understand the revelation</p> <p>5.5. Development of the definition of the revelation from the Trent Council to the First Vatican Council</p> <p>6. The Revelation in the Dogmatic Constitution <i>Dei Verbum</i></p> <p>6.1. Jesus Christ as the focus of the Revelation and centre of human reality</p> <p>6.2. The uniqueness and universalism of the Christian Revelation in the person of Jesus Christ (<i>universale concretum</i>)</p> <p>6.3. Relations between the Scripture and Tradition</p> <p>6.4 The Question of Inspiration</p>					
2.6. Format of instruction:	X lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam	1,5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attendance to lectures – 40% Seminar essay – 20% Final examination – 40%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	W. KERN – F. NIEMANN, <i>Nauka o teološkoj spoznaji</i> , KS, Zagreb 1994.					
	W. KNOCH, <i>Bog traži čovjeka. Objava, Pismo, Predaja</i> , KS, Zagreb 2001.					
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	ŠKRINJAR, <i>Dogmatska konstitucija o božanskoj Objavi Dei verbum</i> , KS, Zagreb 1981.		
	Dogmatic Constitution on Divine Revelation <i>Dei Verbum</i>		
2.12. Optional literature (at the time of submission of study programme proposal)	H. U. von BALTHASAR, <i>Samo je ljubav vjerodostojna</i> , K. Krešimir, Zagreb 1999. R. GIBELLINI, <i>Teologija 20. stoljeća</i> , KS, Zagreb 1999. A. SCHNEIDER, <i>Putovi Božje Objave</i> , KS, Zagreb 2008. H. WALDENFELS, <i>Kontekstualna fundamentalna teologija</i> , UPT, Đakovo 1995. J. RATZINGER, <i>Teološki nauk o principima</i> , Ex Libris, Rijeka 2010. J. RATZINGER, <i>Uvod u kršćanstvo</i> , KS, Zagreb 2002.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular attendance to lectures; individual research paper; term test; final oral (or written) examination		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Anto Popović		1.6. Year of the study programme	II.		
1.2. Name of the course	Introduction and New Testament Exegesis I (Synoptic Gospels)		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45		
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	10		
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	Introduction and understanding of the Synoptic Gospels and Acts of the Apostles.					
2.2. Course enrolment requirements and entry competences required for the course	The knowledge of the Biblical Greek language.					
2.3. Learning outcomes at the level of the programme to which the course contributes	The knowledge of the Synoptic Gospels is equivalent to the knowledge of the person of Jesus, of his life path and of his teaching as the fundament of other theological courses and of the actual proclamation of the Gospel. The knowledge of the Acts of the Apostles is a starting point for the understanding of the spreading and history of Christianity.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able: -To understand the historical context of the formation of the Synoptic Gospels; -To explain similarities and differences between the Synoptic Gospels; -To articulate structure, content and theological message of each one of the Synoptic Gospels; -To articulate structure, content and theological message of the Acts of the Apostles.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Introduction into the theme of the course and bibliography (2); Historical context of the New Testament (8); Synoptic Question (3); The Gospel according to Mark (7); The Gospel according to Matthew (9); The Gospel according to Luke (8); Acts of the Apostles (8)					
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,9	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0,9	Oral exam		(other)	
	Written exam	1,2	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Attendance of the lectures: 30%; Tests: 30%; Written exam: 40%;		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	HARRINGTON, W. J., <i>Uvod u Novi zavjet</i> , prev. M. Zovkić, Priručnici 13-14, Kršćanska sadašnjost, Zagreb, 1993.		
	HARRINGTON, D. J., VIVIANO, B. V., i dr., <i>Komentar evanđelja i Djela apostolskih</i> , prev. M. Zovkić, Priručnici 1, Vrhbosanska katolička bogoslovija, Sarajevo, 1997.		
	DUGANDŽIĆ, I., <i>Kako su nastala evanđelja</i> , Priručnici 42, Kršćanska sadašnjost, Zagreb, 1999.		
	BROWN, R. E., <i>Uvod u Novi zavjet</i> , prev. D. Tomašević, Priručnici 86, Kršćanska sadašnjost, Zagreb, 2008.		
2.12. 2.13. Optional literature (at the time of submission of study programme proposal)	PENNA, R., <i>Povijesno-kulturno okruženje kršćanskih početaka</i> . Prokomentirana dokumentacija, prev. B. Jozić, Biblioteka raskrižja 3, Naklada Bošković, Split, 2005. POPOVIĆ, A., <i>Novozavjetno vrijeme</i> . Povijesno-političko i religiozno-kulturno okruženje, Biblica 6, Kršćanska sadašnjost, Zagreb, 2007.		
2.14. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam.		
2.15. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Anto Popović		1.6. Year of the study programme		II.	
1.2. Name of the course	Introduction and Old Testament Exegesis I (The Pentateuch and Former Prophets)		1.7. Credits (ECTS)		3	
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)		L 45	
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course		10	
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	To obtain the knowledge and skills required for the competent study of the Pentateuch and of Former Prophets.					
2.2. Course enrolment requirements and entry competences required for the course	The knowledge of the Hebrew language and of the General Introduction to the Holy Scriptures.					
2.3. Learning outcomes at the level of the programme to which the course contributes	The qualified knowledge of the theology and of the textual history of the Pentateuch and of the Former Prophets from the perspective of the development of the Old Testament theology and in the context of the historical events in the Ancient Near East.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Student will be able:</p> <ul style="list-style-type: none"> -To interpret the Pentateuch and the Former Prophets within the broader context of the entire Bible; -To articulate the structure of the group of the books contained in the Pentateuch and in the Former Prophets; -To explain the content and structure of each book in the Pentateuch and in the Former Prophets; -To take into consideration the textual history of the Pentateuch and the historical context described in the books of the Former Prophets. 					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Introduction into the theme of the course and bibliography (2); The place and function of the Pentateuch and of the Former Prophets within the entire Bible (4); The Pentateuch as a unite (2); Each book of the Pentateuch (10); History of the text and the sources of the Pentateuch (6); Former Prophets and the Deuteronomistic History (2); Single books of the Former Prophets (14).					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the	Class attendance	0,9	Research		Practical training	
	Experimental work		Report		(other)	

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay		(other)	
	Tests	0,9	Oral exam		(other)	
	Written exam	1,2	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attendance of the lectures: 30%; Tests: 30%; Written exam: 40%;					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	TOMIĆ, C., <i>Poruka spasenja Svetoga pisma Staroga zavjeta</i> , Provincijalat franjevacu konventualaca, Zagreb, 1983.					
	HARRINGTON, W. J., <i>Uvod u Stari zavjet</i> , prev. M. Zovkić, Priručnici 15, KS, Zagreb, 1993.					
	DRANE, J., <i>Uvod u Stari zavjet</i> , prev. Giorgio Grlj, Bibliotheca Flaciana XII, Teološki fakultet „Matija Vlačić Ilirik“, Zagreb, 2009.					
	POPOVIĆ, A., <i>Uvod u knjige Staroga zavjeta 1: תורה - Torah; Pentateuh - Petoknjžje</i> , Biblica 16, KS, Zagreb, 2012.					
2.12. Optional literature (at the time of submission of study programme proposal)	ALEXANDER, D. – ALEXANDER, P., <i>Enciklopedijski biblijski priručnik</i> , prev. M. Fridl, KS, Zagreb, 2011. ZENGER, E. (et al.) – FREVEL, C. (ur.), <i>Einleitung in das Alte Testament</i> , Studienbücher Theologie 1,1, Kohlhammer, Stuttgart, 2012.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Anto Popović		1.6. Year of the study programme	II.		
1.2. Name of the course	Introduction and New Testament Exegesis II (Johannine Literature)		1.7. Credits (ECTS)	4		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45		
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	10		
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	Introduction and understanding of the Johannine writings: The Gospel according to John, three Letters of John and the Book of Revelation.					
2.2. Course enrolment requirements and entry competences required for the course	The knowledge of Biblical Greek language.					
2.3. Learning outcomes at the level of the programme to which the course contributes	The knowledge of specific linguistic and theological features of John's Gospel as well as of the Book of Revelation does contribute to the richness of the entire Christian theological thought and its specific theological vocabulary.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student will be able: -To appreciate linguistic and theological specifics of John's Gospel as well as of the Johannine Letters; -To interpret the apocalyptic literature in general; -To interpret symbolic language of the Book of Revelation.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Introduction into the theme of the course and bibliography (2); John and the Synoptics (3); The Gospel according to John: structure, content, theology, authorship (15); Johannine Letters (5); Apocalyptic in general (3); The Book of Revelation (17).					
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,2	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1,2	Oral exam		(other)	
	Written exam	1,6	Project		(other)	
2.10. Grading and	Attendance of the lectures: 30%; Tests: 30%; Written exam: 40%;					

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
	HARRINGTON, W. J., <i>Uvod u Novi zavjet</i> , prev. M. Zovkić, Priručnici 13-14, Kršćanska sadašnjost, Zagreb, 1993.		
	BROWN, R. E., <i>Uvod u Novi zavjet</i> , prev. D. Tomašević, Priručnici 86, Kršćanska sadašnjost, Zagreb, 2008.		
	HOHNJEC, N., <i>Središnje teme Knjige Otkrivenja</i> , Zagreb, 2008.		
	DUGANDŽIĆ, I., <i>Evandjelje ljubljenog učenika. Uvodna pitanja i komentar Ivanova evanđelja</i> , Zagreb, 2012.		
2.12. Optional literature (at the time of submission of study programme proposal)	HERMAN, Z. I., "Žena - Marija u kontekstu dvanaestog poglavlja Ivanova Otkrivenja", u: <i>Bogoslovska smotra</i> 60 (1990) 161-175; TOMIĆ, C., <i>Otkrivenje. Komentar</i> , Provincijalat hrvatskih franjevaca konventualaca, Zagreb, 1997.; POPOVIĆ, A., <i>Biblijske teme</i> , Teološki radovi 40, Kršćanska sadašnjost, Zagreb, 2004., 165-172; DUGANDŽIĆ, I., <i>Biblijska teologija Novoga zavjeta</i> , Zagreb, 2004..		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam.		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Božo Lujčić		1.6. Year of the study programme	2		
1.2. Name of the course	Introduction and Exegesis of the Old Testament II: The Prophets and Wisdom Books		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45		
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course	45		
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%)	1		
2. COUSE DESCRIPTION						
2.1. Course objectives	To introduce students to the Prophets and Wisdom Books in the Old Testament and to an exegetic presentation of selected texts.					
2.2. Course enrolment requirements and entry competences required for the course	General introduction to the Scriptures and exegesis of the Old Testament (Pentateuch and Historical Books)					
2.3. Learning outcomes at the level of the programme to which the course contributes	To acquire knowledge and be able to apply the messages contained in the Prophets and Wisdom Books in Catholic RE classes.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be competent to: -Generally be familiar with the Prophets; -Generally be familiar with the Wisdom Books; -Analyse focal points and content in the Prophets and Wisdom Books; -Present entire Biblical content.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the course (2 hours) 2. The great prophets: Isaiah (5) 3. Jeremiah (4) 4. Ezekiel (4) 5. Daniel (3) 6. The minor prophets: Hosea (2), Joel (1) Amos (2), Jonah (1), Micah (2), 7. Habakkuk (1), Haggai (1), Zechariah (1) and Malachi (1). 8. Wisdom books: Job (2), Psalms (4), The Proverbs (2), 9. Ecclesiasticus/Qoheleth (2), The Song of Songs (2). 10. The Book of Wisdom (2) and Ecclesiasticus (1).					
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular attendance to lectures and active participation.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	1	(other)	
	Written exam	1	Project		(other)	

<i>equal to the ECTS value of the course)</i>					
2.10. Grading and evaluating student work in class and at the final exam	Attendance to lectures - 25% tests - 25% oral exam - 50%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	N. Hohnjec, Djela proročka, Zagreb, 2001.				
	N. Hohnjec, Umijeće biblijske mudrosti, Zagreb, 2001.				
	B. Lujčić, Starozavjetni proroci, Zagreb, 2010.				
2.15. Optional literature (at the time of submission of study programme proposal)	A. Rebić, Prorok čovjek Božji, Zagreb, 1982; E. Charpentier, Pour lire l' Ancien Testament, Paris, 1999 (or book in English or German.)				
2.16. Quality assurance methods that ensure the acquisition of exit competences	Regular attendance to lectures. Active participation during lectures. Test and oral exam.				
2.17. Other (as the proposer wishes to add)					

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Marko Karamatić	1.6. Year of the study programme	2
1.2. Name of the course	History of the Church among the Croats	1.7. Credits (ECTS)	6
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 50 S 10
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	In light of historically established facts and keeping in mind the results of social-humanities sciences to introduce students to the history of the Church and Christianity amongst Croats.		
2.2. Course enrolment requirements and entry competences required for the course	Basic knowledge of national history		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> -To understand the conditions under which Croats laid their allegiance to the Apostolic See and Roman Christian tradition; -To introduce the wealth of religious life and establishing a religious mentality in the civilizational and cultural environment of Croatia; -Be familiar with and critically evaluate the role of the Church in national integration processes; -Have insight into the development of Church structures in Croatian regions. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be competent to:</p> <ul style="list-style-type: none"> -Be familiar with the historical overview of the Church and Christianity amongst Croats; -Comprehend the religious and cultural circumstances of individual geographical regions and historical periods; -Apply their knowledge of national history of the Church to RE classes; -In cooperation with other experts, competently assess the role of the Church and its influence on various historical processes amongst Croats; -Contribute to a better understanding of the role of Church in contemporary Croatian society; -Motivate the Church amongst Croats to self-criticism and questioning its role in the past and present. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Christian Illyrians prior to the arrival of the Croats 2. Ethno-genesis and Christianisation of the Croats 3. The Church amongst Croats during the time of national rulers 4. Revival of Church structures 5. The Benedictines and Glagolic heritage 6. The Bishop of Croats and regional councils 7. Pilgrimages and fraternities 8. Heterodoxal regional movements 9. The knights and hermits 10. Beggars' orders and the inquisition 11. The Church, schooling and science 12. Spiritual life and art 13. Human rights and the "frontier of Christianity" 14. Reformation, Trent Council and Catholic revival 15. Orthodox and unification 16. Enlightenment and Josephinian era 17. Revolutionary turmoil 18. Structure of the Church amongst Croats in the 18th Century 19. Structure of the Church amongst Croats in the 19th Century 20. The Church and national revival 21. The Church and national university, science and cultural institutions 		

	22. The Croatian Catholic Movement 23. The Church and totalitarianism in the 20th Century 24. In the midst of World War II 25. A time of calamity 26. Structure of the Church amongst Croats in the 20th Century 27. "Aggiornamento of the Church amongst Croats 28. The Church and democratisation of society 29. The Church in the 1990's Homeland War 30. Structure of the Church amongst Croats at the start of the IIIrd millennium					
2.6. Format of instruction:	X lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular attendance to lectures, active participation, production of independent assignments.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	1	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30 % Seminar essay 10 % Oral exam 60 %					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Franjo Šanjek, Kršćanstvo na hrvatskom prostoru, Zagreb 1996.					
	Josip Buturac – Antun Ivandija, Povijest Katoličke Crkve među Hrvatima, Zagreb 1973.					
	Andrija Zirdum, Povijest kršćanstva u Bosni i Hercegovini, Plehan 2007.					
	Marko Karamatić, Franjevci Bosne Srebrene u vrijeme austrougarske uprave u BiH 1878-1914, Sarajevo 1992.					
2.12. Optional literature (at the time of submission of study programme proposal)	Franjo ŠANJEK, Srednjovjekovna povijest (Izabrani tekstovi), Zagreb 2000. Juraj Kolarić, Povijest kršćanstva u Hrvata, Zagreb 1998. Srećko M. Džaja, Konfesionalnost i nacionalnost Bosne i Hercegovine, Mostar 1999.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students are required to regularly attend lectures and participate in consultations where they will be given additional information relating to their own personal progress and how better to study for examinations. Written term tests will give an indication of student progress; an anonymous survey will help lecturers in self-assessment and indicate the need for any possible changes to lecture methods or procedures of student assessment.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Danimir Pezer	1.6. Year of the study programme	2
1.2. Name of the course	Theology of Liturgy	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	P 50 S 10
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	30
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%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	This course introduces students to the theology of the sacraments and other liturgical celebrations with an insight into the historical development of ritual forms and how to identify some contemporary requirements in liturgical-theological thought.		
2.2. Course enrolment requirements and entry competences required for the course	Completed pre-graduate course in Basic Liturgy		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> -To comprehend the postulates of liturgical theology of celebration (celebration, symbol, mystery, ritual, Christian life). -To be familiar with the development of ritual forms of sacramental celebrations, particularly the Sacrament of Initiation. -To be familiar with the theological foundations and ritual structure of liturgical celebrations according to liturgical renewal following the Second Vatican Council. -To be able to prepare celebrations; to be competent for liturgical service of the laity. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students gain competencies:</p> <ul style="list-style-type: none"> -To know the theological foundations, anthropological determinants and ritual structure of liturgical celebrations -To apply the knowledge gained along with other competencies gained in dogma and pastoral theology -To infuse liturgical celebrations into the current liturgical year and into the catechetical-educational process -To prepare the community and groups for liturgical celebrations -To recognise contemporary difficulties in liturgical theology -To continue to gain a scientifically deeper knowledge of topics in liturgical theology 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course themes: fundamental postulates of theological celebration (mystery, ritual, celebration). 2. Fundamental postulates of theological celebration, part 2: symbolic dimensions of the liturgy, mysterium-actio-vita. 3. Relations between catechesis and liturgy throughout history; questions and analysis of the situation today. 4. Christ's Paschal mystery – starting point, currentness and objectives of each liturgical celebration. 5. The Sacrament of Baptism: problems of the New Testamental Church and the Patristic era; mystery and ritual. 6. The unity of the Sacrament of Initiation (Theology; historical forms; the separation of celebrations; today's aspirations). 7. Sequence followed for adults accepting Christianity. 8. Celebration of the Sacrament of Confirmation (relation toward baptism; development of the theology of the sacraments; searching for significance following the separation of the celebration of confirmation from baptism; current structure and theology of the celebration; aspirations in contemporary liturgical theology). 9. Theology of the celebration of the Eucharist, Part 1: the Eucharist and the first Christian 		

	<p>communities; the Eucharist in the life of the Church.</p> <p>10. Theology of the celebration of the Eucharist, Part 2: celebration of the Eucharist today, theology and structure (Introductory Rite and the Liturgy of the Word).</p> <p>11. Theology of the celebration of the Eucharist, Part 3: celebration of the Eucharist today, theology and structure (The Eucharistic Service).</p> <p>12. Celebration of the Sacrament of Reconciliation (theology, ritual forms, introduction to texts in other liturgical traditions).</p> <p>13. Celebration of the Sacrament of Marriage and the Sacrament of the Holy Order.</p> <p>14. Celebration of the sacraments</p> <p>15. Theology of liturgical service (with an emphasis on liturgical services of the laity).</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Attending lectures and involvement in activities (20%).</p> <p>Seminar essay (20%).</p> <p>Essay and other similar papers (20%).</p> <p>Final examination, oral or written (40%).</p>					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	V. Zagorac, Kristova otajstva, Zagreb 1998					
	A. J. Chupungco (Ed), Scientia liturgica, Vol. 3-4, Casale Monferrato 1998 (Italian and English version available).					
2.12. Optional literature (at the time of submission of study programme proposal)	<p>P. Bašić, Slaviti misu po Misalu Pavla VI., Zagreb 1992;</p> <p>Ante Crnčević, Liturgija u susretu s neliturgijskim oblicima kulta. Liturgijska kriteriologija i imperativ vremena, BS 74(2004) 3, 781-805. (http://hrcak.srce.hr/)</p> <p>Ante Crnčević, Inicijacijska dinamika u liturgiji krštenja: od dinamike otajstva do obrednoga ustroja, BS 79(2009) 3, 501-521. (http://hrcak.srce.hr/)</p> <p>Ante Crnčević, Sklad u raznolikosti liturgijskih službi, BS 72(2002) 2-3, 335-365. (http://hrcak.srce.hr/)</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>The lecturer keeps evidence of regular attendance of students; progress in gaining knowledge, ability to answer questions during the semester during discussions of selected topics and written test at the beginning of the second half of the semester;</p> <p>when the semester ends an anonymous survey is conducted amongst students to obtain their evaluation of the course, content presented and the lecturer's competencies.</p>					
2.14. Other (as the proposer wishes to add)	<p>The term test is considered to be compulsory and cannot be substituted with any other form of essay or paper.</p>					

6.3. III. year of study

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Anto Popović		1.6. Year of the study programme	3		
1.2. Name of the course	Introduction and Old Testament Exegesis III (Later and Wisdom Books)		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45		
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course	20		
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		
2. COUSE DESCRIPTION						
2.1. Course objectives	To get the students acquainted with the Later and Wisdom Books of the Old Testament and to enable student to interpret the chosen passages within the broader context of the respective biblical book.					
2.2. Course enrolment requirements and entry competences required for the course	Hebrew language; General Introduction to the Holy Scriptures.					
2.3. Learning outcomes at the level of the programme to which the course contributes	The qualified knowledge and skillful application of the message of the Later and Wisdom Books in the theological disciplines, in catechesis and in pastoral ministry.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student will be able: -To explain the specific canonical and historical features of the Later Books; -To interpret the specific wisdom and poetic features of the Wisdom Books; -To interpret selected passages within the broader structure and content of each one of the Later and Wisdom Book; -To appreciate the importance of these books for the intertestamentary Judaism as well as for the time of the New Testament.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Introduction into the theme of the course and bibliography (2); Narrative Writings: Tobit, Judith and Esther (6); Historical Writings: 1/2 Chronicles, Ezra and Nehemiah, 1/2 Maccabees (10); Wisdom and poetic Writings: Job, Psalms, Proverbs, Ecclesiastes, Canticle of Canticles, Book of Wisdom, Sirach (22).					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the	Class attendance	0,9	Research		Practical training	
	Experimental work		Report		(other)	

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay		(other)	
	Tests	0,9	Oral exam		(other)	
	Written exam	1,2	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attendance of the lectures: 30%; Tests: 30%; Written exam: 40%;					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	TOMIĆ, C., <i>Poruka spasenja Svetoga pisma Staroga zavjeta</i> , Provincijalat franjevacu konventualaca, Zagreb, 1983.					
	HARRINGTON, W. J., <i>Uvod u Stari zavjet</i> , prev. M. Zovkić, Priručnici 15, KS, Zagreb, 1993.					
	HONJEC, N., <i>Umijeće biblijske mudrosti</i> , Zagreb, 2001.					
	HOHNJEC, N., <i>Kasna i mudrosna Biblija</i> , Zagreb, 2007					
2.12. Optional literature (at the time of submission of study programme proposal)	ALEXANDER, D. – ALEXANDER, P., <i>Enciklopedijski biblijski priručnik</i> , prev. M. Fridl, KS, Zagreb, 2011. ZENGER, E. (et al.) – FREVEL, C. (ur.), <i>Einleitung in das Alte Testament</i> , Studienbücher Theologie 1,1, Kohlhammer, Stuttgart, 2012. HOHNJEC, N., <i>Biblija u prozi</i> , Zagreb, 2002.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Vili Radman	1.6. Year of the study programme	3
1.2. Name of the course	The Science of Religions	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 50 S 10
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	This course introduces students to the fundamental outset of scientific study of religion through of view of phenomenology, morphology and typology od religion and related themes. The course also introduces students to the great religions of the world, their fundamental doctrines, moral and ritual traditions and written and spiritual traditions. The course informs students of the main differences and similarities between Christianity and certain other religions. The course introduces students to the attitude of the Catholic Church to other religions, particularly with regard to interreligious dialogue and the main models of the Theology of Religion.		
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	<ul style="list-style-type: none"> - Complete understanding of the phenomenon of religion and its deliberation in correlation to contemporary anthropological, social and historical reality. - To put the question of religion in creative correlation to fundamental catechetical formation and theological sciences. - To apply religious knowledge in RI classes. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be competent to:</p> <ul style="list-style-type: none"> - Comprehend the fundamental outset relating to the phenomenon of religion and to be able to argumentatively speak about them within the framework of school RE and parish catechesis programmes - Analyse the structure of religious speech and have a wider insight into religious issues - Present fundamental teachings of various religious traditions and mutually compare them - Identify the speciality of Christianity in relation to other religions - Present the attitude of the Catholic Church towards religions - Access and use literature relating to the field of religiosity. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the issues dealt with in the course. Overview of lecture themes and student obligations 2. Fundamentals of religious anthropology 3. Notion and definition of religion: from Antiquity to modern times with a special reflection on relations between myth and logos 4. Scientific research of religion: phenomenology and morphology of religion with a special reflection on relations between the holy and profane 5. Scientific research of religion: fundamentals of religions, definitions and typology of religion 6. Ancient and traditional religions: African, Australian, Oceania 7. Eastern religions: Tibetan, Shintoism, Confucianism, Taoism 8. Eastern religions: Hinduism 9. Eastern religions: Buddhism 10. Monotheistic religions: Judaism 11. Monotheistic religions: Islam 12. The Catholic Church and religions; interreligious dialogue; fundamental models of the Theology of Religion. 		

2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular attendance to lectures and participating in discussions. Term test and final oral or written examination.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	
	Experimental work		Report		(other)	
	Essay			1	(other)	
	Tests		Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 30% Seminar essay – 20 % Final examination – 50%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	<i>Deklaracija Nostra aetate o odnosu Crkve prema nekršćanskim religijama</i> (28.X.1965.), in: DRUGI VATIKANSKI KONCIL, <i>Dokumenti</i> , Zagreb, Kršćanska sadašnjost, 72008.					
	Ivančić, T., <i>Religija i religije: morfologija, fenomenologija i teologija religija</i> , Zagreb, Teovizija, 2007.					
	<i>Religije svijeta: enciklopedijski priručnik</i> , KS, Zagreb 1998.					
	<i>Enciklopedija novih religija</i> , ed. C. Partridge, Naklada Ljevak, Zagreb 2005.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Bižaca, N., <i>Ogledi iz teologije religija</i> , Zagreb, Kršćanska sadašnjost, 2008. 2. Khoury, A. Th. (ed.), <i>Leksikon temeljnih religijskih pojmova: židovstvo, kršćanstvo, islam</i> , Zagreb, Prometej, 2005. 3. Küng, H. i dr., <i>Kršćanstvo i svjetske religije. Uvod u dijalog s islamom, hinduizmom i budizmom</i> , Zagreb, Naprijed, 1994. 4. <i>Opći religijski leksikon</i> , Zagreb, Leksikografski zavod Miroslav Krleža, 2002.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Student work will be systematically monitored during lectures throughout the semester. Evidence of student work and progress will be kept based on set elements (attendance to lectures, meeting obligations, participating in discussions, results of term tests, etc.). After the term test, any problems students may have will be pointed out and advice offered during regular individual consultations.					
2.14. Other (as the proposer wishes to add)	Studies in the field of religion can be supplemented over five years of study of theology within the framework of related optional courses.					

1. GENERAL INFORMATION			
1.1. Course teacher	Mr. sc. Miro Jelečević	1.6. Year of the study programme	3
1.2. Name of the course	Mystery of the Triune God	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 50 S 10
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	To mediate the fundamental presumptions of Christian Trinitarian theology, features of faith in the Old Testament, New Testament foundations for belief in the Trinity, historical-dogmatic development of theological doctrine of the Trinity, and a systematic overview of Trinitarian doctrine.		
2.2. Course enrolment requirements and entry competences required for the course	Fundamental knowledge of philosophy, particularly ontology and sound knowledge of the Bible and Biblical theology of the Old and New Testaments.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Students should be able to:</p> <ul style="list-style-type: none"> - Recognise and understand the fundamental content of systematic Trinitarian theology; - Recognise and understand the fundamental philosophical doctrine in context of Trinitarian thinking; - Recognise and understand fundamental features of Biblical faith; - Consciously and actively participate in the duties of Christian evangelisation in contemporary society; - Holistically act in pastoral care and Christian (Trinitarian) formation. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be competent to:</p> <ul style="list-style-type: none"> - Know the fundamental presumptions of faith; - Recognise and understand the vital features of Old Testament faith; - Recognise and understand the New Testament foundation of triune faith; - Recognise and understand the historical development of theological doctrine about the Trinity, sources, tradition, heresy, dogma; - Recognise and understand systematic Trinitarian doctrine, particularly contemporary Trinitarian theology; - Adopt and in religious life apply belief in the triune crede in preaching as being the essence of Christian faith. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction: Trinitarian faith between forgetfulness, misunderstanding and denial. Trinitarian theology – above all triune creed but also scientific dealing with the mystery. Analogy as theological speech. 2. God's proclamation in the Old Testament. Monotheism God's name announced. 3. Old Testament proclamation about God's transcendence and of God's immanence. (God free and present). God in human history. 4. The question of God in the Old Testament and open issues. The New Testament and transformation of questions of God in the Old Testament. 5. Almighty God, the Father of Jesus Christ. The question of God's paternity throughout the history of religion in the Old testament and in the New Testament. Christian proclamation of God the Father – Jesus' father and our Father. 6. Jesus Christ – the Son of the Father. Implicit and explicit Christology. 7. Christ's cross – the ultimate proclamation and open opportunity for new and deeper understanding of God. The Biblical God – perfect love until death. 8. The Holy Spirit – the spirit of Jesus Christ and the true God. The question of the individuality of the Holy Spirit. The Holy Spirit in the Church, charism, criteria to distinguish the spirits. 9. triune creed in life and witnessing the early Church. The beginnings of dogmatic-historical development of Trinitarian doctrine: interface with Greek philosophy. Apologetics 		

	<p>and Patristics. Trinitarian heresy. Language and contextual problems between the East and West</p> <p>10. Development of Trinitarian terminology. Arianism and the Nicene Council. Notions of clarity following Nicea Pneumatological questions and the Constantinople Council. The Cappadocians and their contribution to Trinitarian doctrine. The question of Filioque.</p> <p>11. Soteriological direction of early Trinitarian discussions. Development of Trinitarian dogma in the East and West. Augustine's Trinitarian doctrine.</p> <p>12. St. Thomas' Trinitarian doctrine. Trinitarian doctrine in the medieval ear. Directions in contemporary Trinitarian theology.</p> <p>13. Systematic Trinitarian theology and philosophical definitions of the Trinity. Fundamental statements of classic Trinitarian speculation and dogmatic determinants of the triune person. Fundamental definitions of Trinitarian speculation.</p> <p>14. Systematic understanding of the unity in the Trinity and Trinity in unity. The question of the definition of the person in Trinitarian theology. Relations between immanent and economic Trinity. Trinitarian iconography.</p> <p>15. Trinitarian theology– systematic doctrine of the Mystery. Central and fundamental place of the belief in the triune in Christian life, spirituality, proclamation.</p>					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular attendance to lectures and active participation (questions, discussions, taking notes), individual tasks, (written assignments, regular presentation of selected optional literature)					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	1	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30% Seminar essay 20% Research 10 % Oral exam 40%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	W. Kasper, Bog Isusa Krista, Đakovo, 1994.					
	S. Kušar, Bog kršćanske objave, Zagreb, 2001.					
	F. Courth, Bog trojstvene ljubavi, Zagreb, 1999.					
2.12. Optional literature (at the time of submission of study programme proposal)	Golub, Prisutni misterij Boga u Bibliji, Zagreb, 1995. Bazilije Veliki, Duh Sveti, Makarska, 1978.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will be monitored during lectures and question time and discussions particularly with regard to written assignments, analysis of results of term tests and examination.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Mr. sc. Miro Jelečević	1.6. Year of the study programme	3
1.2. Name of the course	God Creator	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 60
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	20
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
2. COUSE DESCRIPTION			
2.1. Course objectives	The goal is to introduce students to the fundamental principles of creation theology and Christian anthropology; to point out similarities and differences between biblical discourse about creation and the discourse of other religious traditions and to present within the historical systematic framework the main theological themes such as: the question of God's activity in the world, creation from nothing, providence, time and eternity. To shed light in the area of theological anthropology by examining essential biblical expressions such as man created in the image of God, original sin, suffering and death. To introduce students to the theological topics in relation to good and evil spiritual beings. To consider the main challenges arising from modern science.		
2.2. Course enrolment requirements and entry competences required for the course	Knowledge of the fundamental contents of philosophy and philosophical anthropology and knowledge of essential exegetical and biblical - theological insights from tradition and the modern day.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Knowledge of systematic theological topics that are necessary for genuine religious practice and later reflection. Knowledge of fundamental issues in the area of creation through-out history until the present. Ability to competently partake in dialogue and to openly address contemporary issues in the area of creation theology and Christian anthropology.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Student will be capable of identifying and correctly interpreting fundamental propositions of creation theology and Christian anthropology</p> <ul style="list-style-type: none"> -to present the complexity of the questions pertaining to this topic and clear responses in a spirit of open dialogue - to present the tradition of the Church and fundamental statements of the Magisterium concerning creation theology - to critically analyse criticism from the natural sciences and new atheism - to explain the significance of new responses to theological and anthropological questions obtained with the help of dialogue with modern sciences and culture - to synthesise the acquired knowledge for future study 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Approach: actuality, starting point and place of creation within Catholic systematic theology 2. Contextualization: Oriental creation myths and their meaning 3. Biblical foundation: creation and basic anthropological statements in the Bible before Exile in Babylon 4. Biblical statements concerning creation in the period of Exile and after the Exile 5. New Testament's statements concerning creation and Christological interpretation 6. Biblical - theological reflection. Central contents of creation theology: God as creator, world as creation 7. Man as creation: God's image, sexuality and other anthropological notions 8. Sin, suffering and death 9. Spiritual beings: angels, demons and the devil 10. Historical systematic development in the Early Church: the study of creation from nothing and the doctrine of original sin 11. Historical systematic development: Middle Ages and Reformation 12. Theology of Creation and Christian anthropology in the Modern Age: confrontation with 		

	modern science and the development of theodicy 13. Darwin's theory of evolution and Church teaching on creation 14. Systematic reflection: God's activity in creation, transcendence and immanence, creation from nothing 15. God's providential maintenance of His creation: the question of activity in creation and suffering in the world 16. The problem of evolution and the creation of man: evolution, creationism, creative design 17. Man created in the image of God: meaning, significance and problem of the traditional view 18. Man as a being of relationships 19. Man as a sinful being. Original sin. 20. Universal and social nature of man's sin 21. Theological reflection on spiritual beings 22. Time as creation and the end of time. 23. Tests 24. Presentation of papers and discussion					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	
	Experimental work		Report	0,5	(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance– 40 % Report – 10 % Tests – 10 % Oral exam – 40 %					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	F. COURTH , Kršćanska antropologija, Đakovo 1986.					
	A. SCOLA/G. MERENGO/J. PRADES LOPEZ, Čovjek kao osoba. Teološka antropologija, Zagreb 2003.					
	L. NEMET, Teologija stvaranja, Zagreb 2003.					
2.12. Optional literature (at the time of submission of study programme proposal)	A. TAMARUT, Euharistija – otajstvo vjere i dar života, Zagreb 2004. K. RAHNER, Teološki spisi, Zagreb 2008. H. HAAG, Oproštaj od đavla, Sarajevo 2011.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will be actively involved in lectures and through questions and conversation. It will be guided by the records of attendance of lectures and their progress. Evaluation of tests and written work students will be suggested in which the area there are shortcomings and where progress has been made.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Stjepan Duvnjak	1.6. Year of the study programme	3
1.2. Name of the course	Pneumatology	1.7. Credits (ECTS)	1
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 15
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	15
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
2. COUSE DESCRIPTION			
2.1. Course objectives	The goal is to introduce students to the history of experience of activity and presence of the Holy Spirit in the economy of salvation and the history of the Church and to the way this experience was categorized in theological reflection. Since today there are movements in all Christian denominations which claim that their form of spirituality has its origin in the inspiration of the Holy Spirit, the study of pneumatology should define the criteria according to which one can recognize authentic activity of the Holy Spirit and distinguish it from the internal mental and emotional state of a person.		
2.2. Course enrolment requirements and entry competences required for the course	Knowledge of at least one of the European languages that have developed theological literature: French, English, German, Italian.		
2.3. Learning outcomes at the level of the programme to which the course contributes	To understand the reasons for the introduction of this subject in theological studies, knowledge of the history of the experience of the Holy Spirit in Christianity, recognition of the significance of this topic for contemporary theological reflection and Christian life.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> -The ability to recognize the difference between the experience of and discourse on the Holy Spirit in the Old and New Testament, recognition of the necessity and significance of the symbols that express reality of the role of the Holy Spirit -the ability to contextualize theological discussion leading to the promulgation of dogma about the Holy Spirit - ability to evaluate critically authenticity of the different claims regarding the inspiration of the Holy Spirit - recognition of the importance and place of the Holy Spirit in the personal lives of the faithful and the life of Church 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Importance of pneumatology in today's world. Charismatic groups 2. Experience of and discourse on the Holy Spirit in the Old Testament 3. The New Testament and the Holy Spirit 4. Experience of the Holy Spirit in the Early Church 5. Trinitarian disputes in the 4th century and dogma on the Holy Spirit 6. Problem of "Filioque" and attempts to find solutions 7. The Holy Spirit in Medieval theology: Anselm, Aquinas, Bonaventure 8. The Holy Spirit in popular devotion 9. Understanding of the Holy Spirit during the Reformation and period of the protestant post-Reformation 10. Understanding of the Holy Spirit in Catholic anti-reformation and restoration period 11. Pneumatology of the Vatican II. 12. The Holy Spirit as a Person (H. Muehlen) 14. The Holy Spirit and the Church 15. The Holy Spirit in the personal lives of believers 		

2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.10. Comments:	
2.8. Student responsibilities	attending, lectures					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	0,5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 50 % Exam 50 %					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Golub, Duh sveti u Crkvi, KS Zagreb, 1975.					
	3. Atanazije, Pisma o Kristu i Duhu (preveo i komentar napisao M. Mandac, SB makarska, 1980.					
	4. «A Petar ustade i reče...» (Zbirka Papinih govora upućenih Katoličkoj karizmatskoj obnovi do 2.000), Fides Koprivnica, 2003					
	5. Y. Congar, Der Heilige Geist (glavni udžbenik prema zabilježbama s predavanja), Herder 1982.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. H. Muehlen, Onova kršćanske vjere (prev. Stanko Pavlović), „Duh i voda“, Jelsa 1984. 2. Concilium (Međunarodni teološki časopis), Gospodin i Životvorac: promišljanja o Duhu danas, XLVII/ 4/ 2011. 3. J. Ratzinger, Novi izljevi Duha u Crkvi (prev.dr. Mladen Parlov), Verbum, Split, 2008. 4. Duh Sveti preporoditelj čovjeka (Zbornik radova sa Studijskog dana o Duhu Svetom u katehezi), izd. Katahetskog ured Vrhbosanske nadbiskupije, Sarajevo 1998. 5. Dominum ed vivificantem (Gospodina i Životvorca), Enciklika pape Ivana Pavla II, KS Zagreb, 1987.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Mr. sc. Miro Jelečević	1.6. Year of the study programme	3
1.2. Name of the course	Ecclesiology	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 60
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
1.5. Status of the course	Compulsory-elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	To equip students to scientifically and systematically approach the phenomena of the Church; the significance and use of fundamental-theological methods in research. To introduce students to fundamental definitions in ecclesiology: the Church, relationship between the Church and revelation, attributes of the Church, the sign of salvation, God's people, mystical body of Christ, the sacrament of salvation, Church institutions, Doctrine, the Pope's primacy, universal and particular Churches, the logic of witnessing in the Church, relations to other Christian denominations and towards other religions. The course starts with the problem of the historical phenomena of the Church in order to identify the complexity of reality that requires an holistic approach. This capacitates students to recognise the essence of the mysteries of the Church and her roots and foundations from God. This gives student and insight into the necessity and inevitability of systematically studying the Church from which and toward which the student's learning and later practise is directed to. During individual tasks, students will be introduced to sources that scrutinise the Church capacitating them with competencies to recognise certain specific problems relating to the notion of ecclesiology such as: the question of the Pope's primacy, the question of Church Doctrine, the question of Church institutions, the question of the credibility of the Church being recognised as a sign of salvation.		
2.2. Course enrolment requirements and entry competences required for the course	Prior knowledge of philosophy.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> -students will be able to apply knowledge obtained in further studies after systematically being presented with the fundamental definitions in ecclesiology; - students will be competent to critically think and approach the notion of the Church during their studies and in later life; - students will be able to conduct their own research, use literature and apply skills gained during the course. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> -Competencies to comprehend and explain how to approach the complex reality of the Church; -Competencies to apply knowledge and skills gained during the course and in catechesis / RI; -Competencies to recognise features of the Church and her significance for salvation; -Competencies to conduct a dialogue with others and those who are different; -Competencies to use literature offered in further studies. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction <ol style="list-style-type: none"> 1.1. Position of ecclesiology within theology 1.2. Method and definition of fundamental-theological ecclesiology 2. Historical overview of the development of ecclesiology (LG 2) <ol style="list-style-type: none"> 2.1. The Church of preparation in the Old Testament 2.2. The Church presented in the New Testament 2.3. Patristic Era 2.4. The first systematic tractate about the Church in the Scholastics 2.5. Classical apologetic tractate <i>De ecclesia</i> 2.6. Renewal of ecclesiology and the Second Vatican Council 2.7. Post-Council ecclesiology 3. The Church founded of Jesus Christ (8 hours) 		

	3.1. Relations between the Church and the Scriptures 3.2. Relations between the Church and God's right 3.3. Theological apostasy to problems and development of problems 3.4. Jesus wanted the Church – sacramental signs 3.5. Institutionalisation of the first communities in Paul's Letters: charism versus institution? 4. The essence and nature of the New Testament Church 4.1. The Church in the Eucharist 4.2. The Church as God's people in the New Testament 4.3. The Church as the Body of Christ 4.4. The Church as the Temple of the Holy Spirit 5. Essential properties of the Church 5.1. I believe in the Church 5.2. The One 5.3. The Holy 5.4. The Catholic 5.5. The Apostolic 6. Extra ecclesiam nulla salus? 7. Exposition: Relations between the particular and universal Church					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.11. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	0.5	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance -30% Written exam – 10% Research – 10% Oral exam – 50%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	T. IVANČIĆ, <i>Fundamentalno</i> -teološka ekleziologija, Zagreb 2004					
	K. RAHNER, <i>Temelji kršćanske vjere: uvod u pojam kršćanstva</i> , Rijeka 2007, 397-487					
	J. RATZINGER, <i>Uvod u kršćanstvo</i> , Zagreb 2002, 305-336					
2.12. Optional literature (at the time of submission of study programme proposal)	J. RATZINGER, <i>Teološki nauk o principima</i> , Rijeka 2010, 225-364					
	N. A. ANČIĆ, <i>Crkva u društvenim promjenama</i> , Split 2007, 231-277					
	I. ANTUNOVIĆ, <i>Otajstvo Kristove Crkve</i> , Zagreb, 2009					
	T. IVANČIĆ, <i>Preobrazba Crkve za svijet</i> , Zagreb, 2009					
	L. MARKEŠIĆ, <i>Crkva Božja: postanak – povijest – poslanje</i> , Sarajevo, 2005					
2.13. Quality assurance methods	A. SCHNEIDER, <i>Crkva</i> , Zagreb, 2008					
	H. WALDENFELS, <i>Kontekstualna fundamentalna teologija</i> , Đakovo, 1995, 439-627					
	Dogmatic Constitution on the Church <i>Lumen gentium</i> Pastoral Constitution on the Church in the Modern World <i>Gaudium et spes</i>					
2.13. Quality assurance methods	Regular attendance to lectures; individual research paper; term test; final oral (or written) examination					

that ensure the acquisition of exit competences	
2.14. Other (as the proposer wishes to add)	

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Ivan Bubalo	1.6. Year of the study programme	3
1.2. Name of the course	Fundamental Moral Theology	1.7. Credits (ECTS)	3+3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 75 S 15
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> -Knowledge of the structure of man as a moral being. -Knowledge of the structure of <i>imago Dei</i> as a moral being. -Knowing the meaning of the Christian calling in Christ. -Knowing fundamental moral principles. -Knowing fundamental Christian morals. -Knowing ethical syllogism and moral assessment of human action and behaviour. 		
2.2. Course enrolment requirements and entry competences required for the course	<p>Prerequisite: completed philosophical courses; completed Biblical courses;</p> <p>Competencies: critical thought; knowledge of philosophical ethics and theological anthropology; knowledge of the Biblical foundations of fundamental ethical and Christian principles of the call in Christian calling in Christ and morality</p>		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> -Accomplishing internal ties between moral theology and other theological branches -Identifying similarities and differences between theological and other scientific thought on morality -Defining the theological basis of morality -Realising the awareness and significance and position of Christian morals within the Christian calling in Christ -Adopt knowledge about the coincidences and differences between clean human and Christian morals. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> -Develop moral awareness and moral realisation -Knowing and argumentatively presenting moral perfection as the "essence of the human being" in the image of the perfect man – Jesus Christ -Understand and distinguish good and evil -Realise and argumentatively present moral good -Recognise and critically analyse these values of moral dimensions, personal and social phenomenon. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction to moral theology with a presentation of the historical development of moral theology (4 hours); 2. Demands of Council revival of moral theology (2 hours); 3. Ontological-anthropological presumptions of morality (2 hours); 4. Man as a religious and as a moral being (2 hours); 5. Biblical presumptions of morality and the Christian calling in Christ (4 hours); 6. Postulates of morality: awareness, freedom and responsibility (4 hours); 7. Sources and types of moral realisation (4 hours); 8. Freedom and responsibility (4 hours); 9. Good as the carrier of moral values (3 hours); 10. Conscience as a state and conscience as a judgement (conscientia) (3 hours); 11. Theory of conscience, types of conscience, moral systems and rules of reason (2 hours); 12. The human act and intention (4 hours); 13. Moral norms as the carrier of moral values: philosophical and theological foundations (4 hours); 14. The Law: definition, types of law, degree of obligation of conscience (4 hours); 		

	15. Circumstances and motifs for action (3 hours); 16. Sin: nature, definition and division (5 hours); 17. Conversion: the act of the converted, repentance, admission, penance (4 hours); 18. Virtue: definition, division, system of virtues (2 hours)					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.12. Comments:	
2.8. Student responsibilities	Attendance to lectures; Literature research					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	1	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	2	(other)	
	Tests		Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attendance to lectures – 10% Individual researching literature – 10% Seminar essay – 30% Examination – 50%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Bernhard Häring, <i>Kristov zakon</i> . Svezak prvi, Zagreb, 1973					
	Marinko Perković, <i>Temelji teološke etike</i> , Sarajevo, 2006.					
	Marciano Vidal, <i>Kršćanska etika</i> , Đakovo 2001., 9-158.					
	Marinko Perković, <i>Prema moralnoj zrelosti</i> , Sarajevo 2009., 13-109					
	Ivan Fuček, <i>Moralno-duhovni život</i> . Svezak treći: grijeh i obraćenje, Split, 2004.					
2.12. Optional literature (at the time of submission of study programme proposal)	Various authors, Grijeh i oslobođenje, u: <i>Bogoslovska smotra</i> , 46 (1976.) 1-2, 5-129. Romanus Cessario, <i>Kreposti</i> , Zagreb, 2007., Ivan Fuček, <i>Moralno-duhovni život</i> . Svezak prvi: <i>Zakon i vjera</i> , Split, 2004. Ivan Fuček, <i>Moralno-duhovni život</i> . Svezak drugi: <i>Osoba i savjest</i> , Split, 2003. Šimun Bilokapić, Razlikovanje i podjela grijeha na teški/laki, smrtni/mali, u: <i>Osobna i društvena dimenzija grijeha</i> , Zbornik, Split 2002., 195-228. <i>Fenomen savjesti</i> . Zbornik, Split, 2011. Robert Spaemann, <i>Osnovni moralni pojmovi</i> , Sarajevo – Zagreb, 2008. Marijan Cipra, <i>Misli o etici</i> , Zagreb, 1999.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Individual consultation, term tests, examination.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Stjepan Duvnjak	1.6. Year of the study programme	3
1.2. Name of the course	Patrology and History of Dogma	1.7. Credits (ECTS)	3+2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 60 S 15
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	20
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
2. COUSE DESCRIPTION			
2.1. Course objectives	To capacitate students to recognise the first seven centuries of Christianity and in particular the most significant authors who contributed to presenting Christian thought and the development of theology. Students should be competent to explain the fundamental developmental periods in the history of the Church as well as evaluating the significance of individual authors in the concrete historical context.		
2.2. Course enrolment requirements and entry competences required for the course	It is required to know the basics of Latin and antic Greek language and also one of the european languages that have developed theological literature: French, English, German or Italian.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be competent to: -Distinguish individual historical eras in the history of the Church and theology; -Identify the significance of the holy fathers to Christian theology today; -Portray how early Christianity managed to face pagan religiousness and heresy and how it acted evangelically and apologetically; -Interpret the main theological hardships and problems and in particular those relating to the doctrine of the Trinity and Christology. These skills will be achieved by introducing students to the experiences of Christian theologians of the early Church.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be competent to: - Distinguish individual historical eras in the history of the Church and theology; - Identify the significance of the holy fathers to Christian theology today; - Portray how early Christianity managed to face pagan religiousness and heresy and how it acted evangelically and apologetically; - Interpret the main theological hardships and problems and in particular those relating to the doctrine of the Trinity and Christology. These skills will be achieved by introducing students to the experiences of Christian theologians of the early Church.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Patrology as a science, interpretation of definitions, related sciences, characteristics of the Fathers, general overview of course content. 2. Apostolic fathers: Didache, Clement Roman, Barbnabus, Ignatius, Polycarp and the Sheperd of Hermas. 3. Christian apologetics in the Second century (Justin, Atenagora, Theophilus Antiochian, Aristid, Tatian). 4. Heresy in the Second century and anti-heretic literature. St. Irenaeus as the most significant writer against heresy. 5. Meaning of the Alexandrian school, its most significant figures (Clement, Alexandria and Origen) 6. Origins of Christian Latin literature in Africa. Most significant authors: Tertullian & Cyprian. 7. Latin literature in Rome (Novacaine), Latin literature in the transition period (Lactantius) 8. The First Arian Crisis starting for the Nicean Council until 362 A.D. and the two most 		

	<p>significant pillars of Orthodoxy: Athanasius in the East and Hilarius in the West. 9. Second Arian Crisis with the Cappadocian fathers (Basil, Gregory the Great of Nice & Gregory of Naziansus) as well as the most prominent strugglers for Orthodoxy. 10. Palestinian writers: Cyril of Jerusalem and Eusebius. 11. Antioch writers: Theodore Mopsuestia & St. John Chrysostom. 12. Latin writers: Ambrosias, Milan, Jerome & Augustine. 13. Ephesian Council and Cyril of Alexandria. 14. Calcedonian Council and Theodore of Cyrene. 15. Monophysitism, monoenergism and monotheletism. Maximus the confessor as the most significant supporter of orthodoxy against the said theological deviations. 16. Gregory the Great and Isidore the Confessor of Sevilla. End of the patristic era in the West. 17. The question of iconoclastics and John of Damascus. End of the Patristic era in the East.</p>					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular attendance to lectures and active participation during classes.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay	1	Seminar essay	1	(other)	
	Tests		Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30% Essay 10% Seminar essay 10% Exam 50 %					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1.T. Šagi-Bunić, Povijest kršćanske literature, KS Zagreb 1976.					
	2. J. Pavić – T. Z. Tenšek, . Patrologija, KS Zagreb 1993.					
	3. Euzebijije Cezarejski, Crkven povijest (prev. M. Mandac), Služba Božja, Makarska, 2004.					
	4. J. Pelikan, Kršćanska predaja: Povijest razvitka nauka (Stvaranje katoličke predaje), Ex libris, Rijeka, 2012.					
	5. Cl.Moreschini, Povijest patrističke filozofije (priredio Stjepan Kušan), KS Zagreb, 2009.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. V.B. Jarak, Rano kršćanstvo, Slovoznak, Plehan, 1986 2. K. Rac i F. Lasman, Izbor iz stare književnosti kršćanske, Zemaljska tiskara, Zagreb, 1917. 3. A.G.Hamman, Svagdašnji život prvih kršćana, Svijetla točka, Zagreb 1983.					
2.13. Quality assurance methods that ensure the	Students are required to actively participate during classes. Their work and progress will be assessed during term tests.					

acquisition of exit competences	
2.14. Other (as the proposer wishes to add)	

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Ivan Sesar	1.6. Year of the study programme	3
1.2. Name of the course	Introduction to Canon Law and General Norms (Book I)	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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	To provide students with a basic knowledge of introductory canons of the Code of Canon Law, basic terminology of Canon law and to create a solid ground for understanding of other books of the Code.		
2.2. Course enrolment requirements and entry competences required for the course	Students need to: <ul style="list-style-type: none"> - Be familiar with basic knowledge of Church history, theology and ecclesiology. - Know the basics of Latin language. 		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - To train for the priesthood, diaconate and other pastoral services. - To apply knowledge of Canon law in the planning and execution of religious teaching. - To apply knowledge of Canon law in pastoral work. - To interpret and apply the Canon law of the Church in society, in school and parish community. - To train for active and proper participation in tasks of evangelization in the Church and in society. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Know general and particular Canon Law of Latin Church, - To understand the intention of the Church legislature and legal system of Catholic Church, - Interpret the canonical provisions, - Apply Canon law in Church and society life, - Provide a Canonical legal advice or opinion, and to execute administrative tasks 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction In Canon Law And Book I Code Of Canon Law 2. Introduction In Canon Law Of Latin Church 3. Law In Human Reality 4. Law In Church Reality 5. Historical Synthesis Of Canon Law Origins: Millenary Of Partial Manuscripts (Church Origins Untill XII Century) 6. Middle Age Synthesis: Corpus Iuris Canonici (XII - XVI Century) 7. Reform Pledge: From Trent Council To First Code (XVI – XX Century) 8. Code Of Canon Law From 1917 (Inception, Character, Differentiation) 9. II Vatican Council 10. Today's Legislature: Code Of Canon Law From 1983 (Inception, Character, Differentiation, Implementation) 11. Introduction In Book I: General Norms (Cann.1-203) 12. Introductory Canons Of Book I 13. Ecclesiastical Laws (Definition, Forms, Obligation) 14. Ecclesiastical Laws And Their Declaration 15. Interpretation And Understanding Of Ecclesiastical Laws 16. Supplementation Of Law Gaps 17. Suspension, Incertanty And Revocation Of Ecclesiastical Laws 18. Civil Law Canonization 19. Custom 20. General Decrees And Instructions 		

	21. Singular Administrative Acts 22. Singular Decrees And Precepts 23. Rescripts 24. Privileges 25. Dispensations 26. Statutes And Rules of Order 27. The Canonical Status Of Physical Persons 28. Juridic Persons 29. Juridic Acts 30. Imperfection Of Juridical Acts 31. The Power Of Governance 32. Participation Of Lay Members In Ecclesiastical Governance 33. Ecclesiastical Offices 34. Participation Of Lay Members In Ecclesiastical Offices 35. The Provision Of Ecclesiastical Office 36. Free Conferral 37. Presentation 38. Election 39. Postulation 40. Loss Of Ecclesiastical Office 41. Resignation, Transfer, Removal 42. Privation, Prescription 43. The Computation Of Time 44. Evaluation Of Student's Work 45. Course Student Evaluation					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam	0,5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 20% Midterm test – 20% Written exam – 25% Oral exam – 25% Seminar essey – 10%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	<i>Kodeks kanonskog prava s izvorima</i> iz 1917, GK, Zagreb, 2007. <i>Zakonik kanonskoga prava s izvorima</i> , GK, Zagreb 1996. <i>Zakonik kanona istočnih Crkava s izvorima</i> , GK, Zagreb 1996. BRKAN, J. (1997). <i>Opće odredbe Zakonika kanonskoga prava</i> , Makarska. ŠKALABRIN, N. (1994). <i>Uvod u kanonsko pravo</i> , Đakovo.					
2.12. Optional literature (at the time of submission of study programme)	BERLJAK, M. (1983). Novi crkveni zakonik - Kodeks kanonskoga prava Ivana Pavla II. - Nastajanje-proглаšenje-stupanje na snagu-sadržaj, u: BS, 53, br. 2-3, str. 165-182. ŠALKOVIĆ, J. (2005). Zakonik kanonskog prava – teološko-pravna sinteza Sabora, u BS 75., br. 3, str. 767–792.					

proposal)	
2.13. Quality assurance methods that ensure the acquisition of exit competences	At the beginning of the semester students will be provided with instructions on monitoring and evaluation of Course. Furthermore students will be encouraged to actively study legal literature. During the semester students will be given access to updates, progress reports and activities as well as to the updated materials to be included for self- training and assistance in taking the exams.
2.14. Other (as the proposer wishes to add)	

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc.Ivan Sesar	1.6. Year of the study programme	3
1.2. Name of the course	Sanctions and Processes (Book VI, VII)	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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	To educate students and instruct them in learning, understanding, commenting and application of the provisions of the Code of Canon Law from 1983, VI Books: <i>Sanctions in the Church</i> , and VII Books: <i>Processes</i> . To provide students with a basic knowledge of all possible sanctions in the Church, and learning about the Church judiciary in general, trial and some special procedures in order to achieve the necessary understanding and applicability of provisions from VI and VII books of Code.		
2.2. Course enrolment requirements and entry competences required for the course	Students need to: <ul style="list-style-type: none"> - Be familiar with basic knowledge of Church history, theology and ecclesiology. - Know and understand the General Norms, I Book of Code. - Know the basics of Latin language. 		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - To train for the priesthood, diaconate and other pastoral services. - To apply knowledge of Canon law in the planning and execution of religious teaching. - To apply knowledge of Canon law in pastoral work. - To interpret and apply the Canon law of the Church in society, in school and parish community. - To train for active and proper participation in tasks of evangelization in the Church and in society. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Learn the material contained in Books VI and VII of the Code from 1983. - Learn the relationship between the general and particular Canon Law of the Latin Church in the matter of criminal and procedural law. - Apply the content of Canon law in the teaching of religious education in primary and secondary schools, - To understand the intention of the Church legislature and legal system of the Catholic Church, - Interpret the Canonical provisions, - Apply Canon law in Church and society life, - Provide a Canonical legal advice or opinion, and perform administrative tasks. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction to VI Book of Code: Sanctions In The Church (can.1311 - 1399) 2. The Punishment and Offences in general 3. The Idea of Punishment and Offence 4. Aim of the punishment and offences 5. Penal Law And Penal Precept 6. Those subject To Penal Sanctions 7. Penalties And Other Punishments 8. Censures: Excommunication, suspension 9. Expiatory Penalties 10. Penal Remedies And Penance 11. The Application Of Penalties 12. The Cessation Of Penalties 13. Penalties For specific Offences 		

	<p>14. Offences Against Religion And The Unity Of The Church 15. Offences Against Church Authorities And The Freedom Of The Church 16. Usurpation Of Ecclesiastical Offices And Offences Committed In Their Exercise 17. The Offence Of Falsehood 18. Offences Against Special Obligations 19. Offences Against Human Life And Freedom 20. General Norm 21. Open questions in penal law 22. Introduction to VII Book of Code Book: Processes 23. Trials In General 24. The Competent Forum 25. Various Grades And Kinds Of Tribunals 26. The Tribunal Of First Instance 27. The Judge 28. Officers of the Tribunal: Auditors And Relators, The Promotor Of Justice, The Defender Of The Bond And The Notary, Lay persons in tribunal. 29. The Tribunal Of Second Instance 30. The Tribunals Of The Apostolic See 31. The Discipline To Be Observed In Tribunals, The Duties Of The Judges And Of The Officers Of The Tribunal 32. The Ordering Of The Hearing, Time Limits And Postponements, The Place Of Trial, Archives, Those Who May Be Admitted To The Court And The Manner Of Compiling And Preserving The Acts, The Parties In The Case, The Petitioner And The Respondent, Procurators And Advocates 33. Accusations and objections 34. The Ordinary Contentious Trial 35. The Introduction Of The Case, The Petition Introducing The Suit 36. The citation and notification Of Judicial Acts, The Joinder Of The Issue 37. The Trial Of The Issue, 38. Proofs, The Publication Of The Acts, The Conclusion Of The Case And Discussion of the Case 39. Pronouncement of The Judge, The Appeal 40. Matrimonial Procedures, Cases Concerning The Declaration Of Nullity Of Marriage 41. Cases Concerning The Separation Of Spouses, The Process For The Dispensation From A Ratified And Non-Consummated Marriage, The Process In The Case Of The Presumed Death Of A Spouse 42. Cases For The Declaration Of Nullity Of Sacred Ordination 43. Ways Of Avoiding Trials, The Penal Process: The Preliminary Investigation, The Development Of The Process, the action for reparation of damages 44. Evaluation of Student work 45. Course Student Evaluation</p>						
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:				
2.8. Student responsibilities							
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training		
	Experimental work		Report		(other)		
	Essay		Seminar essay	0,5	(other)		
	Tests	0,5	Oral exam	1	(other)		
	Written exam	0,5	Project		(other)		
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 20% Midterm test – 20% Written exam – 25% Oral exam – 25% Seminar essey – 10%						

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	<i>Zakonik kanonskoga prava s izvorima</i> , Zagreb 1996.		
	ŠKALABRIN, N. (2004) <i>Kaznene mjere u Crkvi</i> , Đakovo.		
	N. ŠKALABRIN, N. (2000) <i>Postupci</i> , Đakovo.		
2.15. Optional literature (at the time of submission of study programme proposal)	RAZNI AUTORI, (2010). <i>Posebni sudski postupci i postupanja</i> , (ur. J. Šalković), Zagreb. RAZNI AUTORI, (2012). <i>Strukturalne pretpostavke sudske vlasti u Crkvi</i> , (ur. J. Šalković), Zagreb.		
2.16. Quality assurance methods that ensure the acquisition of exit competences	Students will actively attend classes, but their work will be monitored through the seminars, midterm exams, as well as through written and oral exams. At the beginning of the semester students will be provided with the instructions on classes, and will be encouraged to actively study the legal literature, as well as new materials to be included for self-training and assistance in taking the exams.		
2.17. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Marinko Pejić	1.6. Year of the study programme	3
1.2. Name of the course	Ecumenical Theology	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	20
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
2. COUSE DESCRIPTION			
2.1. Course objectives	To introduce students to: the history of attempts to unite Christians, past and current theological concepts and practical application of methods and models to overcome the division, inter-Church situation in Croatia, major ecumenical events and most significant ecumenical institutions in the world and in Croatia and how to improve abilities for co-existence in a pluralistically orientated social environment. Students will gain competencies in appropriately handling the current multiplicity of Churches, for inter-Christian dialogue and to work on promoting inter-Church unity.		
2.2. Course enrolment requirements and entry competences required for the course	Interest for the content of this course and motivation for personal interest in general and Church history.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>-To observe one's own Church identity and the entire programme of religious pedagogy and catechetics in the general</p> <p>-Christian and inter-church context and to allow future teachers a mature, knowledgeable and non-conflicted approach to school conditions which often include encounters with various Church beliefs and identities.</p>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be competent to:</p> <ul style="list-style-type: none"> - understand the theological and practical significance and effects of the division on the one side and on the other, the attempts for greater degrees of inter-church unity and unison; - mediate objective and scientifically based ecumenically relevant facts to those involved in education and formation without prejudice and exclusivity; - apply adequate methods and approaches to deal with inter-Christian theological specificities and differences; - supplement personal educational student profiles with complimentary ecumenical-theological content and methods of the specificity of Churches and Christian communities; - find and use material for e-learning and to present ecumenical topics and content; with one's own Church identity, to distinguish the connectable "wealth in variety" from the syncretic mechanical sum of personal quantitate synthetically collected into one "supra-Church". 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>1. Introduction to the course. Definitions: "Ecumenical theology", "oikos", oikumene". Transformation of the meaning of the definition of "oekumene" during history. Delineation between related definitions and courses. Various meanings of the expression "ecumenical theology" and the "theology of ecumenism".</p> <p>2. Unity and unison as: a) generally known and generally accepted; and b) as a Biblical value.</p> <p>3. "Ecumenical unity" and "ecumenical unison", aren't identical. "Unity of Christians" and/or "unity of the Churches"? Existence and/or non-existence of unity? Unity "still" and unity "already".</p> <p>4. Contemporary varied descriptions of ecumenism: singular possessiveness of ecumenism as a "patent" of one's own Church, difference between particular-Church and general-Church ecumenism. Rejecting and denouncing ecumenism – a terminological or contextual problem? The need for "all-Christian" agreement on the meaning and content of the term ecumenism.</p> <p>5. Authentic Christian acceptance of ecumenism as an attempt to establish a greater</p>		

degree of unity because it: a) is a fuller realisation of the “message” Jesus gave to his apostles in the Gospel “to be one”;

6. b) is a fuller realisation of one of the four vital characteristics of the Church – unity, set Nicene-Constantinople belief: “I believe in the one, holy, Catholic and Apostolic Church”;

7. c) current diminished credibility of the proclamation of doctrinally and judicially divided and mutually opposed Churches and diminished efficiency of the so-called “new evangelisation” due to the existing division;

8. d) achieving completeness of Christ’s Church by overcoming unilateral and alienated exaggeration of those who impinge on the truth and authenticity of apostolic faith, enriching traditional feasts of one’s own Church with the authentic traditional feasts of other Churches.

9. Factors that go in favour of or not in favour of ecumenism: a) need for greater Church unity and unison on the one hand encouraging declared attitudes of the majority of Churches and on the other the mutual presence of the blocking fear of the repercussions that is present in Churches;

10. b) the results of joint work by theological commissions are encouraging but there is an insufficient perception and reception of theological results on the one hand which thwarts the growth of unity and unison; c) encouraging pressure is noticed in some sections of the faithful on the one hand however, other sections of the faithful are indifferent to the problem of the disunity of the Church on the other;

11. d) The level of unison achieved is encouraged in some contemporary inter-Church initiatives (Taize, Ottmaring, etc.), however, there is a negative tendency toward ecumenism in various groups and circles that believe that the only true Christian faith belongs to them and their community.

12. Methods of preserving and/or establishing infringed unison as applied throughout history: a) method of assimilating the varied and specific; b) method of an universal union; c) method of particular union; d) method of ecumenical dialogue “par cum pari”.

13. “Eastern schism” – an event or process? Circumstances surrounding the division, significance, symbolic and real significance of anathema of 1054 and their removal in 1965.

14. Current situation in bilateral Catholic-Orthodox ecumenical dialogue (institutional instruments for dialogue, review of results to date and the most relevant dialogue documents).

15. “Western schism” – desire for reform (reviving the one) Church resulted in reformation (emergence of the masses often accusing each other) Churches; circumstances, major theological-doctrinal points and three specific reformers: Luther, Zwingli and Calvin.

16. Comparative reformation in Germany, Switzerland and England. Doctrinal theological differences and specificity of the Catholic Church, Reformation Churches and Churches emerging from reformation and their current attempts for reunion.

17. Spiritual ecumenism. Emergence and significance of world Ecumenical Prayer Cycle for the oneness of Christians.

18. (Non)agreements about “Catholic-Orthodox ecumenism” as an all-time attempt for unity on the one hand and new age “Protestant ecumenism” on the other? The Second Vatican Council – emergence or continuation of Catholic endeavours for union? “Divine man” and “humanistic” ecumenism between opposites and synthesis.

19. Rahner-Friesov’s model of “forthcoming” unity of the Church. Other models of unity by contemporary Christian theologians.

20. Choice of ecumenically relevant events, activities and endeavours for unity of the Churches on a Croatian and world level during history and today.

21. Choice of ecumenical relevant activists on the Croatian and world level.

22. Prospects of ecumenism and ecumenical theology.

2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:

2.8. Student responsibilities

2.9. Screening student work (name the proportion of ECTS credits for each	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1	(other)	

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30% Two tests 20 Final exam 50%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Lies,L, <i>Temeljni tečaj ekumenske teologije</i> , Kršćanska sadašnjost, Zagreb, 2011.					
	J. Kolarić, <i>Ekumenska trilogija. Istočni kršćani. Pravoslavni. Protestanti</i> , Zagreb 2005.					
	N. Ikić, <i>Ekumenske studije i dokumenti</i> , Sarajevo 2003.					
	M. Pejić, <i>Ekumenska teologija. Skripta na korištenje studentima Franjevačke teologije</i> , Sarajevo 2009.					
2.12. Optional literature (at the time of submission of study programme proposal)	D. Moro, <i>Teološki hod ekumenizma u XX. stoljeću</i> , Split 2009. M. Roman, <i>Uvod u teologiju ekumenizma</i> , Veternik 2001. T. Šagi-Bunić, <i>Ali drugog puta nema</i> , Zagreb 1972. Zečević J., <i>Pomirenje i ekumenizam u kontekstu krize civilizacije</i> , u: <i>Bogoslovska smotra</i> , Zagreb, 2-3/1998, 359-373. Zečević J., <i>Značaj europske ekumenske povelje</i> , u: <i>Ekumenska povelja</i> , Kršćanska sadašnjost, Zagreb, 2002. Zečević J., <i>Ekumenizam u Hrvatskoj</i> , u: Aračić P. (ur.), «Jeremija, što vidiš?» (Jr 24,3). <i>Crkva u hrvatskom tranzicijskom društvu</i> , Teologija u Đakovu, Đakovo, 2001., str. 205-223. Frieling R., <i>Put ekumenske misli</i> , Teološki fakultet „Matija Vlačić Ilirik“, Zagreb, 2009. <i>Dekret o ekumenizmu „Unitatis redintegratio“</i> , u: <i>Drugi Vatikanski koncil: Dokumenti</i> , Kršćanska sadašnjost, Zagreb, 2008, 231-263.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	During lectures during the semester student activities will be monitored with regard to progress in continually managing set literature and deepening their knowledge. Evidence will be kept of attendance to lectures, active participation during discussions and use of consultations. At the end of the semester an anonymous survey will be conducted to evaluate the course, lecturer and students.					
2.14. Other (as the proposer wishes to add)						

6.4. IV. year of study

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Božo Lujčić		1.6. Year of the study programme	4		
1.2. Name of the course	Biblical Theology of the Old Testament		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30		
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	30		
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		
2. COUSE DESCRIPTION						
2.1. Course objectives	This course teaches students competencies to view the messages in the Old Testament in a succinct way in order to obtain a better insight to mutual coherence between individual major theological topics: creation, salvation, covenant, conversion, future, justice.					
2.2. Course enrolment requirements and entry competences required for the course	Successfully completed courses such as: General Introduction to the Scriptures, Introduction and exegesis of the Old Testament I, Introduction and exegesis of the Old Testament II, which means successful completion and passing compulsory undergraduate courses according to the set programme.					
2.3. Learning outcomes at the level of the programme to which the course contributes	Gather knowledge of the messages in the Old Testament that are relevant to understand the New Testament but also to teach students how to analyse Biblical topics in depth and scope, particularly in relation to God, man and the world.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: Scrutinise and comprehend Biblical texts and mutually connected material; Recognise and explain some vital Biblical facts; Identify the differences between analytical and synthetical approaches to texts; Semantically expand fundamental Biblical definitions: faith, salvation, creation, covenant Relate Biblical context to contemporary issues in science.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	The course starts with the major topic of faith in the Biblical sense analysed on the basis of significant verbs that semantically indicate their content as well as for individual figures in concrete historical situations; Second major theme is to interpret the topics of: belief in God the creator: two reports on the creation and other texts and relations towards contemporary achievements in science; Third major theme: belief in God the saviour: exodus from Egypt, journey through the desert and entering the Promised land; Fourth major theme: belief in the God of promise or the God of the future. This touches on some aspects of the second theme: covenant, conversion, justice.					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Reading Biblical texts and analysing them, reading selected literature, smaller written essays and reviews					
2.9. Screening student work (name the proportion of ECTS credits for each)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1	(other)	

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Activities at lectures – 10% Seminar essay / exercises / practical training –40% Three term tests -50%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Božo Lujčić, Drugi mogućnost ljubavi					
	Adalbert Rebić; Središnje teme Staroga zavjeta					
2.12. Optional literature (at the time of submission of study programme proposal)	Anto Popović, Biblijske teme Ivan Šporčić, Biblijska poruka za naše vrijeme					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Preliminary exam, oral and written exams					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Božo Lujčić	1.6. Year of the study programme	4
1.2. Name of the course	Biblical Theology of the New Testament	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	Seeing that the form and content form a whole, literary structure is a direct expression of theological form, the theology of certain scripts in the New Testament deserves determined significance in order to acquire complete comprehension. A synthetical view is given on the example of major themes in the NT (Christology, soteriology, pneumatology, ecclesiology, eschatology). Students gain competencies in comprehending NT scripts and a theological reflection on the historical person of Jesus Christ.		
2.2. Course enrolment requirements and entry competences required for the course	Introduction to Exegesis in the New Testament.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The Scriptures as the soul of theology has an irreplaceable place in the study of religious pedagogy and catechesis. Hermeneutically viewed, it is the starting point and exegetic-theological results are the foundation of its actualisation (systematic theology) and its application (practical theology).		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be competent to: - Comprehend individual scripts in the New Testament; - Distinguish New Testament theological concepts; - Present individual New Testament themes; - Use exegetic-theological results in catechesis and RI.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Christological framework – confessional formula I Cor 15:3; 2. The Paschal mystery. New Covenant; 3. Christ's Kingdom. Christ's assumption; 4. The parables; 5. Miracles. Synoptic and John; 6. The speech on the mountain. Blessedness. Prayer; 7. Epistle to the Hebrews; 8. Follow Christ according to St Mark; 9. Ambiguous behaviour/following Christ; 10. Galatians 11. Justification 12. St. Paul's ecclesiology (1 Cor, Col, Eph.) 13. 1 Thessalonians; 14. The Book of Revelation; 15. The Book of Revelation.		
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety x partial e-learning <input type="checkbox"/> field work	x independent assignments x multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities			

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Reading prescribed literature 40% Final examination 60 %					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	B. Lujčić, <i>Božja vladavina kao svijet novoga čovjeka</i>					
	B. Lujčić, <i>Božje kraljevstvo kao novi svijet (skripta)</i>					
	B. Lujčić, <i>Kratki uvod u novozavjetnu poruku</i>					
2.12. Optional literature (at the time of submission of study programme proposal)	B. Lujčić, <i>Isusova otvorena antropologija</i> I. Dugandžić, <i>Biblijska teologija Novoga zavjeta</i> J.Gnilka, <i>Teologija Novoga zavjeta</i>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Oral exam					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION					
1.1. Course teacher	Dr. sc. Anto Popović		1.6. Year of the study programme	IV.	
1.2. Name of the course	Introduction and New Testament Exegesis III (Pauline and Other Epistles)		1.7. Credits (ECTS)	4	
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45	
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	10	
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	To get acquainted with the activity of the apostle Paul and with his Letters.				
2.2. Course enrolment requirements and entry competences required for the course	The knowledge of Biblical Greek language.				
2.3. Learning outcomes at the level of the programme to which the course contributes	The understanding of the apostle Paul and of his Letter contributes considerable to the understanding of the New Testament theologies as well as of the ecclesiology. Paul's use of the "global" infrastructure of that time as a means for the promotion of the evangelization is a lasting inspiration to search for the new ways of evangelization in the contemporary global world.				
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student will be able: To perceive the "global" infrastructure of tje apostle Paul's time; To understand the driving motives of Paul's tireless apostolic activity; To interpret structure, content, theology and circumstances of each of Paul's Letters; To interpret structure, content and theology of the three remaining Catholic Letters (James, 1/2 Peter; Jude).				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Introduction into the theme of the course and bibliography (2); "Globalization" of the Roman Empire (4); Chronological reconstruction of Paul's life (2); Thirteen Pauline Letters (27); The Letter to the Hebrews (3); Four Catholic Letters: James, 1/2 Peter; Jude (7).				
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,2	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	1,2	Oral exam		(other)
	Written exam	1,6	Project		(other)
2.10. Grading and evaluating student work in class and at the final	Attendance of the lectures: 30%; Tests: 30%; Written exam: 40%;				

exam			
	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	HARRINGTON, W. J., <i>Uvod u Novi zavjet</i> , prev. M. Zovkić, Priručnici 13-14, Kršćanska sadašnjost, Zagreb, 1993.		
	DUGANDŽIĆ, I., <i>Pavao - svjedok i apostol Isusa Krista</i> , Zagreb, 2002.		
	VIDOVIĆ, M., <i>Pavlovski spisi. Uvod i osnove tumačenja</i> , Biblioteka "Crkve u svijetu" 40, Crkva u svijetu, Split, 2007.		
	BROWN, R. E., <i>Uvod u Novi zavjet</i> , prev. D. Tomašević, Priručnici 86, Kršćanska sadašnjost, Zagreb, 2008.		
2.12. Optional literature (at the time of submission of study programme proposal)	CIFRAK, M., "'... da ne činite to što budete htjeli' (Gal 5,15)", <i>Bogoslovska smotra</i> 74 (2004) 635-651; POPOVIĆ, A., <i>Biblijske teme</i> , Teološki radovi 40, Kršćanska sadašnjost, Zagreb, 2004., 173-222, 253-277; A. POPOVIĆ, "Kršćanska vjera kao borba (ἀγών) i kao odricanje (ἐγκράτεια) prema Prvoj Korinćanima 9,24-27)", u: M. CIFRAK - D. TOKIĆ, (ur.), <i>Da istina evanđelja ostane kod vas (Gal 2,5)</i> , Teološki radovi 72, Kršćanska sadašnjost, Zagreb, 2014., 213-254;		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam.		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION			
1.1. Course teacher	Mr. sc. Miro Jelečević	1.6. Year of the study programme	4
1.2. Name of the course	Grace	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Understanding of the Christian doctrine of the relationship between God and man as a deeply personal one. This relationship is expressed in theology by the doctrine of Grace. The doctrine of Grace is a theological anthropology of a justified man. To this purpose the course introduces students to the fundamental presumptions of the theology of Creation, particularly the creation of man, Biblical foundations of the theology of Creation and anthropology as well as a systematic overview of Christian anthropology.		
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>Students should be able to:</p> <ul style="list-style-type: none"> - Recognise and comprehend the fundamental content of Biblical and systematic Theology of the Creation and the Theology of Grace. - Recognise and comprehend the fundamental features of Christian anthropology: man the creature created in the image of God, wounded by sin and alienated, the grace of healing, called to God's benevolence and living in eternal union with God and the entire human race. - Capacitate students for holistic pastoral care and Christian based religious upbringing with a particular anthropological view. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be competent to:</p> <ul style="list-style-type: none"> - Recognise and comprehend the fundamental content of the Theology of Grace - Recognise and comprehend systematic Christian anthropological doctrine, particularly contemporary theological anthropology; - Adopt and apply proper knowledge of theological anthropology in their religious life and preaching. - Recognise and confront in a dialogue the similarities and differences between Christians anthropology and the anthropology of the other religions. - Participate in synergy with other theological disciplines in social search and ideological confrontations that are typical for actual change of cultural paradigm and its anthropological discourse. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. History of the discipline and Grace 2. Universality of God's Grace 3. Gratuity of Grace and human cooperation 4. Essence and nature of God's Grace in a human being 5. God's gracious activity in Jesus Christ 5. God's Grace and post-modern man 6. Biblical and patristic understanding of Grace 7. Man and Grace in the teaching of the Magisterium with a special reference to the dispute concerning the doctrine of justification with Reformed tradition 8. Recent theological thinking concerning the role of Grace in anthropology: Rahner, Lubac, Balthasar, Congar 9. Epilogue: Christian vision of human being 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory	2.7. Comments:

	<input type="checkbox"/> field work	<input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 40% Tests–20% Oral exam – 40%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	I. Golub, Milost, Zagreb 1997.					
	Markešić L., Čovjek u Božjoj budućnosti. Kršćanska eshatologija, Sarajevo 2007.					
	Markešić L., Čovjek u Božjoj milosti, Sarajevo 2008.					
	A.Scola – G. Marengo – J. Prades Lopez, Čovjek kao osoba. Teološka antropologija Zagreb, 2003, 1977					
2.12. Optional literature (at the time of submission of study programme proposal)	Markešić L., Crkva Božja. Postanak – povijest – poslanje, Sarajevo 2005. Markešić L., Izgradnja Crkve prema Prvom pismu Korinćanima, Sarajevo 2006. Metz J. B., Crkva i svijet u svjetlu političke teologije, u: Svesci 13 (1969.) 6-12. Šagi – Bunić T., Povijest kršćanske literature, Zagreb 1976. Xavier Leon – Dufour (Izd.), Rječnik biblijske teologije, Zagreb 1969.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will be monitored during lectures open questions and discussion and particularly with reference to their seminar essay, analysis of the results of term tests and written examination.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Mile Babić	1.6. Year of the study programme	4
1.2. Name of the course	Christology	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 50 S 10
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Introduce students to the sources, tradition and contemporary interpretation of faith in Jesus Christ. Introduce students with Christological tradition and Church councils, Christ's personality, nature and psychology and the ontology of the embodiment.		
2.2. Course enrolment requirements and entry competences required for the course	Prior knowledge of fundamental biblical and philosophical-theological definitions that relate to Jesus Christ. Knowledge and use of programme tools to work with texts and e-learning systems.		
2.3. Learning outcomes at the level of the programme to which the course contributes	To apply knowledge gained to concrete (current) life situations in religious, social and other relations between people. Critically assesses these relations in light of Jesus' teaching, behaviour and actions. Competency in identifying and disclosing contemporary challenges in a contemporary environment.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be competent to: Comprehend the role and importance of Jesus Christ for man and society in general and in particular to the faithful. Apply traditional and contemporary methods in speech about the mystery of Jesus Christ. Analyse and recognise criteria that help in conducting ecumenical and inter-religious dialogue. Work in a team to prepare drafts and projects that will serve as a contemporary proclamation about Jesus Christ. Present various approaches to the person of Jesus Christ to expert and other public auditoriums. Use e-learning material for further studies.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. <i>Contemporary Christology</i>: talk about Jesus Christ in Christian Churches and in "non-Christian" environments. 2. <i>Biblical Christology</i>: roots, proclamation of Jesus Christ, his behaviour and actions. 3. <i>Pre-Paschal Christology</i>. 4. Jesus' death and resurrection. 5. Universalism of the salvation by Jesus Christ. 6. Varied New Testamental Christology, explicit Christology. 7. Historical-dogmatic development of Christology. 8. Christological heresy. 9. Church fathers about Jesus Christ. 10. Christological confessions of faith and Church councils. 11. Fundamental emphasis on Western-Christian and medieval Christology. 12. Fundamental emphasis on Western-Christian Protestant and modern Christology. 13. Systematic Christology: pre-existence, incarnation, psychological view. 		
2.6. Format of instruction:	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student	Regular attendance to lectures and active participation during classes, participating in e-		

responsibilities	learning programme, preparing individual seminar essays.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests	1	Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Active participation in class – 10% Seminar essay – 25% Term tests - 25% Final examination – 40%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	KARLIĆ I, <i>Bogočovjek Isus Krist. Uvod u kristologiju</i> , Zagreb, 2009;					
	KASPER W, <i>Isus Krist</i> , Split, 1995;					
	GALOT J, <i>Tko si ti, Kriste? Kristologija</i> , Đakovo, 1996.					
	BABIĆ, M, <i>Himan Fil 2,6-11 u kristologiji Teodoreta Cirskog</i> , Zagreb, 1990.					
2.12. Optional literature (at the time of submission of study programme proposal)	PAPINSKA MEĐUNARODNA TEOLOŠKA KOMISIJA, <i>Izabrana pitanja kristologije</i> , Zagreb, 1983; IVANČIĆ T, <i>Isus iz Nazareta - povijesna osoba</i> , Zagreb, 1996; SCHNACKENBURG R, <i>Osoba Isusa Krista u četiri Evanđelja</i> , Zagreb, 1997; GNILKA J, <i>Isus iz Nazareta. Poruka i povijest</i> , Zagreb, 2009.					
2.13. Quality assurance methods that ensure the acquisition of exit competences						
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Mr. sc. Miro Jelečević	1.6. Year of the study programme	4
1.2. Name of the course	Mariology	1.7. Credits (ECTS)	1
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 15
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	30
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%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	This course aims at introducing students to the fundamental hypothesis of dogmatic ecclesiology, Biblical foundations of ecclesiology, development of dogmatic ecclesiology as well as offering a systematic overview of ecclesiological doctrine, primarily based on the Dogmatic Constitution LG.		
2.2. Course enrolment requirements and entry competences required for the course	It is presumed and preferred that students have some prior knowledge of Christology, pneumatology, the Sacraments, the history of the Church and sound knowledge of Biblical theology of the Old and New Testaments.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>To acquire knowledge relevant to the course:</p> <ul style="list-style-type: none"> -Recognise and comprehend the fundamental content of systematic ecclesiology; -Recognise and comprehend the fundamental features of Biblical creed in relation to ecclesiology; -Capacitate students for conscious and active participation in the task of Christian evangelisation in contemporary society; -Capacitate students for holistic pastoral care and Christian (ecclesiological) founded on religious upbringing. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be competent to:</p> <ul style="list-style-type: none"> -Recognise the fundamental presumptions of faith in the Church; -Recognise and comprehend the vital features of Old Testament and New Testament creed; -Recognise and comprehend the historical development of ecclesiology; -Recognise and comprehend systematic ecclesiological doctrine, particularly contemporary ecclesiology; -Adopt and apply proper knowledge of ecclesiology in their religious life and preaching. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction: Content, methodology and specificity of dogmatic ecclesiology. 2. The image of the Church and God's people in the Old Testament. 3. Establishment, nature and growth of the Church in the New Testament and Apostolic era. 4. Development of dogmatic ecclesiology in the period of the Church fathers. 5. Ecclesiology during the Scholastics. 6. Trent ecclesiology. 7. Ecclesiology in the 19th and early 20th centuries – to the Mystici Corporis by Pope Pius XII. 8. Ecclesiology in preparation for the Second Vatican Council. 9. Dogmatic Constitution o 10. The Church as a mystery, sacrament, act of the Holy Trinity, Mystical Body of Christ, the Church visible and divine reality. 11. The Church as God's people, the new covenant and new people, general priesthood of the faithful, charism in God' people, universality and Catholicism in the one nation of God 12. Hierarchical structure of the Church, sacramentality of the episcopate and college of bishops. 13. The laity in the Church, nature, mission and dignity of the laity in God's nation. Priestly, prophetic and kingly service of the laity in the Church. The apostolic work of the laity in the Church. 		

	<p>14. General call to sanctity, multi-faceted forms of sanctity, paths and means toward holiness.</p> <p>15. Evangelic advice in the Church, nature, importance and greatness of the holy order.</p> <p>16. Mary's Immaculate Conception and consequent holiness. Mary's cooperation in the mystery of the embodiment and redemption.</p> <p>17. Mary's assumption to heaven.</p> <p>18. Mary in the mystery of the Church. Mary, a member of the Church.</p> <p>19. Mary, virgin and Mother, model of the Church. Mary, the sign of assured hope and comfort for God's wandering people.</p> <p>20. Mariology in crisis. Directions from the Second Vatican Council. Development of post-Council Mariology. Future of Mariology. n the Church Lumen Gentium.</p>					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	0.5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 40% Oral exam – 60%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	R. Brajčić – M. Zovkić, Dogmatska konstitucija o Crkvi – Lumen gentium 1, Zagreb 1977.					
	L. Markešić, Crkva Božja, Sarajevo, 2005.					
	I. Golub, Duh Sveti u Crkvi, Zagreb 1975.					
	V. Košić, Marija, Majka Sina Božjega, Zagreb, 2003					
2.12. Optional literature (at the time of submission of study programme proposal)	N. Vukoja, Crkva iz Krista. Neki kristološki elementi ekleziologije pape Pavla VI, Zagreb, 2010.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will be monitored during lectures open questions and discussion and particularly with reference to their seminar essay, analysis of the results of term tests and written examination.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Mr. sc. Miro Jelečević	1.6. Year of the study programme	4
1.2. Name of the course	Sacraments I-II	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30+30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	20
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
2. COUSE DESCRIPTION			
2.1. Course objectives	The goal of this subject is to introduce students to the meaning and place of the sacraments in Catholic systematic theology and theology generally. To introduce students to the religious and cultural context at the time of the establishment of the sacraments. To introduce students to the rich ecclesial and theological reflection on the sacraments of baptism, confirmation and reconciliation, with their practice and systematization. To approach in a critical and dialogical manner the contemporary problems and challenges facing sacramental theology and the practice of administering the sacraments and to introduce students to the ecumenical developments regarding the above-mentioned sacraments.		
2.2. Course enrolment requirements and entry competences required for the course	Previous completion of the basic philosophical and theological terminology and content such assumptions theological question of the sacraments, and knowledge of the main historical and systematic development and highlights the history of the Church and theology. Knowledge and service technical and didactic instruments necessary for study		
2.3. Learning outcomes at the level of the programme to which the course contributes	To gain knowledge of systematic theology of the sacraments that is necessary for authentic practice and subsequent reflection. To be capable of conducting competent dialogue and an open approach to contemporary problems concerning sacramentology. The ability to communicate the acquired knowledge of the sacraments.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students should be able: -to identify the meaning of sacraments generally within theology and their importance in the practical life of the Church - to integrate historical developments in the practice of administering the sacraments and sacramentology and to place them in the wider cultural religious context - to present the traditional wealth of sacraments in modern language - to a critically analyse in a spirit of dialogue the challenges of modern-day culture - to synthesise and communicate acquired knowledge of the sacraments.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. To gain a general understanding of sacraments and their place in the life and practice of the Church 2. Role of the sacraments in theology, particularly systematic theology. The division of sacramentology. 3. Contemporary problems in relation to the understanding of the sacraments and the practice of administering them 4. Biblical foundation of Church teaching of the sacraments; mysterion and sacramentum 5. Historical-theological development of the sacraments: early Church, scholastic theology, IV. Lateran Council, T. Aquinas 6. Reformation and the Council of Trent, post-Tridentine theology 7. Different approaches in the development of sacramental theology in the 20. century, ecumenical dialogue and consensus 8. Systematic reflection: number and institution of the sacraments 9. Minister and receiver of the sacraments, matter and form, sacramental character 10. Effectiveness of sacraments 11. Jesus Christ – the original sacrament; Church as a basic sacrament – individual sacraments 12. Sacrament and the word 13. Baptism: approach – modern problems and possibilities 		

	14. Biblical foundations and the practice of administering the sacraments in the early Christian communities 15. Historical theological development until the period of Scholasticism 16. Historical theological development: from the Middle Ages until the present day 17. Main systematic emphasis's and questions: initiation, ecumenism, necessity of salvation 18. The question about the baptism of children 19. Sacrament of confirmation: contemporary situation and biblical foundation 20. Historical theological development and main systematic emphasis's on the sacrament of confirmation 21. Sacrament of reconciliation: contemporary situation – problem and the actuality 22. Biblical foundation of the sacrament of reconciliation 23. Historical theological development of sacrament of reconciliation history 24. Systematic reflection on the sacrament of reconciliation 25. Tests 26. Essay and interview					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Class attendance and active participation in them. Making presentations and master the tasks set					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	
	Experimental work		Report	0,5	(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance– 30% Tests – 20% Oral exam– 50%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	F. COURTH , Sakramenti. Priručnik za teološki studij i praksu, Đakovo 1997.					
	E. H. SCHILLEBEECKX, Krist sakrament susreta s Bogom, Zagreb 1992 ² .					
	B. TESTA, Sakramenti Crkve, Zagreb 2009.					
2.12. Optional literature (at the time of submission of study programme proposal)	P. P. KASPAR, Sakramenti: jezik znakova, Sarajevo 2011. K. RAHNER, Teološki spisi, Zagreb 2008					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will be actively involved in lectures and through questions and conversation. It will be guided by the records of attendance of lectures and their progress. Evaluation of tests and written work students will be suggested in which the area there are shortcomings and where progress has been made.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Velimir Valjan	1.6. Year of the study programme	4
1.2. Name of the course	Special Moral Theology I: Virtues	1.7. Credits (ECTS)	3+3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 75 S 15
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	30
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%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - Knowledge of God's calling to man in the proclamation. - Knowledge of God's calling to man in Christ. - Knowledge of the theogonic structure of Christian life. - Knowledge of the essence of spirituality and the command of the calling in Christ. - Knowledge of moral implications of faith, hope and charity. - Knowledge of religious obligations toward God, loved ones and the community. - Knowledge of the virtuous structure of Christian life. - Knowledge of leading and moral virtues. 		
2.2. Course enrolment requirements and entry competences required for the course	<p>Prerequisite: completed course in Fundamental Moral Theology.</p> <p>Competencies: critical thought; ability for moral assessment; knowledge of fundamental moral and Christian principles of the calling in Christ.</p>		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Accomplishing internal ties between fundamental and special moral theology;</p> <ul style="list-style-type: none"> - Identifying similarities and differences between dogmatic and moral talk about the theogonic structure of Christian life in Christ; - Understanding the theological and anthropological foundations of Christian life in Christ; - Awareness of religious obligations in following Christ; - Identifying the difference between Christian based morals clean humanities foundations of morals; - Recognising differential elements in interpreting leading and moral virtues in relation to philosophical ethics. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Developing moral awareness of the vital dimensions of the Christian calling and life in Christ - Realise and explain the <i>proprium christianum</i> of moral theology - Distinguish and explain the supra-natural and natural virtues - Identify and present vital Christian obligations - Evaluate the dynamics of Christian life in Christ - Critically distinguish religious and Christian from the reasonable and human in moral life of the individual and the community - Connect supra-natural and natural virtues according to the synthesis of Christian life in Christ. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction to special moral theology 2. Theogonic structure of Christian life and the calling in Christ 3. The nature of theogonic virtues 4. The theogonic virtue of faith 5. The theogonic virtue of hope 6. The theogonic virtue of charity 7. The nature of religion and divine worship 8. Biblical foundations for Christian worship 9. Regular forms of worship: the sacraments and blessings 10. Special forms of worship: prayer, God's name, The day of the Lord, votive 11. Life in unity with God: first commandment of love 12. Life in unity with one's brothers and sisters: second commandment of love 13. Leading virtues 		

	14. Moral virtues					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Attendance to lectures; Literature research					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	1	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance– 30% Attendance to lectures – 10% Tests – 10% Oral exam– 50%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Bernhard Häring, <i>Kristov zakon: svezak drugi</i> , Zagreb, 1980					
	Romanus Cessario, <i>Kreposti</i> , Zagreb, 2007					
	Servais Pinckaers, <i>Pavlov i Tomin nauk o duhovnom životu</i> , Zagreb, 2000					
2.12. Optional literature (at the time of submission of study programme proposal)	Marinko Perković, <i>Prema moralnoj zrelosti</i> , Sarajevo 2009; Alasdair MacIntyre, <i>Za vrlinom</i> , Zagreb 2004; Charles Taylor, <i>Etika autentičnosti</i> , Split 2009.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Individual consultation, term tests, examination.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Velimir Valjan	1.6. Year of the study programme	4
1.2. Name of the course	Special Moral Theology II: Commandments	1.7. Credits (ECTS)	3+3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	P 75 S 15
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	30
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%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - Knowledge of bioethical discipline: origin, development, definition, models, approaches, challenges in view of moral theology. - Knowledge of sexual anthropology: plural dimensions of human sexuality and their vital features in view of <i>imago Dei</i>. - Knowledge of marital and family relations in view of moral demands of the Sacrament of marriage. - Knowledge of bioethical challenges and their moral evaluation in view of Catholic moral doctrine. - Knowing the values and moral norms of sexual behaviour in view of Catholic moral doctrine. - Knowing the values and moral norms of behaviour in intimate marital relations in view of Catholic moral doctrine. 		
2.2. Course enrolment requirements and entry competences required for the course	<p>Prerequisite: completed philosophical courses; completed Biblical courses; completed fundamental and special moral theology.</p> <p>Competencies: critical thought; knowledge of philosophical and theological anthropology; knowledge of fundamental ethical and Christian principles of the call in Christ.</p>		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Accomplishing internal ties between moral theology and other theological branches. - Establishing an inter-disciplinary approach to bioethical, sexual and marital phenomena. - The specific contribution of theological interdisciplinary approach to bioethical, sexual and marital phenomena. - Awareness of the completeness within interdisciplinary division of various scientific and ethical views and interpretations. - Awareness of the importance of dialogue and tolerance in resolving contemporary (bio)ethical problems and challenges. - Knowledge of the necessity for metaphysical foundations and structure of the human being and life. - Knowledge of the transcendental of the human being and the divine calling. - Knowledge of the valuable dimensions of human life, sexuality and giving birth 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Knowing and presenting the metaphysical structure of the human being as the foundation of bioethics, sexual ethics and marital ethics outcomes) Knowing how to explain the unconditional value of human dignity in moral evaluation of bioethical, sexual and marital phenomena - Critically evaluate bioethical, sexual and marital problems in view of <i>imago Dei</i> - Realise and argumentatively present the depth, height and width of the sanctity of the human life - Recognising and explaining the internal value of the structure of the human life, sexuality and giving birth - Recognising and explaining the fundamental moral principles and norms of sexual behaviour - Recognising and explaining the fundamental moral principles and norms of transferring, promoting and protecting human life from conception to natural death - Critically evaluate different ethical approaches to bioethical sexual and marital problems - Distinguish good and evil within contemporary demands for a quality life 		

	- Recognise the vital essence of inheriting the <i>Gospel of life</i> in response to Christ's call.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. General introduction to the course 2. Special introduction to sexual anthropology 3. Meaning and significance of the virtue of cleanliness and moderation 4. Biological, psychological and social-culture dimensions of human sexuality 5. The phenomenon of masturbation and pre-marital sexual relations with a moral assessment 6. The phenomenon of homosexuality, paedophiles and prostitution with a moral assessment 7. Special introduction to the moral dimension of marriage 8. Meaning and significance of marital love and responsible parenthood 9. The phenomenon of contraception with a moral assessment 10. The phenomenon of sterilisation with a moral assessment 11. The phenomenon of marital adultery with a moral assessment 12. The phenomenon of infertility and its healing with a moral assessment 13. Correct birth control with a reflection on methods of proper birth control 14. Special introduction to bioethics 15. Status of the human embryo: beginning of individual human life 16. Miscarriage or intentional abortion with a moral assessment 17. Medical birth control treatment with a moral assessment 18. Transplantation of organs and organ donation 19. Human death and euthanasia with a moral assessment 20. Murder, suicide and (medically aided) suicide 21. Genetic engineering, genic therapy and GMO					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Class attendance; Research					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	1	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance -30% Individual researching literature – 10% Tests- 10% Oral exam- 50%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Bernhard Häring, <i>Kristov Zakon – Slobodni u Kristu</i> . Treći svezak, Zagreb 1986.,15-215 Michele Aramini, <i>Uvod u bioetiku</i> , Zagreb Valentin Pozaić, <i>Život dostojan života. Eutanazija u prosudbi medicinske etike</i> , Zagreb 1985 Tonči Matulić, <i>Bioetika</i> , Zagreb 2001 Valentin Pozaić, <i>Čuvari života</i> , Zagreb 1998					
2.12. Optional literature (at the time of submission of study programme)	Crkveno Učiteljstvo: <i>Gaudium et spes</i> , 47-52 (1965.); <i>Humanae Vitae</i> (1968.); <i>De abortu procurato</i> (1974.); <i>Persona humana</i> (1975); <i>Iura et bona</i> (1980); <i>Familiaris consortio</i> (1981); <i>Donum vitae</i> (1987); <i>Evangelium vitae</i>					

proposal)	(1995); <i>Dignitas personae</i> (2004); Valentin Pozaić (ur.), <i>Pred licem smrti</i> . Zbornik, Zagreb 1990; <i>Pristupi umiranju i smrti</i> . Zbornik, Split 1999; Ružica Martinović-Vlahović, <i>Prirodno planiranje obitelji</i> , Zagreb 1998; Ivan Fuček, <i>Moralno-duhovni život</i> . Svezak četvrti: <i>Predbračna ljubav – Bračna ljubav</i> , Split 2005; Ivan Fuček, <i>Moralno-duhovni život</i> . Svezak sedmi: <i>Život – smrt</i> , Split 2008; Tonči Matulić, <i>Bioetički izazovi kloniranja čovjeka</i> , Zagreb 2006; Tonči Matulić, <i>Vodič kroz bioetiku I, II, III</i> , Zagreb 2011.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students are required to actively participate during classes and in presenting their essays. Their work and progress will be assessed during term tests.
2.14. Other (as the proposer wishes to add)	

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Ivan Šarčević	1.6. Year of the study programme	IV
1.2. Name of the course	Fundamental Catechetics	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	Consider catechetics as a theological and educational discipline serving church catechesis (and religious teaching) focused on mature faith and personal encounter with Christ. Historical overview of catechesis and catechism.		
2.2. Course enrolment requirements and entry competences required for the course	Basics of biblical and dogmatic theology		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Understanding catechetics as a discipline within pastoral theology - Catechetics in interdisciplinary context - Understanding catechetics in correlation between theology and education/training disciplines - Differentiating between catechesis, religious education and religious pedagogy - Justification of catechetics in the service of upbringing in faith (within the church catechesis) 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - understand the place and role of catechesis in the process of evangelization and preaching of the Word - Get insight into the history of upbringing in faith in Bible and Christianity (catechetic deeds) - Get to know the basic catechisms in Catholic Church (and in Bosna Srebrena) - Know the basic church documents for catechesis. - Know the subject matter, the essence and the purpose of catechesis - Know the contents of catechesis and catechetic teachings - Know the basic catechetic principles - Know the role of catechists in church community - Know the basic characteristics of catechists 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Catechetics and catechesis <ol style="list-style-type: none"> 1.1. What is catechetics vs. catechesis? 1.2. Catechetics within theological and pedagogical disciplines 1.3. Major church documents on catechesis (General Directory for Catechesis, <i>Catechesi tradendae</i>, Catechism of the Catholic Church, General Directory for Catechesis) 1.4. Where to locate catechesis, its nature, purpose and obligations according to General Directory for Catechesis (1997) 1.5. Catechesis in the evangelization process 2. Catechesis, religious teaching and religious pedagogy <ol style="list-style-type: none"> 2.1. Difference between church catechesis, religious education and religious pedagogy 2.2. Subject matter and functional understanding of religion in religious pedagogy 2.3. Religious pedagogy and critique of certain religious deviations 2.4. Basic trust 3. Catechesis in the Bible <ol style="list-style-type: none"> 3.1. Passages in the Old Testament (conditionally) referring to catechesis – short formulas of faith (historical <i>credo</i>) 3.2. The New Testament passages implying catechesis 3.3. Certain New Testament expressions for first preaching of faith and deepening of 		

	<p>faith (upbringing in faith)</p> <p>3.4. Catechesis from post-apostolic time until Augustine</p> <p>4. Catechetical teachings: purport, goals and personality of catechist</p> <p>4.1. Principles in catechesis (theocentric, Christocentric, ecclesiocentric and anthropocentric)</p> <p>4.2. Christocentricity of catechesis</p> <p>4.3. What constitutes catechetical teaching (D. Emeis)</p> <p>4.4. What are the most important elements for the essence of catechetical service (A. Alberich)</p> <p>4.5. What is catechesis in terms of purport and goals (A. Alberich)</p> <p>4.6. Who is a catechist in a community (L. Soravito)</p> <p>4.7. What features/dimensions should a catechist possess?</p> <p>5. Catechesis and catechisms through history</p> <p>5.1. Catechetical deeds of the Middle Ages – precursors to the modern era catechisms</p> <p>5.2. Protestant catechisms of 16th century (Luther, Calvin, Heidelberg catechism, Helvetic faith confession)</p> <p>5.3. Catholic catechisms of 16th century (Canisius, Tridentine, Auger, Ledesma, Bellarmine)</p> <p>5.4. Catechisms of 17th century (Bossuet, Flery)</p> <p>5.5. Catechisms of 18th century (Sagan's school, Single Austrian catechism)</p> <p>5.6. Catechisms of 19th century (royal, Deharbe)</p> <p>5.7. Catechisms of 20th century: from Pius X, German, Dutch, by the <i>Power of the Holy Spirit to the Catechism of the Catholic Church</i></p> <p>6. Major catechetical works of Bosnian Franciscans</p> <p>6.1. Catechisms by Matija Divković, Tomo Babić, Jeronimo Filipović, Filip Lastrić, Augustin Miletić</p> <p>6.2. Current catechisms by two Bishops' Conferences of Croatia and Bosnia and Herzegovina</p>																	
2.6. Format of instruction:	Xlectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor X tests	2.7. Comments:															
2.8. Student responsibilities																		
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training													
	Experimental work		Report		(other)													
	Essay		Seminar essay		(other)													
	Tests	0,5	Oral exam	1	(other)													
	Written exam		Project		(other)													
2.10. Grading and evaluating student work in class and at the final exam	30% - active participation in class 10% - tests 60% - oral exam																	
2.11. Required literature (available in the library and via other media)	<table border="1"> <thead> <tr> <th data-bbox="432 1684 1166 1771">Title</th> <th data-bbox="1166 1684 1337 1771">Number of copies in the library</th> <th data-bbox="1337 1684 1527 1771">Availability via other media</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 1771 1166 1868">Emilio ALBERICH, <i>Kateheza danas. Priručnik fundamentalne katehetike</i>, Katehetski salezijanski centar, Zagreb 2002.</td> <td data-bbox="1166 1771 1337 1868"></td> <td data-bbox="1337 1771 1527 1868"></td> </tr> <tr> <td data-bbox="432 1868 1166 1964">Emilio ALBERICH, <i>Kateheza i crkvena praksa. Identitet i dimenzije kateheze u današnjoj Crkvi</i>, Katehetski salezijanski centar, Zagreb 1986.</td> <td data-bbox="1166 1868 1337 1964"></td> <td data-bbox="1337 1868 1527 1964"></td> </tr> <tr> <td data-bbox="432 1964 1166 2083">Milan ŠIMUNOVIĆ, <i>Kateheza prvenstvena zadaća Crkve. Identitet i perspektive hrvatske pokoncijske kateheze i katehetike. U obliku bilance</i>, Kršćanska sadašnjost, Zagreb 2011.</td> <td data-bbox="1166 1964 1337 2083"></td> <td data-bbox="1337 1964 1527 2083"></td> </tr> </tbody> </table>				Title	Number of copies in the library	Availability via other media	Emilio ALBERICH, <i>Kateheza danas. Priručnik fundamentalne katehetike</i> , Katehetski salezijanski centar, Zagreb 2002.			Emilio ALBERICH, <i>Kateheza i crkvena praksa. Identitet i dimenzije kateheze u današnjoj Crkvi</i> , Katehetski salezijanski centar, Zagreb 1986.			Milan ŠIMUNOVIĆ, <i>Kateheza prvenstvena zadaća Crkve. Identitet i perspektive hrvatske pokoncijske kateheze i katehetike. U obliku bilance</i> , Kršćanska sadašnjost, Zagreb 2011.				
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	Ivan ŠARČEVIĆ, "Isus Krist – osobni susret dviju sloboda. Kristocentričnost kao temeljno načelo u katehezi", u: <i>Kateheza</i> 1 (1998) 26–40; i: "Utjelovljenje kao izazov humanizmu", u: <i>Kateheza</i> 22 (2000) 51-61.		
	Valentina MANDARIĆ – Ružica RAZUM, "Pastoralno-katehetska praksa i saborska baština", u: <i>Bogoslovska smotra</i> , 75 (2005.) 3, 817-853.		
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Dieter EMEIS – Karl Heinz SCHMITT, <i>Handbuch der Gemeindegatechese</i>, Herder, Freiburg-Basel-Wien 1986.</p> <p>Pietro BRAIDO, <i>Lineamenti di storia della catechesi e dei catechismi: dal tempo delle riforme all'età degli imperialismi (1450-1870)</i>, Elle Di Ci, Leumann (Torino) ²1991.</p> <p>Franjo Emanuel Hoško, <i>Negdašnji hrvatski katekizmi</i>, Salezijanski provincijalat, Zagreb 1985.</p> <p>Ivan ŠARČEVIĆ, "Doktrinalno-moralni naglasci u katehetsko-poučnim djelima fra Matije Divkovića", u: Terezija Zemljčić (ur), <i>Majka Klara Žižić i njezina družba (1706.-2006.)</i>, Zbornik, Šibenik 2009, 433-449.</p> <p>Winfried BÖHM, <i>Povijest pedagogije. Od Platona do suvremenosti</i>, Svjetlo riječi, Sarajevo 2012.</p> <p>Kongregacija za kler, <i>Opći direktorij za katehezu</i>, Kršćanska sadašnjost i Nacionalni KU HBK, Zagreb 2000; Hrvatska biskupska konferencija, <i>Župna kateheza u obnovi župne zajednice. Plan i program</i>, Zagreb – Zadar, 2000.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Class attendance, following and participating in class discussions, tests		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Ivan Šarčević	1.6. Year of the study programme	IV
1.2. Name of the course	Special Catechetics	1.7. Credits (ECTS)	2
2.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	Allow students to get acquainted with and identify different areas of catechetic activity as well as a catechetic dimension of other aspects of church activity (preaching the word). Build their capacities for catechetic activity in the church community and school.		
2.2. Course enrolment requirements and entry competences required for the course	Basics of pastoral theology and catechetics		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - To know the meaning and importance of upbringing in faith - To know the meaning of religious education and teachers in schools - Gain competence for Bible catechesis - To know the language of art (literature and visual arts) for catechesis 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - know the meaning of religious education in schools in secular society - prepare themselves for a religious education class - teach a class on Biblical catechesis - provide a catechetic analysis of a fairy tale, fable, a work of literature or visual arts - understand and interpret the symbols and signs (natural and religious) - participate as catechists in a parish community and the catechesis of sacraments - know how to catechize different life stages as well as people in specific life circumstances (persons with disabilities, persons in care homes, prisoners...) 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Religious education <ol style="list-style-type: none"> 1.1. Religious education in public/state schools 1.2. Rationale, purpose and objective of religious education in school 1.3. Religious education curriculum in schools 2.4. Catechetic principle of correlation 2.5. Religious education in multireligious and postconflict Bosnia and Herzegovina (sample textbooks) 2. Biblical catechesis <ol style="list-style-type: none"> 2.1. Guidelines for reading the Holy Scripture 2.2. Catechetic communication approach to biblical texts 2.3. Models of biblical catechesis 2.4. Functions of biblical catechesis 2.5. The Bible and the Quran - fundamentalist reading and clash of interpretations 3. Narration in catechesis <ol style="list-style-type: none"> 3.1. Narration in the Holy Scripture (from experience through kerygma and narration to dogma) 3.2. Narrative exegesis and narrative communication 3.3. Retelling the Holy Scripture 3.4. Fairy tales/fables and catechesis 3.5. The relation between images and words in catechesis (catechisms and films) 3.6. Catechesis and literature (poetry/novel) 3.7. Catechesis and visual arts 4. Catechesis and sacraments <ol style="list-style-type: none"> 4.1. Sacraments: symbols and symbolic (ritual) moves 4.2. Mystagogy and sacraments 		

	<p>4.3. Catechesis of parents on the occasion of their children receiving sacraments</p> <p>5. Catechesis in life stages</p> <p>5.1. Catechesis from early childhood until adolescence</p> <p>5.2. Catechesis of youth</p> <p>5.3. Catechesis of university students</p> <p>5.4. catechesis of adults</p> <p>5.5 Catechesis of senior citizens</p> <p>5.6. Catechesis of peoples with disabilities</p> <p>5.7. Catechesis of education professionals (intellectuals, politicians)</p> <p>5.8. Catechesis of prisoners</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> report/presentation in class	2.7. Comments:	
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training
	Experimental work		Report	0,5	(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam	1	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	<p>30% activities in class</p> <p>20% independent reports</p> <p>60% oral exam</p>				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Valentina MANDARIĆ – Alojz HOBLAJ – Ružica RAZUM, <i>Vjeronauk – izazov Crkvi i školi</i> , Glas Koncila, Zagreb 2011.				
	Georg HILGER – Stephan LEIMGRUBER – Hans-Georg ZIEBERTZ (ur.), <i>Vjeronaučna didaktika. Priručnik za studij, obrazovanje i posao</i> , Salesiana, Zagreb 2009.				
	Josip BARIČEVIĆ, "Katehetsko-komunikacijski pristupi biblijskim tekstovima", u: <i>Diacovensia</i> 1 (1994) 110-145).				
	Ivan ŠARČEVIĆ, "S otvorenim završetkom. Naracija u pastoralu i katehezi", u: – <i>Bosna franciscana</i> 14 (2001) 5-27.				
Joseph COLOMB, <i>Kateheza životnih dobi</i> , Katehetski salezijanski centar, Zagreb 1996.					
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Biskupska konferencija BiH, <i>Plan i program katoličkoga vjeronauka u osnovnoj školi</i>, BKH i BKBIH, Zagreb-Sarajevo 2003.</p> <p>Mario CIFRAK, (ur.), <i>Živa je riječ Božja. Seminar za voditelje biblijskih skupina</i>, Zagreb 2003.</p> <p>Dieter EMEIS, <i>Sakramentekatechese</i>, Herder, Freiburg-Basel-Wien 1991.</p> <p>Peter Paul KASPAR, <i>Sakramenti – jezik znakova</i>, Svjetlo riječi, Sarajevo 2011.</p> <p>Alojz HOBLAJ, <i>Teološko-katehetska ishodišta vjerskoga odgoja u ranom djetinjstvu</i>, Glas Koncila, Zagreb 2006.</p> <p>Emilio ALBERICH – Ambroise BINZ, <i>Odrasli i kateheza. Elementi katehetske metodologije za odraslu dob</i>, Katehetski salezijanski centar, Zagreb 2002.</p> <p>Ružica RAZUM, "Katehetski incijacijski itinerarij", u: <i>Bogoslovska smotra</i> 3 (2010) 603-632.</p> <p>Ivan ŠARČEVIĆ, "Vjeroučitelj", u: <i>Magister interpresque legis Ecclesiae</i> (Zbornik u čast dr. fra Velimiru Blaževiću), Franjevačka teologija, Sarajevo 2006, 307-315.</p>				

2.13. Quality assurance methods that ensure the acquisition of exit competences	Following participation in class, written preparation of one biblical catechesis for a particular life stage or religious education class for a particular class using a catechism
2.14. Other (as the proposer wishes to add)	

1. GENERAL INFORMATION			
1.1. Course teacher	Mr. sc. Ivo Marković	1.6. Year of the study programme	4
1.2. Name of the course	Introduction to Pastoral Theology	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 25 S 5
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20
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%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	To enable students to reflect critically and analytically upon insights drawn from theology throughout history in the light of contemporary challenges affecting the life and faith of the Church		
2.2. Course enrolment requirements and entry competences required for the course	Motivation to theological knowledge and study historical theology creatively confronted with practical and theological challenges of the present moment of faith and the Church		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>-to distinguish between theological disciplines (biblical, dogmatic, fundamental theology) throughout history and practical theological disciplines that explore and order contemporary faith and Church of the day</p> <p>- to understand theological studies generally in an attempt to listen to, on one hand, both to God and Church, and on the other hand to the world</p> <p>-to critically identify the signs of the present moment of faith and Church and signs of the times, particularly from recent history in Bosnia and Hercegovina; acquiring capability to live creatively and existentially one's theological vocation and to gradually become integrated into a life of faith in the Church and everyday problems</p> <p>-to reflect critically upon the pastoral activity within parish communities and the status of the centres of theological study in the Church and society</p>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able:</p> <p>-to describe content and dynamics of the relationships between the traditional and newer practical theological disciplines</p> <p>- to describe pastoral theology as a theological science that specifically establishes a connection between theoretical theological dimension and practical pastoral concerns of the Church and of society</p> <p>- to analyse pastoral activity in the Church and in society with the help of three methodological steps: criteriology, kaiology, and praxeology</p> <p>- to describe the phases of the construction of an integral theological spirituality</p> <p>- to construct a plan for the transformation of non-adequate and non-functional practice in the actual context of faith and Church.</p>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introductory remarks. Elements and importance of integral spirituality for the study of theology and personal theological development. 2. The role of pastoral theology in theological studies and its relationship towards other theological disciplines. 3. Traditional and practical theological disciplines and their unbalanced relationship. Integral theological spirituality, elements, organisation. 4. The role and importance of art, recreation and sport in the study of theology and in a life of faith and Church. 5. Signs and trends of our times. Identity of priests and theologians, crisis and the reasons for crisis. 6. Research of "logos" of the present moment, importance of pastoral research for theology and the Church - empirical theology. 7. Theological aspects of peace, reconciliation, non-violence and conflict solution. 8. Theology between the Church and society. 9. The role of theological faculties in the Church and society, norms and models of relationship. 10. Lectures and exercises 11. Evaluation of courses and teachers 		

2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular attendance and active in teaching.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	0,5	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam	0,5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance– 25% Seminar essay – 25% Research – 25% Oral exam– 25%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Norbert Mette, Katolička pastoralna teologija, Praktična teologija nekoć i danas, Lepuri-Split 2004.					
	Stipe Nimac, Bruno Seveso, Praktična teologija, Profil jedne teološke discipline s osvrtom na njezine zadaće u hrvatskoj Crkvi i društvu, Lepuri, 2009.					
	Norbert Greinacher, Crkvene strukture pred sutrašnjicom, Kršćanska sadašnjost, Zagreb 1970.					
	Ivo Marković, Uvod u praktično-teološke discipline, Franjevačka teologija Sarajevo, 2012.					
2.15. Optional literature (at the time of submission of study programme proposal)	A. Gesche, "Pohvala teologiji", Svesci 91/1998., str. 5-11. I. Marković, Franjevački pastoral zvanja u Bosni, u: Bosna franciscana, IV, 5/96, Sarajevo 1996, str. 37-52.					
2.16. Quality assurance methods that ensure the acquisition of exit competences	Monitoring of regular attendance at lectures .; - Active participation in lectures .; - Consultation. At the end of the semester evaluation of courses and teachers					
2.17. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Ivan Sesar	1.6. Year of the study programme	4
1.2. Name of the course	Canon Law: Marriage Law (Book IV)	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 25 S 5
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	25
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	To provide students with basic understanding of theological-legal and pastoral-legal principles of Marriage sacrament, as well as to get them familiar with essential characteristics of marriage, constitutive elements of marriage, legal benefits of marriage, and types of marriage.		
2.2. Course enrolment requirements and entry competences required for the course	Students need to: <ul style="list-style-type: none"> - Be familiar with basic knowledge of Church history, theology and ecclesiology. - Know and understand the General Norms, I Book of Code. - Know the basics of Latin language. 		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - To train for the priesthood, diaconate and other pastoral services. - To apply knowledge of Canon law in the planning and execution of religious teaching. - To apply knowledge of Canon law in pastoral work. - To interpret and apply the Canon law of the Church in society, in school and parish community. - To train for active and proper participation in tasks of evangelization in the Church and in society. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Learn material regarding Marriage sacrament from Code from 1983 (Cann. 1055 - 1165). - Learn the relationship between the general and particular Canon Law of the Latin Church, - Apply the content of Canon law in teaching religious education in primary and secondary schools, - To understand the intention of the Church legislature and legal system of Catholic Church, - Interpret the canonical provisions, - Apply Canon law in Church and society life, - Provide a Canonical legal advice or opinion, and to execute administrative tasks. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Marriage sacrament 2. Theological and juridical aspects, principles and basic ideas about marriage 3. Pastoral care and what must precede celebration of marriage 4. Establishment of facts that marriage can be celebrated 5. Priest assistance in the celebration of marriage with approval by local ordinary 6. Diriment impediments in general 7. Request for demission of impediment to marriage. Dispense of forgiveness and its strength. 8. Individual diriment impediments. Age. Sexual impotence. Marriage contract. 9. Marriage between two persons that are not both Catholics. Holy order marriage invalidity. Perpetual vow of chastity. Abduction. 10. Direct line of consanguinity, collateral line of consanguinity. Morality 11. Matrimonial consent general aspect. 12. Persons incapable of contracting marriage. 13. Will incapability of contracting marriage 14. Recognition of reasons for contracting marriage in pastoral work. Law practical training. 		

	15. Outside appearance of marriage contraction 16. The form of the celebration of marriage: regular and special regulations 17. Place, time and liturgical ritual of marriage. Registration of marriage. 18. Mixed marriages. The form of the celebration of mixed marriages 19. The secret celebration of marriage and civil implications. 20. The effects of marriage. Seminar essey. 21. Legal and „nonlegal“ children 22. Civil effects of canon marriage: dispositions, timeline, procedure, juridical aspect 23. The separation of the spouses. The dissolution of the bond. Separation while the bond remains 24. Dissolution of nonsacramental marriage. 25. Juridical privilege of religious 26. Dissolution of non-consummated marriage 27. Convalidation of marriage. Simple convalidation. 28. Radical sanation 29. Pastor's behavior in case of non-valid marriage 30. Judicial matrimonial processes.					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		Law practical work	
	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam	0,5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 50% Oral exam – 30% Seminar essay – 20%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Zakonik kanonskoga prava s izvorima, Zagreb, 1996. BLAŽEVIĆ, V. (2004). <i>Ženidbeno pravo Katoličke Crkve</i> , Zagreb.					
	ŠKALABRIN, N. (1995). <i>Ženidba</i> , Đakovo.					
	BERLJAK, M. <i>Kanonski oblik ženidbe</i> , Zagreb.					
2.12. Optional literature (at the time of submission of study programme proposal)	RAZNI AUTORI, (2009). <i>Ništavost ženidbe: procesne i supstantivne teme</i> , (ur. J. Šalković), Zagreb.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will actively attend classes, but their work will be monitored through the seminars, midterm exams, as well as through written and oral exams. At the beginning of the semester students will be provided with the instructions on classes, and will be encouraged to actively study the legal literature, as well as new materials to be included for self-training and assistance in taking the exams.					
2.14. Other (as the proposer wishes to add)						

6.5. V. year of study

1. GENERAL INFORMATION			
1.1. Course teacher	Mr. sc. Miro Jelečević	1.6. Year of the study programme	5
1.2. Name of the course	Eschatology	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	This course aims at introducing students to the fundamental presumptions of the Theology of Creation, particularly the creation of man, Biblical foundations of the Theology of Creation and anthropology as well as a systematic overview of Christian anthropology and the doctrine about man from proctology to eschatology.		
2.2. Course enrolment requirements and entry competences required for the course	It is presumed and preferred that students have a fundamental knowledge of philosophical anthropology, Biblical theology of the Old and New Testaments, Christology border issues of religion and natural sciences.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Students should be able to:</p> <ul style="list-style-type: none"> -Recognise and comprehend the fundamental content of Biblical and systematic Theology of the Creation and the Theology of Grace. -Recognise and comprehend the fundamental features of Christian anthropology: man the creature created in the image of God, wounded by sin and alienated, the grace of healing, called to God's benevolence and living in eternal union with God and the entire human race. -Capacitate students for conscious and active participation in the task of Christian evangelisation in contemporary society; -Capacitate students for holistic pastoral care and Christian based religious upbringing with a particular anthropological view. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be competent to:</p> <ul style="list-style-type: none"> -Recognise the fundamental presumptions of faith in God the creator; -Recognise and comprehend the vital features of Old Testament and New Testament belief in the Creation; -Recognise and comprehend the fundamental content of the Theology of Grace and eschatology; -Recognise and comprehend systematic Christian anthropological doctrine, particularly contemporary theological anthropology; -Adopt and apply proper knowledge of theological anthropology in their religious life and preaching. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction: Content, methodology and specificity of theological anthropology. 2. The creation of the world in the Old and New Testaments. 3. Dogma of the Creation, from the first symbols of faith to the Second Vatican Council. 4. The question of the Theology of Creation: Creation as the "source" of things, Creation according to the Word, Trinitarian view of the Creation, the motive for the Creation and temporal start of the world. Creation out of "nothing", providence and the problem of evil. 5. Creation of man, overview of man's origins, evolutionism, monogenesis. 6. The uniqueness of man. 7. Man as a creature: man in the image of God in the Old and New Testaments. The image of God and theological anthropology: the image of God and human nature, the 		

	<p>image of God and human sociability, the image of God and ecology.</p> <p>8. Man in the state of sin: Biblical foundations of Original Sin, solidarity in evil, fundamental elements of doctrine on the Original Sin</p> <p>9. Original Sin in the tradition of Doctrine of the Church, Augustine, Trent, Second Vatican Council. Systematic presentation of the doctrine of Original Sin; terminology and contextual explanation, vital essence of Original Sin.</p> <p>10. Creation and new creation: grace in the Scriptures with the Church fathers and finally, St. Augustine.</p> <p>11. Systematic doctrine of grace: grace as a calling, spreading the call and ways to spread the call for grace.</p> <p>12. Effects of the call to grace: new creation and “created grace” divine sonhood, divinity, justification.</p> <p>13. The dynamics of the call to grace: the experience of grace, theologian virtue, fragility of life by grace, human deserves for a life of grace, ending life in grace: eternal life.</p> <p>14. General call to sanctity, multi-faceted forms of sanctity, paths and means for holiness.</p> <p>15. Eschatology: man determined for eternal life. Christian hope and secularised eschatology.</p> <p>16. Jesus’ resurrection and our resurrection: belief in the resurrection in the Old Testament, resurrection in the prospects of the New Testament.</p> <p>17. Belief of the Church in the resurrection from the time of the Church fathers to the Second Vatican Council Eschatology of the Second Vatican Council.</p> <p>18. Last reality: death, separate judgement, hope in cleansing, eternal life, possible faults.</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular attendance to lecture and active participation (questions, discussions, taking notes) preparing individual assignments (written essay, regular presentation of report on optional literature).					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10 % Tests 40 % Oral exam 50 %					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	A.Scola – G. Marengo – J. Prades Lopez, Čovjek kao osoba. Teološka antropologija Zagreb, 20031977					
	F.Courth, Kršćanska antropologija, Đakovo, 1986					
	L. Nemet, Kršćanska eshatologija, Zagreb 2002.					
	A.Rebić, Stvaranje svijeta i čovjeka, Zagreb 1996.					
2.12. Optional literature (at the time of submission of study programme proposal)	F. Facchini, Stazama evolucije čovječanstva, Zagreb 1996. I. Golub, Milost, Zagreb 1997. L. Nemet, Teologija stvaranja, Zagreb 2003. A. Tamarut, Stvoreni za ljubav: kršćanski pogled na čovjeka, Zagreb 2005.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will be monitored during lectures open questions and discussion and particularly with reference to their seminar essay, analysis of the results of term tests and written examination.					

2.14. Other (as the proposer wishes to add)

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1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Ivan Sesar	1.6. Year of the study programme	5
1.2. Name of the course	Canon Law: The People of God (Book II)	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	25
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	To learn students on legal position of Christian Faithfull (clerics and laymen), institutions of general and particular Church and the legal position of monks and other people of Consecrated Life and Societies of Apostolic Life, as well as application of the provisions on individual church services. Furthermore, acquire the skills necessary for understanding and application of the provisions of II Book of the Code.		
2.2. Course enrolment requirements and entry competences required for the course	Students need to: <ul style="list-style-type: none"> - Be familiar with basic knowledge of Church history, theology and ecclesiology. - Know and understand the General Norms, I Book of Code. - Know the basics of Latin language. 		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - To train for the priesthood, diaconate and other pastoral services. - To apply knowledge of Canon law in the planning and execution of religious teaching. - To apply knowledge of Canon law in pastoral work. - To interpret and apply the Canon law of the Church in society, in school and parish community. - To train for active and proper participation in tasks of evangelization in the Church and in society. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Learn the material contained in II Book of - Learn the relationship between the general and particular Canon Law of the Latin Church in the matter of criminal and procedural law. - Apply the content of Canon law in teaching religious education in primary and secondary schools, - To understand the intention of the Church legislature and legal system of Catholic Church, - Interpret the canonical provisions, - Apply Canon law in Church and society life, - Provide a Canonical legal advice or opinion, and to execute administrative tasks. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction to II Book Of Code: The People of God. 2. Introducing Canons: Christ's faithful, Clerics, Lay members of Christ's faithful, Catechumens, Communal spirit of Church. 3. The obligations and rights of all Christ's faithful. Seminar essey. 4. Relationship of Christ's faithful and human law 5. The obligations and rights of the lay members of Christ's faithful 6. The obligations and rights of the lay members of Christ's faithful in particular law 7. Sacred ministers or clerics. The formation of clerics. The inscription or incardination of clerics. 8. The obligations and rights of clerics 9. Loss of the clerical state. Personal prelatures. 10. Associations of Christ's faithful: common norms 11. Public associations of Christ's faithful. Private associations of Christ's faithful 12. Special norms for lay associations 13. The hierarchical constitution of the Church 14. The Supreme Authority of the Church 		

	15. The Roman Pontiff 16. Election of Roman Pontiff 17. The College of Bishops 18. The Ecumenical Council 19. The Synod of Bishops 20. The Cardinals of the Holy Roman Church 21. The Roman Curia 22. The legates of the Roman Pontiff 23. Particular Churches and the authority established in them 24. Bishops in general 25. Diocesan Bishops, Coadjutor and Auxiliary Bishops, The impeded or vacant see 26. Groupings of Particular Churches: Ecclesiastical provinces and ecclesiastical regions, Metropolitans, Particular councils, Episcopal conferences 27. Croatian Bishops Conference 28. The internal ordering of particular Churches 29. The Diocesan Synod 30. The Diocesan Curia 31. Vicars general and Episcopal vicars, The Chancellor, other notaries and the archives 32. The Finance committee and the Financial administrator 33. The presbyterial Council and the College of Consultors 34. Chapters of canons 35. The Pastoral Council 36. Parishes, Parish priests and parocial vicars 37. Parish pastoral and finance Council 38. Rule book of registry books and parish office books. Seminar essey. 39. Vicars forane, Rectors of Churches and Chaplains 40. Institutes of consecrated life					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		1.1. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam	0,5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 20% Midterm test – 20% Written exam – 25% Oral exam – 25% Seminar essey – 10%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	<i>Zakonik kanonskoga prava s izvorima, Zagreb, 1996.</i>					
	Pranjić, P. (2012). <i>Božji narod</i> , Sarajevo.					
	Šalković, J. (2009). <i>Obaveze i prava vjernika laika, (kann. 224 – 231). Poslanje i djelovanje</i> , Zagreb.					
	Blažević, V. (2014). <i>Župa i župnici, Pravno – pastoralni repertorij</i> , Zagreb.					
	Brkan, J. (2012) <i>Klerici u zakonodavstvu Katoličke Crkve</i> , Split, 2012.					
2.12. Optional literature (at the time of	Brkan, J. (2005). <i>Obveze i prava vjernika laika</i> , Split.					

submission of study programme proposal)	Nuić, V.B. (1985). <i>Opće pravo Katoličke Crkve</i> , Zagreb, str. 75.-247.
2.13. Quality assurance methods that ensure the acquisition of exit competences	
2.14. Other (as the proposer wishes to add)	

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Ivan Sesar	1.6. Year of the study programme	3
1.2. Name of the course	Canon Law: The Teaching and Sanctifying Office of The Church and Temporal Goods of the Church (Books III, IV, V)	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	
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	To educate students and instruct them in learning, understanding, commentary and application of the provisions of the Books III, IV and V of Code of Canon Law: The Teaching and Sanctifying Office Of The Church and Temporal goods of the Church		
2.2. Course enrolment requirements and entry competences required for the course	Students need to: <ul style="list-style-type: none"> - Be familiar with basic knowledge of Church history, theology and ecclesiology. - Know and understand the General Norms, I Book of Code. - Know the basics of Latin language. 		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - To train for the priesthood, diaconate and other pastoral services. - To apply knowledge of Canon law in the planning and execution of religious teaching. - To apply knowledge of Canon law in pastoral work. - To interpret and apply the Canon law of the Church in society, in school and parish community. - To train for active and proper participation in tasks of evangelization in the Church and in society. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Learn material contained in the III, IV and V Books of the Code from 1983. - Learn the relationship between the general and particular Canon Law of the Latin Church, - Apply the content of Canon law in teaching religious education in primary and secondary schools, - To understand the intention of the Church legislature and legal system of Catholic Church, - Interpret the canonical provisions, - Apply Canon law in Church and society life, - Provide a Canonical legal advice or opinion, and to execute administrative tasks. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction to III Book of Code: The Teaching Office Of The Church (Cann.747-833) 2. The Ministry Of The Divine Word. Preaching The Word Of God 3. Catechetical instruction 4. Juridical aspect of religious instruction in public elementary and secondary schools 5. Status of religious instruction as school subject 6. Relationship between Church and School authorities regarding religious instructions in public schools 7. Status of religious teacher in Church and in School 8. The Missionary activity of the Church 9. Catholic Education. Schools 10. Catholic Schools 11. Catholic Universities And Other Institutes Of Higher Studies 12. Ecclesiastical Universities And Faculties. Institutes. 13. Instruments Of Social Communication And Books In particular 14. Legal protective measures of Church Community: The Profession Of Faith, Canon 		

	Mandate, Prescription, Nihil obstat 15. Introduction to IV Book of Code: The Sanctifying Office Of The Church (except Marriage) (Cann. 834-1253) 16. Theological and legal aspect of Catholic Church Sacraments 17. Baptism: The Celebration Of Baptism, The Minister Of Baptism, The Persons To Be Baptized 18. Sponsors, Proof And record of conferred Baptism 19. The Sacrament Of Confirmation : The Celebration Of Confirmation, The Minister Of Confirmation 20. The Persons To Be Confirmed, Sponsors, Proof And record of conferred Confirmation 21. The Blessed Eucharist: The Celebration Of The Eucharist, The Minister Of The Blessed Eucharist 22. Participation In The Blessed Eucharist, The Rites And Ceremonies Of The Eucharistic Celebration, The Time And Place Of The Eucharistic Celebration 23. The Reservation And Veneration Of The Blessed Eucharist, The Offering given at the celebration of the Mass 24. The Sacrament Of Penance: The Celebration Of The Sacrament 25. The Minister Of The Sacrament Of Penance, The Penitent, Indulgences 26. The Sacrament Of Anointing Of The Sick, The Celebration Of The Sacrament 27. The Minister Of Anointing Of The Sick, Those To Be Anointed 28. Orders: The Celebration Of Ordination And The Minister 29. Those To Be Ordained, The Requirements In Those To Be Ordained, Prerequisites For Ordination 30. Irregularities And Other Impediments, Documents Required And examination 31. Registration and certification of ordination conferred 32. Introduction to Book V : The Temporal Goods Of The Church (Cann.1254-1310) 33. Law, Aim and Rules that regulate Church Goods 34. The Acquisition Of Goods 35. The Administration Of Goods 36. Contracts And Especially Alienation 37. Pious Dispositions In General And Pious Foundations 38. Recurrence of Churches' taken away Goods 39. New financial system of Catholic Church in Croatia. Assignment for juridical exercise. 40. Financial report of one parish. Financial manager and financial Councils.					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam	0,5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 20% Midterm test – 20% Written exam – 25% Oral exam – 25% Seminar essey – 10%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	

	<i>Zakonik kanonskoga prava s izvorima</i> , Zagreb, 1996.		
	PRANJIĆ, P. (2013). <i>Vremenita dobra i vremenita dobra u Crkvi</i> , Zagreb.		
	Škalabrin, N. (1995). <i>Naučiteljska služba Crkve</i> (skripta), Đakovo.		
	Berljak, M. (2010). <i>Kumovi i svjedoci</i> , Zagreb.		
	Berljak, M. (2004). <i>Sakramenti ozdravljenja</i> , Zagreb.		
2.12. Optional literature (at the time of submission of study programme proposal)	<i>Katekizam Katoličke Crkve</i> , Zagreb, 1994. Škalabrin, N. (2008). <i>Vremenita crkvena dobra</i> , Đakovo.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will actively attend classes, but their work will be monitored through the seminars, midterm exams, as well as through written and oral exams. At the beginning of the semester students will be provided with the instructions on classes, and will be encouraged to actively study the legal literature, as well as new materials to be included for self-training and assistance in taking the exams.		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION			
1.1. Course teacher	Dr.sc. Ivan Šarčević	1.6. Year of the study programme	V
1.2. Name of the course	Fundamental Pastoral Theology	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	Taking interdisciplinary approach, carry out a theological analysis of the Christian and church activities. Provide an overview of historical development and the current state of pastoral theology and church practice.		
2.2. Course enrolment requirements and entry competences required for the course	Regular study course and interest in pastoral theology		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Knowledge concerning the place and role of pastoral theology within the theological disciplines - Pastoral theology within the Church and critical considerations of the relations between pastoral theology and church practice - Analysing church activities (preaching, liturgy, communion and serving) in society - Building capacities of students for pastoral work in church communities, parishes and society 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Delineate and define sub-disciplines and areas of pastoral theology - Differentiate between perspectives and subjects/stakeholders of pastoral care (clergy-centric and ecclesiocentric perspectives) - Get acquainted with methodologies of pastoral theology and pastoral care - Provide a pastoral theological reflection on the role of religion in society - Shape a pastoral theological view on Christianity and the Church in multinational and multireligious Bosnia and Herzegovina - Recognize major branches and authors of pastoral theology through history (Catholic and Protestant) 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introductory issues: <ol style="list-style-type: none"> 1.1. Time to think about God ("subject matter" of pastoral theology) 1.2. The crisis of church activities 1.3. Political Catholicism 1.4. Some challenging areas of pastoral theology today 2. Pastoral/church activities in postmodern context <ol style="list-style-type: none"> 2.1. Secularized world and "revival" of religion 2.2. Classification of contemporary believers 2.3. Certain principles for preaching Jesus Christ today 3. Pastoral Theology Subject Matter and Methodology <ol style="list-style-type: none"> 3.1. Four basic aspects of Christian/Church activities 3.2. The names of pastoral and practical theology: material and formal object of pastoral theology 3.3. Scientificity of pastoral theology and its place in the oeuvre of theological disciplines 3.4. The relation between pastoral theology and ecclesiology 3.5. Three perspectives of pastoral care after the Second Vatican Council 3.6. Methodologies of pastoral care: <ol style="list-style-type: none"> 3.6.1. Deduction/application of dogmatics; induction; <i>Gaudium et Spes</i>: see-judge-act 		

	<p>3.6.2. Zulehner: criteriology-kairology-practicology; theological empirical-critical method; Midali: kairology-projecting strategies; abduction method</p> <p>4. Historical Overview of Catholic Pastoral Theology: From the Establishment until the Second Vatican Council</p> <p>4.1. Establishment of pastoral theology as an academic discipline: Franz S. Rautenstrauch</p> <p>4.2. Non-theological and pragmatic focus of pastoral theology</p> <p>4.3. Biblical and theological direction: Johann M. Sailer</p> <p>4.4. Ecclesiological claim by Anton Graf</p> <p>4.5. Neo-Scholasticism and manualist theology</p> <p>4.6. New challenges and new outlines of pastoral theology (1920-1960)</p> <p>4.6.1. Liturgical and kerygmatic movements</p> <p>4.6.2. Pastoral entirety</p> <p>4.6.3. "New theology" and implications for pastoral theology</p> <p>4.6.4. Intermediary nature of pastoral theology: Franz X. Arnold</p> <p>4.6.5. Pastoral theology and text books in our area: J. Andrić, M. Štiglić, D. Kniewald, Ž. Bezić</p> <p>4.6.6. Specific features of pastoral care of Bosnian Franciscans</p> <p>5. Historical Overview of Catholic Pastoral Theology from the Second Vatican Council until Today</p> <p>5.1. Pastoral Council and Pope John XXIII</p> <p>5.2. Council documents addressing the pastoral issues; understanding Church (ecclesiology LG)</p> <p>5.3. Signs of time and pastoral guidelines of pastoral constitution <i>Gaudium et spes</i></p> <p>5.4. Practical theology in <i>Handbuch der Pastoraltheologie</i></p> <p>5.5. Rahner's understanding of practical theology and anthropological assumptions</p> <p>5.6. Biblical and Christological addendum to the Handbuch</p> <p>5.6.1. Jesus's cause (Biemer and Siller); The Jesus Event (Schuster); The principle of incarnation (Goldbrunner)</p> <p>5.6.2. The principle of communities: F. Klostermann</p> <p>5.7. Functionality of pastoral theology and the question of experience (P.-A.Liege; M. van Caster)</p> <p>5.8. P. M. Zulehner's pastoral theology</p> <p>5.9. Textbook on pastoral theology by H. Haslinger (ed.)</p> <p>6. Protestant Practical Theology</p> <p>6.1. M. Luther and practical facet of theology</p> <p>6.2. Schleiermacher: practical theology and church activities</p> <p>6.3. Protestant theology of 19th century (Ph. Marheineke, C.I. Nitzsch, Ch. Palmer)</p> <p>6.4. Practical theology within liberal theology</p> <p>6.5. Practical theology: E. Troeltsch, A von Harnack, K. Barth, P. Tillich, D. Bonhoeffer, J. Moltmann</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor x tests	2.7. Comments:			
2.8. Student responsibilities	Attending lectures with active participation in discussions and written assignments					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	2	(other)	
			Project		(other)	
2.10. Grading and evaluating student work in class and at the final	30% active participation in the class 10% tests 60% oral exam					

exam			
	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	Franz-Xaver KAUFMANN, <i>Kako da preživi kršćanstvo?</i> , KS, Zagreb 1983.		
	Josip BALOBAN, <i>Pastoralni izazovi Crkve u Hrvata</i> , KS, Zagreb, 1992.		
	Pero ARAČIĆ (ur.), <i>Novi izazovi pastoralnoj teologiji</i> , Diacovensia, Đakovo 2005.		
	Norbert METTE, <i>Katolička pastoralna teologija. Praktična teologija nekoć i danas</i> , Ravnokotarski cvit, Lepuri-Split 2004.		
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Josip BALOBAN-Alojzije HOBLAJ- Danijel CRNIĆ, "Određeni aspekti crkvenosti u Hrvatskoj – rezultati i prosudbe istraživanja", u: <i>Bogoslovska smotra</i> 80 (2010.), br. 2., str. 527-561.</p> <p>András MÁTÉ-TÓTH – Pavel MIKLUŠČÁK, <i>Nije kao med i mlijeko. Bog nakon komunizma. Na putu prema pastoralnoj teologiji Istočne (Srednje) Europe</i>, Kršćanska sadašnjost, Zagreb, 2001.</p> <p>Željko MARDEŠIĆ, <i>Rascjep u svetom</i>, KS, Zagreb 2007.</p> <p>Ivan ŠARČEVIĆ, "Hodočasnikova pitanja", u: <i>Bosna franciscana</i> 38 (2013) 19-31.</p> <p>Ivan ŠARČEVIĆ, "Od autonomije do kristonomije. Tillich i Bonhoeffer između Harnacka i Bartha", u: Nikola HOHNJEC (ur.), <i>Kršćanstvo i religije /zbornik/</i>, KS, Zagreb 2000, 89-123.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Class attendance, active participation in discussions, asking questions and stating own opinions		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Ivan Šarčević	1.6. Year of the study programme	V
1.2. Name of the course	Special Pastoral Theology	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	Analyze specific areas of contemporary Christian/church activities. Reflect on current issues in a specific societal (religious and interreligious) context of Bosnia and Herzegovina.		
2.2. Course enrolment requirements and entry competences required for the course	Regular study course and interest in pastoral theology		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Empowering for preaching Christian faith - Empowering for pastoral counseling and following - Pastoral care of the community: parish and municipal pastoral care - The importance of pastoral care at giving and receiving sacraments. - 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify different areas of pastoral care (pastoral care of a family, of youth, of sacraments, social engagement of believers) - Analyze Christian parlance/preaching within the contemporary linguistic echelons - Recognize specific differences in preaching the person of Jesus Christ among other religious parlances - Notice the urgency and principles of self-evangelization of Church and evangelization of the society - Ascertain the justification of pastoral counseling and following - Empower for dialogue in multiethnic and multireligious conflicts (pastoral care for forgiveness and reconciliation in Church and society) - Learn the principles of the Spirit of Assisi (1986), world ethos and Jesus's Gospel for peace in the world - Learn how to carry out pastoral care in a community: parish pastoral care and pastoral care in towns - Recognize the importance of pastoral aspects of sacraments in critical life events 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Religious parlances and Christian preaching <ol style="list-style-type: none"> 1.1. Uttering the name of God today 1.2. Faith and its relevance in "postsecular" context 1.3. Dominant contemporary parlances (scientific and promotional) and traits of Christian parlance 1.4. Jesus Christ in coordinated system of world religions and different Christian confessions 1.5. Which <i>Jesus Christ</i> in Christian preaching today 2. Religion and the Sacred – pastoral theology and evangelization <ol style="list-style-type: none"> 2.1. The revival of religion or revival of the <i>secular</i> sacredness 2.2. The meaning of theology in pastoral reflection and church activities (contextual theology) 2.3. Paradigm shift: from the paradigm of clashing with atheism to evangelization paradigm 2.4. Self-evangelization of Church 3. Pastoral counseling and following <ol style="list-style-type: none"> 3.1. Justification for this kind of pastoral care 3.2. Priority persons in pastoral counseling and following (family, the poor, the sick, 		

	prisoners, cast-outs, foreigners, minorities, persons distanced from Church...) 3.3. Some Jesus's encounters as role models for this aspect of pastoral care 4. Pastoral care and the dialogue in the era of pluralism and interethnic (interreligious) conflicts 4.1. Dialogue in the era of globalization and "new" communication channels 4.2. From culture of dialogue towards dialogue of cultures 4.3. The other in faith and otherness as a call to dialogue 4.4. Pastoral care for dialogue in society after communism (dialogue with atheists and agnostics) 4.5. Meeting and/or clash of religions in the world and the society of Bosnia and Herzegovina 4.6. Universality of suffering as a precondition for interreligious dialogue 4.7. National memory and Christian memorials (ritual, Christian symbols and monuments) 4.8. Peacemaking of Francis of Assisi and Franciscan tradition between Marakesh and Damietta 4.9. From the golden rule to the principle of world ethos 4.10. Metz political theology in pastoral care 5. Pastoral care and sacraments 5.1. Sacraments in the life of an individual, family and church community (parish) 5.2. Pastoral care and the sacrament of marriage 6. Pastoral care in a parish and a town 6.1. Churchliness (communitarity) of faith and life of Christians 6.2. Territorial and personal principle of organizing pastoral work 6.3. Models of parish pastoral care 6.4. Function of pastoral care in town					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> (tests)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report	1	(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	1,5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	25% - active participation in class 10% - tests 10% - report 55% - oral exam					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Stjepan KUŠAR, "Religiozni govor – izazov našem vremenu", u: <i>Bogoslovska smotra</i> 2-3 (1997) 191-208.					
	Ivan ŠARČEVIĆ, "Kršćanski govor", u: <i>Bosna franciscana</i> br. 8, 9, 11. i 12.					
	Hans KÜNG, <i>Biti kršćanin</i> , Konzor-Synopsis, Zagreb-Sarajevo 2002, posebno: 161-187. i 233-283.					
	Jakov JUKIĆ (Žaljko Mardešić), "Sveto i religija", u: <i>Lice i maske svetoga</i> , Kršćanska sadašnjost, Zagreb 1997, 21-65.					
	Ivan ŠARČEVIĆ, "Pretpostavke kontekstualne teologije u Bosni i Hercegovini", u: <i>Bosna franciscana</i> 21 (2004) 5-22.					

	Ivan ŠARČEVIĆ, "Mogu li govoriti s vama? Pastoralno savjetovanje i praćenje u poratnom vremenu", u: <i>Bosna franciscana</i> 12 (2000) 220-230; (Pastoral counseling and following inspired by Jesus's encounters) "Pastoralno savjetovanje i praćenje na tragu Isusovih susreta", in: <i>Verbi minister et omnis creati cultor</i> (Proceedings in honour of prof. dr. fra Vitomir Slugić), Franciscan Theology, Sarajevo 1998, 305-319.		
2.12. Optional literature (at the time of submission of study programme proposal)	Nikola BIŽACA, "Dijalog i navještaj u vremenu religijskog pluralizma. Odnos Katoličke crkve i religija danas", u: Nedjeljko A. ANČIĆ – Nikola BIŽACA, <i>Crkva u uvjetima modernog pluralizma</i> , Zbornik radova, Crkva u svijetu, Split 1998. Josip BALOBAN, <i>Hrvatska kršćanska obitelj na pragu XXI stoljeća</i> , Zagreb, 1990. Stipe NIMAC, <i>Pastoral grada</i> , Ravnogorski cvit, Lepuri 2008. Papa PAVAO VI, <i>Evangelii nuntiandi</i> (1975), KS (Dokumneti 50), Zagreb 2000; Papa FRANJO, <i>Evangelii gaudium</i> , KS (Dokumenti 163), Zagreb 2013. Josip ŠIMUNOVIĆ, <i>Župna zajednica na početku trećega tisućljeća. Pastoralno-teološka razmišljanja o mogućnostima ostvarivanja župnoga pastora u Republici Hrvatskoj</i> , Glas Koncila, Zagreb 2009.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Active participation in class, writing papers and participating in exercises		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION			
1.1. Course teacher	Mr. sc. Ivo Marković	1.6. Year of the study programme	5
1.2. Name of the course	Homiletics	1.7. Credits (ECTS)	2
1.3. Associate teachers	Hasija Borić, Actress NT Sarajevo Vedrana Seksan, Actress NT Sarajevo	1.8. Type of instruction (number of hours L + S + E + e-learning)	P 25 S 5
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	15
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%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	<p>To enable students systematically to adopt theological proclaiming knowledge and preaching skillfulness</p> <p>To enable students for articulation of their theological knowledge in contemporary proclaiming language</p> <p>To enable students to research contemporary believer's needs and to preach in the needs</p> <p>To stimulate critical thinking</p> <p>To enable enriching proclaiming culture</p>		
2.2. Course enrolment requirements and entry competences required for the course	There are no special requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Profound observation of proclaiming and preaching culture and improvement of communication culture</p> <p>Appropriation of preaching good manners</p>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be competent to:</p> <ul style="list-style-type: none"> - adopt fundamental knowledge from history of Christian preaching - adopt preaching contributions of famous theologians and preachers in history - compose proclaiming preaches - adopt and apply well-grounded preaching culture and art - achieve security in public appearance 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction in the course of lectures, description, goals and organization of lectures and exercises. Literature. (1 lesson) 2. Place and levels of word and proclaiming presence in mission of the Church: from information, through catechesis to homily and mystagogy (2 lessons). 3. Survey of history and historical paradigms of Christian preaching (2 lessons). 4. Contemporary renewal of preaching theology by stimulus from linguistics, rhetoric, philosophy and politics (2 lessons). 5. Spiritual preaching condition, listening to God and eavesdropping the world (2 lessons) 6. Rhythm of preach preparation (2 lessons). 7. Criteria of preach (2 lessons). 8. Art and preach, astonishing effect in preaching (2 lessons). 9. Proclaiming message in Old and New Testament (2 lessons). 10. Preaching today: contemporary listener to message (2 lessons). 11. Language and forms of contemporary preaching (2 lessons). 12. Practical work on preach and typology of preaches (2 lessons). 13. Research and analysis of contemporary preaches (2 lessons). 		

	14. Proclaiming appearance in media: radio, TV, answering the questions, interviews (1 lesson). 15. Preliminary exam, performance of own student's preach and analysis of the appearance (4 lessons).					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)		15.1.	Comments:
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	0,5
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam	0,5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Regular attendance to lectures and active participation in exercises: 30% Seminar essay: 10% Practical training: 10% Oral exam: 50%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Frad B. Craddock, Propovijedanje, Umijeće naviještanja danas, Kršćanska sadašnjost, Zagreb 2009.					
	Vladimir Zagorec, Homiletika, Kršćanska sadašnjost, Zagreb 2008.					
	Ivo Marković, Teologija naviještanja, Franjevačka teologija Sarajevo, 2012.					
2.12. Optional literature (at the time of submission of study programme proposal)	John Piper, Božja vrhovna vlast u propovijedanju, Kršćanski centar DP, Osijek 2003. B. Dreher, N. Greinacher, F. Klosterman (Hg.), Hadbuch der Verkündigung, I i II, Herder, Freiburg-Basel-Wien 1970. Merrill R. Abbey, Interpreting the Gospel: An Introduction to Preaching, Chalice Press, St. Louis 1998. (Conversational and collaborative homiletics model.)					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Survey and exam results.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Marinko Pejić	1.6. Year of the study programme	5
1.2. Name of the course	Spiritual Theology	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	20
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%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	Using theological thinking methods about the “spiritual life” of the Christian; attention to living the faith (<i>fides qua</i>) in an individual and communal dimension to, in the best way possible, adapt doctrinal content; the meaning of God’s proclamation to man; recognising the fundamental structures and principles of spiritual life; identifying the vital elements in Christian tradition particularly the Scriptures and offer them as guidelines to steer toward spiritual experience of the faithful; describing the general call to sanctity which is unique but multi-faceted; presenting the gradual development of the God-human communion.		
2.2. Course enrolment requirements and entry competences required for the course	It is presumed students have adopted fundamental theological and philosophical categories in their first year of studies.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Competence to relate spiritual tradition to their own lives and Church practise; this course offers features in experience if theological truths are assimilated to the value of experience (of the saints); have a better understanding of man’s walk toward spiritual and human maturity and the structure of the developmental process.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be competent to: Understand the fundamental rules of God’s actions, principles and structures of spiritual life; Critically distinguish spiritual movements and trends in the Church and outside her; Apply mediums of sanctity in their own personal lives and the lives of their loved ones; Expand their anthropological-spiritual realisations based on Biblical-historical directions and ideas; Analyse and present questions and problems in the field of spirituality.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Methodological introduction to divine worship: terminology; spirituality in the context of the history of theology; relations to other theological disciplines; sources and methods of spirituality. 2. General call to sanctity: the call as the fundamental personal-dialogical structure of spiritual life; founding and special calls; sanctity is unique but multi-faceted. 3. Content of sanctity; historical presentation of dominant models of sanctity; ontological and moral sanctity, ecclesial and eschatological dimensions of sanctity; communion of saints. 4. Theological-dogmatic vies of spirituality: God’s self-image; Trinitarian, Christological and pneumatic views; resolution of the theology of mercy or Deification. 5. Organisms of virtues and gifts of the Holy Spirit: historical definition of “virtue”; fundamental features; need; development and growth of virtue; love a form of all virtues; need and function of the gifts of the Holy Spirit. 6. Spiritual anthropology: anthropological structure; interpretation of the theological axiom: “<i>gratia non destruit, sed presupponit, elevat et perficit naturam</i>”; theology of the body. 7. Liturgical spirituality: consciously founded Christian life based on authentic liturgical practise so that it becomes “<i>culmen et fon</i>” of all action (cf. SC 10) and finally “<i>mysterium paschale vivendo exprimatu</i>”; God’s word as the source 		

	<p>of spiritual life.</p> <p>8. Prayer: definition and nature; need; expression in prayer; verbal prayer, meditation contemplation; mediation methods; review of the <i>Orationis formas</i>.</p> <p>9. Ascetic dimension of spiritual life; man's cooperation in spiritual disciplines; historical forms; barriers on the path to spiritual maturity.</p> <p>10. Spiritual monitoring: spiritual monitoring in the Bible, tradition in newer documents of Church doctrine; spiritual monitoring and modern science about man; forms and space for action of spiritual companions.</p> <p>11. Special spiritualities: the one and same sanctity needs to be adapted to the person (group of people), their life circumstances, professions, missions. Special focus will be given to class spirituality: laity, clergy, Religious.</p> <p>12. Development of spiritual life: historical overview; contemporary problems; theology of periods of life; human and Christian maturity.</p> <p>13. Mystical dimension of spiritual life; experience of powerful involvement and unity with God; Christian definition; difference between Christian and non-Christian mysticism; relationship between mystical experience and extraordinary phenomena and their evaluation.</p> <p>14. Apostolic spirituality: contemporary spirituality is featured with the transition from asceticism to individualistic properties toward mysticism of the community, from escaping from the world toward presence in the world; Trinitarian meaning of the mission; unity in spiritual life; value of action; witnessing life.</p> <p>15. Eschatological spirituality: to identify the relationship between spiritual movements throughout history and eschatology; monkhood and eschatology; Christian spirituality and eschatological tendencies; eschatological dimension and pledging in the world.</p>					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam		(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 20% Two Tests – 20 % Finish exam – 60 %					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	J. Mamić, <i>Razvoj suvremene duhovnosti</i> , Zagreb, 2003					
	F. Podgorelec, <i>Uvod u duhovnu teologiju</i> , Zagreb, 2010					
	M. Szenmartoni, <i>Psihologija duhovnog života</i> , Zagreb, 2003					
	B. J. Groeschel, <i>Psihologija duhovnog razvoja</i> , Zagreb, 2009					
2.12. Optional literature	A. J. Matanić, <i>Uvod u duhovnost</i> , Zagreb, 1994.					

(at the time of submission of study programme proposal)	M. Pejić, <i>Duhovna teologija. Skripte na korištenje studentima Franjevačke teologije</i> , Sarajevo, 2010. R. Prkačin, <i>Teologija duhovnog života</i> , u <i>Obnovljeni život</i> , 60 (2005) 2, 195-214 Thomas Merton, <i>Život i svetost</i> , Zagreb, 2010.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will be tested at the start of the semester to establish their competencies and will be directed accordingly to further consultations where necessary. During the semester, tests of knowledge obtained, will be conducted which will give students an indication of their progress or need to adopt further knowledge. Final competencies will be tested at a written and oral examination.
2.14. Other (as the proposer wishes to add)	

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Marinko Pejić	1.6. Year of the study programme	5
1.2. Name of the course	Franciscan Spirituality	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	20
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
2. COUSE DESCRIPTION			
2.1. Course objectives	To introduce students to the main ideas and contents of Franciscan spirituality and to recognise the distinctive characteristics of Franciscan spirituality within Christian spirituality. Analysis of fundamental texts of Franciscan tradition and elaboration of the most important themes of Franciscan spirituality: poverty, obedience, ecclesial spirituality, Franciscan understanding of dialogue, Franciscan mysticism.		
2.2. Course enrolment requirements and entry competences required for the course	Interest in the subject contents and basic knowledge of general Christian spirituality.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Knowledge and adoption of the fundamental characteristics and values of Franciscan spirituality		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will gain a basic insight into the Franciscan spiritual tradition and the distinctive Franciscan approach to fundamental questions of Christian spirituality.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> -to gain knowledge of medieval and Franciscan hagiography: <i>Legendae, Florilegia, Specula</i> -to analyse the <i>Franciscan Sources and Writings</i> of St. Francis and St. Claire -to learn about the spiritual experience of St. Francis -to gain knowledge of the spirituality of Francis and Franciscan spirituality -to study the criterion for recognizing the distinctiveness of Franciscan spirituality in relation to the other Christian spiritualities -to understand the fundamental elements of Franciscan spirituality and important definitions -students will be presented with a systematic analysis of the main themes of Franciscan spirituality -to gain knowledge of the Franciscan understanding of ecumenism and interreligious dialogue -Francis and Islam -Francis and the Christian East -Creation, ecology, Franciscan understanding of ecology -Franciscan mysticism -Selection and analysis of fundamental texts and authors from the Franciscan spiritual school 		
2.6. Format of instruction:	<ul style="list-style-type: none"> x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work 	<ul style="list-style-type: none"> x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) 	2.7. Comments:
2.8. Student responsibilities			

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 20% Two tests - 20 % Final exam - 60%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	<i>Franjevački izvori, Vijeće franjevačkih zajednica Hrvatske i Bosne i Hercegovine, Sarajevo-Zagerb, 2012.</i>					
	<i>A. Rotzetter- T. Matura, Živjeti evanđelje s Franjom Asiškim, Zagreb 1997</i>					
	<i>R, Manselli, Sveti Franjo Asiški, Editio maior, Sarajevo, 2011.</i>					
	<i>L. Iriarte, Povijest franjevaštva, Zagreb, 2013.</i>					
2.12. Optional literature (at the time of submission of study programme proposal)	<i>Osnovni tečaj o franjevačkoj misionarskoj karizmi, Sarajevo-Zagreb 2003</i> <i>Verba Domini mei. Zbornik radova o spisima Sv. Franje Asiškoga održanog u Zagrebu 7-8. ožujka 2008, R. Mrvelj i D. Nimac (ur.), Zagreb 2008</i> <i>G. Jeusset, Sveti Franjo i sultan, Sarajevo-Zagreb 2008.</i> <i>M. Pejić, Franjevačka duhovnost. Skripte na korištenje studentima Franjevačke teologije, Sarajevo, 2010.</i>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will be tested at the start of the semester to establish their competencies and will be directed accordingly to further consultations where necessary. During the semester, tests of knowledge obtained, will be conducted which will give students an indication of their progress or need to adopt further knowledge. Final competencies will be tested at a written and oral examination.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Marko Karamatić	1.6. Year of the study programme	5
1.2. Name of the course	Christian Archaeology	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 25 S 5
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	To introduce students to the archaeological evidence of the Christian provenience, from their origins till the end of the late antique period, which provide insights into the religious life and customs of the early Christians and Christian communities.		
2.2. Course enrolment requirements and entry competences required for the course	Basic knowledge of ancient history and medieval Bosnia and Herzegovina		
2.3. Learning outcomes at the level of the programme to which the course contributes	-Analysis of the characteristics of religious life and customs of the early Christian communities on the basis of the archaeological evidence of the Christian provenience - knowledge and evaluation of Christian symbolism, visual arts, architectural forms of religious sites, acquaintance with the Christian archaeological evidence in Bosnia and Herzegovina: basilicas from the late antique period and churches from the medieval period.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student will be able: -to recognize early Christian religious sites, late antique period architecture and its origin, the oldest forms of Christian art, iconography and symbolism, to use this knowledge in <i>pedagogical work</i> , in the planning and teaching of religious education -to participate competently in public discussions about Christian spiritual and cultural life in the early and late antique period -to be able to apply insights of the religion-culture-art tradition from the early centuries of Christianity to life in the present day.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Roman sacred architecture—temple 2. Art in the early roman imperial period – sculpture and painting 3. Chronological division of the late antique period 4. Roman art of the late antique period 5. <i>Illyricum</i>(Roman province) 6. Transition in the early Middle Ages: Avars and Slavs 7. Idea, goal and themes of Christian archaeology 8. The history of Christian archaeology 9. Burial of the deceased in early Christianity – general remarks 10. Catacombs 11. Mausoleums in Šipovo and Turbet (Varošluk) 12. Burial of dead in Bosnia and Herzegovina: graves, wooden coffins, stone sarcophagi (coffins) 13. Martyrologiumpannonicum: St. Quirinus, St. Anastasia and St. Martin 14. Martyrologiumdalmaticum: Sv. Dujam and St. Venantius 15. Classical motives in Christian symbolism: Orpheus; Endymion, Orans; Heavenly banquet 16. Basic types of crosses. Christograms 17. Symbolism: dove, lamb, eagle, peacock; numbers 18. Oldest types of church buildings in our region: Poreč, Panik, Stolac 19. Churches in the period of Constantine 20. Roman basilicas 21. Description of basilicas 22. Laws in Christian architecture 23. Salona 24. Basilicas in Mogorjelo, Klobuk, CimiDuvno 		

	25. Basilicas in Dabrovine, Zenica, Mošunj, TurbeiLepenica 26. Early Christian painting: frescoes in Panik 27. Sculpture / plastic: sarcophagus, stele 28. Pre-Romanesque churches: Zavala, Dolac (Glamoč), Grudine (Bugojno), Rapovine (Livno), Panik, Vidoštak 29. Romanesque cathedral in Vrhbosna 30. Gothic churches in Bosnia and Herzegovina: Bihać, Mile, Srebrenica, Zvornik, Olovo, Jajce, Bobovac.					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regularly attended lectures, participate in colloquia					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 40% Seminar essay – 20% Exam – 40%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Đuro Basler, Kršćanska arheologija, Mostar 1986.					
	Vicko Kapetanović, Kršćanska arheologija, Split 2006.					
	Đuro Basler, Arhitektura kasnoantičkog doba u BiH, Sarajevo 1972.					
	Ćiro Truhelka, Starokršćanska arheologija, Zagreb 1931.					
2.12. Optional literature (at the time of submission of study programme proposal)	Veljko Paškvalin, Kršćanstvo kasne antike u zaleđu Salone i Narone, Sarajevo 2003.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will regularly monitor educational lectures, and through consultations will be able to get additional information and to improve the knowledge of the subject matter and help to take the exam. Written colloquia will monitor the work of students and anonymous survey will be helpful to the teacher in the evaluation of their own work, as well as in the implementation of possible corrections in the way the teaching and assessment of students.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Marinko Pejić	1.6. Year of the study programme	5
1.2. Name of the course	Eastern Theology	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	20
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
2. COUSE DESCRIPTION			
2.1. Course objectives	To introduce students to the theological and spiritual tradition of Eastern Christianity in all of its historical traditions with the special emphasis on that which is theologically distinctive to the Eastern Churches in respect to Western Christianity.		
2.2. Course enrolment requirements and entry competences required for the course	Interest in the subject contents and basic knowledge of church history and theology		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> -to gain an understanding of the fundamental structures of the Eastern Churches - basic knowledge of the theology of Eastern Christianity - recognition of the distinctive theological characteristics of Eastern Churches and a correct evaluation. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able:</p> <ul style="list-style-type: none"> -to gain insights into the main Eastern Christian traditions - to identify the fundamental structures of individual Eastern Churches - their doctrines and distinctive characteristics in respect to Western Christianity 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> -Notion of the Eastern Christianity and the basic division of the Eastern Churches -Basis characteristics of the ancient Eastern Churches -Assyrian Church of the East -Coptic Church -Armenian Church -Syrian Antioch Church -Ethiopian Church -Eritrean Church -Syrian Malankara Orthodox Church -Orthodox Churches and their structure -<u>Patriarchate's and metropolis's.</u> -Autocephalous and autonomous orthodox Churches -Catholic eastern Churches and their identity -The nature and sources of eastern theology -Some important characteristics of eastern theology -Short historical survey of orthodox theology - Short historical survey of the theology of ancient Eastern Churches -Eastern dogmatics: general remarks -Main dogmas of faith -Pneumatology -Sacraments in Eastern Christianity and their particularity in respect to Western Christianity -Ecclesiology, Church between protology and eschatology -Political idea of the Orthodox Church -Eschatology -Constitution and the law of Orthodox Church. 		
2.6. Format of	x lectures	x independent	2.7. Comments:

instruction:	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 40% Tests - 20% Final exam - 60%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	J. Kolarić, <i>Ekumenska trilogija. Istočni kršćani. Pravoslavni. Protestanti.</i> Zagreb 2005.					
	J. Kolarić, <i>Istočni kršćani</i> , Zagreb 1980					
	E, Benz, <i>Duh i život istočne Crkve</i> , Sarajevo 1991					
	Vladimir Loski, <i>Mistična teologija istočne Crkve</i> , Zagreb 2001					
2.12. Optional literature (at the time of submission of study programme proposal)	A.Đakovac (ur.), <i>Savremena pravoslavna teologija</i> , Kalenić 2008. A. Mateljan, <i>Sakramenti u pravoslavnoj teologiji, Služba Božja</i> 44 (2004) 1, 3-37. J. Meyendorff, <i>Visantijsko bogoštovlje. Istorijski tokovi i dogmatske teme</i> , Kragujevac, 1985. M. Pejić, <i>Istočna teologija. Skripta na korištenje studentima Franjevačke teologije</i> , Sarajevo 2009. Dimitrije Staniloje, <i>Pravoslavna dogmatika III</i> , Sremski Karlovci 1997					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will be tested at the start of the semester to establish their competencies and will be directed accordingly to further consultations where necessary. During the semester, tests of knowledge obtained, will be conducted which will give students an indication of their progress or need to adopt further knowledge. Final competencies will be tested at a written and oral examination.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Mr. sc. Stipo Alandžak	1.6. Year of the study programme	5
1.2. Name of the course	Pedagogy	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L15 S 5 E 10
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	20
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
2. COUSE DESCRIPTION			
2.1. Course objectives	To offer students fundamental knowledge of scientific pedagogy, its origins and fundamental terminology. To capacitate students for critical evaluation of various elements of the phenomenon of education in light of fundamental pedagogical science. To offer students fundamental pedagogical knowledge necessary to work as teachers.		
2.2. Course enrolment requirements and entry competences required for the course	Fifth year enrolment. Motivation to work in education institutions.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> To explain and critically evaluate various human visions; To explain and critically evaluate formation-education process that do not exist for their own purpose but to offer an holistic development of the person / student; To apply pedagogical knowledge and skills to test and assess various education phenomena that arise in the family, school and society; To use pedagogical knowledge to test one's own teaching position. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be competent to:</p> <ul style="list-style-type: none"> Understand and argumentatively present to the school class from whence all contemporary thought and education and teaching stems from; Recognise and present man's vision as created by Western European civilisation which rests upon its Greek-Roman-Christian roots; Recognise and present the vital determinants of man's view of other cultures and civilisations (Indian, Asian, African); Analyse and explain opportunities and education needs; Realise and critically explain opportunities and limits in education; that is not almighty and has its limits (properties, legacy, environment, human freedom, pedagogical optimism, pedagogical pessimism, pedagogical realism); Adopt and apply fundamental communication skills important to working in the field of education; Comprehend and critically evaluate fundamental notions such as education, socialisation, acculturation, enculturation, manipulation, authority, learning, upbringing, education; To work in a team to prepare and present tutorial papers; Present seminar essay applying elements relevant to a quality presentation. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> Opportunities and need for education. Education as an activity that creates man and society observed from the point of various sciences and professions that have contributed to an interdisciplinary approach in pedagogy as a science and upbringing as a practise based on it. Pedagogy as a separate science: fundamental pedagogical definitions, difference between pedagogy and formation sciences, objectives of pedagogy. Education limits: pedagogical optimism, pedagogical pessimism, pedagogical realism. The student – the focus of education and pedagogy. Different views of man. 		

	<p>5. Theological and axiological education</p> <p>6. Learning and education as part of upbringing (learning as a pedagogical issue, education – notion of human growing up, education policies).</p> <p>7. Vital features of upbringing, learning in upbringing, upbringing as a change in behaviour, intentional and functional learning, upbringing as an interpersonal activity, upbringing is social interaction, upbringing is social communication, upbringing as a conscious aid to learning).</p> <p>8. Contemporary demands of pedagogy (ecology, intercultural education, sex education...).</p> <p>9. Authority in education (authority as a tri-fold relationship between the holder, subject and field, differences between authority and authoritarianism relations between paedocentrism and types of authority, idols in upbringing, who is ideal, the teacher).</p> <p>10. Communication in upbringing. Interpersonal communication. Communication in the family and school. Empathetic communication.</p> <p>11. Educating the teacher.</p> <p>12. Student research of a particular question/topic in school practise and presentation of seminar essay (students with special upbringing-education needs, problems in student behaviour during classes, problems with learning, insecurity in education institutions, alternative education, various degrees of education and schooling, etc.)</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	<p>Regular attendance to lectures and active participation in discussions. Presentation of individual seminar essay based on research and didactic practise and participating in critical review of prepared programmes and presentation of fellow students. Term tests (or final written examination) based on compulsory literature</p>					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam		(other)	
	Written exam	0,5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Class attendance– 10%</p> <p>Seminar essay – 30%</p> <p>Two term tests (or final written paper) - 60%</p>					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	<p>Vukasović, A, <i>Pedagogija</i>, Hrvatski katolički zbor „Mi“, Zagreb, 1998;</p> <p>Pranjić, M, <i>Pedagogija : suvremena stremljenja, naglasci, ostvarenja</i>, Hrvatski studiji Sveučilišta u Zagrebu, 2001</p>					
	Lectures held each year are published in journals relating to pedagogy intended for students, education and pedagogical sciences.					
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Bach, H, <i>Osnove posebne pedagogije</i>, Educa, Zagreb, 2005;</p> <p>Gudjons, H, <i>Pedagogija: temeljna znanja</i>, Educa, Zagreb, 1993;</p> <p>Montessori, M, <i>Dijete: tajna djetinjstva</i>, Naklada slap, Jastrebarsko, 2003;</p> <p>Winkel, R, <i>Djeca koju je teško odgajati</i>, Educa, Zagreb, 1996.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit	<p>Student work will be systematically and permanently monitored during lectures. Based on pre-set monitoring elements, regular evidence will be kept of their attendance to lectures, meeting obligations, active participation during discussions, preparation and presentation of tutorials, team work. Information relating to their progress or any possible problems will</p>					

competences	be offered to students during regular consultations. Evidence of their work in preschool education institution, practical training will be kept by their mentor based on the set monitoring elements. At the end of the year an assessment will be conducted of the course lecturer and mentors.
2.14. Other (as the proposer wishes to add)	

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Mile Babić	1.6. Year of the study programme	5
1.2. Name of the course	Social Teaching of the Church	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 25 S 5
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	This course offers the fundamental content of the Social Teaching of the Church (historical development, social documents, principles...) in order to capacitate students to apply and practically design social teaching programmes in ecclesiastical and social life in Bosnia-Herzegovina.		
2.2. Course enrolment requirements and entry competences required for the course	Motivation to acquire knowledge of the course matter and to have a fundamental insight into Church and social circumstances.		
2.3. Learning outcomes at the level of the programme to which the course contributes	To apply knowledge and understanding of the Social Teaching of the Church as a specific theological discipline that reflects the reality of the Church and society, facilitating a more efficient application of evangelisation and catechisation in the contemporary world. To identify the connections and differences between sociology and the sociology of religion and Social Teaching of the Church; To contribute to a complete understanding of personal, family and general social life.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be competent to: Comprehend the meaning of social dimensions of Christian faith throughout history; Interpret the development of social thought in Croatia in the Twentieth Century; Apply methods of Social Teaching of the Church: see, judge, act; Use Church social documents; Comprehend contemporary views of the Catholic Church toward numerous current issues in society; Analyse the concrete situation in society and the Church, based on the principles of Social Teaching of the Church; Apply knowledge acquired to pastoral care, catechesis and other fields of work in the Church and society.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course matter 2. Christians in the world – relations towards the world 3. Social virtues – relations toward others 4. The roots of Social Teaching of the Church in the Scriptures 5. Social dimension of Christianity throughout history 6. Social Teaching of the Church: nature and meaning 7. Three historical periods in the development of Social Teaching of the Church in Croatia: 1900 - 1945; 1945 - 1990; 1990 - present 8. Social Teaching of the Church in catechesis 9. Based on the principles of social teachings toward the concrete man: dignity of the human being, human rights, common good 10. Current principles of solidarity, preferential option for the poor, subsidiarity and participation 11. The start of organised Social Teaching of the Catholic Church – Pope Leo XIII and the encyclical “Rerum novarum” (1891) 12. Social documents of the Church up to the Second Vatican Council (Pope Pius XI, Pope Pius XII) 13. Pope John XXIII and the Second Vatican Council – changes in Social Teaching of the Church 		

	14. Post Council teachings – Pope Paul VI 15. Specific role of Pope John Paul II toward developing social teaching 16. Pope Benedict XVI – Love in the truth and social issues 17. Compendium of Social Teaching of the Church					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular attendance to lectures and active participation					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Active participation – 30% Seminar essay - 20% Oral examination – 50%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	SOCIJALNI DOKUMENTI CRKVE, Marijan VALKOVIĆ (ur.), <i>Sto godina katoličkoga socijalnog nauka</i> , Kršćanska sadašnjost, Zagreb, 1991;					
	IVAN PAVAO II., <i>Stota godina. Centesimus annus. Enciklika</i> , Kršćanska sadašnjost, Zagreb, 1991;					
	PAPINSKO VIJEĆE 'PRAVDA I MIR', <i>Kompendij socijalnog nauka Crkve</i> , 88 Kršćanska sadašnjost, Zagreb, 2005;					
	Joseph kardinal HÖFFNER, <i>Kršćanski socijalni nauk</i> , Kršćanska sadašnjost, Zagreb, 2005.					
2.12. Optional literature (at the time of submission of study programme proposal)	Karol WOJTYLA, <i>La dottrina sociale della Chiesa</i> . Intervista di Vittorio Possenti. Commento di Segio Lanza, Lateran University Press, Vatican City, 2007; Rudolf WEILER, <i>Uvod u katolički socijalni nauk</i> . Kratak sustavni prikaz, Školska knjiga, Zagreb, 1995; Stjepan BALOBAN- Gordan ČRPIĆ (ur.), <i>Socijalni Kompendij: izazov i nadahnuće</i> , Centar za promicanje socijalnog nauka Crkve- Kršćanska sadašnjost, Zagreb, 2007.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Monitoring regular attendance to lectures Active participation at lectures Consultations Evaluation of the course and lecturer					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Marko Karamatić	1.6. Year of the study programme	5
1.2. Name of the course	Art and Christian Iconography	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 25 S 5
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	This course offers students an introduction to artistic language and basic visual communication. Students gain a general artistic education with emphasis on Christian iconography. To capacitate students to recognise iconological and stylistic art features during certain eras. To capacitate students to analyse art and iconography from a general perspective of the history of art and history of art in the Church.		
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	Upon completion of the course students will be familiar with various historical eras and styles of sacral creativity and will be able to recognise and analyse sacral spaces and art works of a sacral nature. Insight into the historical development of speech about sacral art will capacitate students to critically approach the question of contemporary movements in Christian art.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be competent to: <ul style="list-style-type: none"> - Recognise fundamental Christian iconography. - Scrutinise works of art with an emphasis on analysing iconography. - Recognise works of art with regard to style and period of origin. - Use terminology relating to the history of art and will be able to apply it to sacral art with an accent on the Christian notion of sacredness. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course content – obligations during the semester (literature to be examined). 2. Introductory lectures relate to the definition of art, sacredness and particularly Christian notion of sacral. 3. Basic artistic language and visual communication – scrutinising roles and meaning. 4. General overview of pre-historic sacral spaces and art. 5. Great civilisations and their relations toward sacral creativity. 6. Review of early Christian era and pre-Romanic, ancient Croatian era. 7. Review of Romanic, Gothic art. 8. Iconography (iconological) topography and typology. Iconography of the saints: early Christian martyrs, medieval iconography. 9. Christian iconography: literary sources, basic definitions (symbol, allegory, personification, typology, prefiguration). 10. Christian iconography: basic definitions (motif, theme, meaning, certain definitions relating to liturgical practise). 11. Development of iconography (iconology) through periods of the history of art (early Christian and earl medieval art, Romanic & Gothic, Renaissance and Baroque, 19th & 20th centuries). 12. Review of Renaissance art. 13. Review of Baroque creativity, classicism and neo-styles. 14. Contemporary movements in art with an accent on sacral creativity. 		
2.6. Format of	X lectures	x independent	2.7. Comments:

instruction:	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	assignments X multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 40% Seminar essay – 20% Examination – 40%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	R. Ivančević, Uvod u ikonologiju , u: <i>Leksikon ikonografije, liturgike i simbolike zapadnog kršćanstva</i> , A. Badurina (ur.), Zagreb, Kršćanska sadašnjost, 1985.					
	A. Badurina, F. Škunca, Sakralni prostor tijekom povijesti i danas, Zagreb, 1987.					
	A. Ivandija – D. Kečkemet, Crkvena umjetnost Hrvatske, Zagreb 1971.					
	Đ. Basler – A. Begić, Umjetničko blago Bosne i Hercegovine, Sarajevo 1987.					
2.12. Optional literature (at the time of submission of study programme proposal)	R. van Straten, Uvod u ikonografiju, Zagreb, 2003., str. 1-142. J. HALL, Rječnik tema i simbola u umjetnosti, Zagreb, Školska knjiga, 1991. M. Jakubin, Vodič kroz povijest umjetnosti, Školska knjiga, Zagreb, 2006. H.W.Janson, Povijest umjetnosti, Stanek d.o.o., Varaždin 2003.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Monitoring student work during lectures and keeping evidence of their attendance and active participation during discussions. Essay. Anonymous survey. Written examination.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Mr. sc. Ivo Marković	1.6. Year of the study programme	5
1.2. Name of the course	Rhetoric	1.7. Credits (ECTS)	2
1.3. Associate teachers	Hasija Borić, Actress NT Sarajevo Vedrana Seksan, Actress NP Sarajevo	1.8. Type of instruction (number of hours L + S + E + e-learning)	L 10 S 10 E 8 e - learning 2
1.4. Study programme (undergraduate, graduate, integrated)	undergraduate	1.9. Expected enrolment in the course	15
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%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - To enable students to gain a systematic achievement of theoretical rhetorical knowledge and rhetorical art - To enable students to compose speeches and to manage the defence of own attitudes - To enable students to analyze and interpret speeches - To stimulate critical thinking - To enrich speaking culture 		
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	<ul style="list-style-type: none"> - Profound observation of rhetorical culture and improvement of communication culture - Appropriation of communicative good manners 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be competent to:</p> <ul style="list-style-type: none"> - adopt fundamental knowledge of the history of Rhetoric - adopt rhetorical contributions of famous rhetors in history - compose speeches - adopt and apply well-grounded speaking culture and art - achieve self-confidence in public appearance 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction in course of lectures, description, goals and organization of lectures and exercises. Literature 2. Paradigmatic history of Rhetoric from antic rhetors to new rhetoric 3. Speech pathologist checkup of students, exercises in intonation of voice 4. Characteristics of good speech, overcoming of fear in appearance 5. Exercises in articulation and breath 6. Preparation of speech, gathering materials, effective writing, types of speeches 7. Exercises in reading, logical stress, concentration, interpretative reading 8. Basics of information theory, elements of information chain, langue and parole 9. Exercises in performance of famous speeches, Sermon on the Mount, Sermon to Generals of V. Gotovac etc, choice 10. Speaking in decision making, round table, dispute, discussion, debate 11. Language, poetics and rhetoric, rhetorical figures, metaboles – linguistic interpretation of rhetorical figures 12. Make personal choice of a speech theme, writing a speech, performance and rhetorical ethos 13. Analysis of linguistic codes of social groups, restrictive and elaborative types of language 14. Appearance in media: radio, TV, answering the questions, interviews 15. Preliminary exams, exercises in dispute, discussion, debate, competition of rhetors 16. Evaluation of the course and teacher 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/>	2.7. Comments:

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
2.8. Student responsibilities	Regular attendance to lectures and active participation in exercises. Writing rhetorical map, writing one speech, argumentation for dispute and debate, critical observation on an article from rhetorical field.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		Rhetorical map	0,25
	Essay		Seminar essay	0,25	Performance of speech	0,25
	Tests	0,25	Oral exam	0,25	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Activities at lectures: 10% preliminary test: 20% Seminar essay: 20% Oral exam 30% Rhetorical map: 10% Performance of speech: 10%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Beker, Miroslav: „Kratka povijest antičke retorike“, Artresor naklada, Zagreb, 1997.					
	Šego, Jasna: „Kako postati uspješan govornik“, Profil international, Zagreb, 2005.					
	Ivo Marković, Retorika, Franjevačka teologija Sarajevo, 2012.					
	Beker, Miroslav: „Kratka povijest antičke retorike“, Artresor naklada, Zagreb, 1997.					
2.12. Optional literature (at the time of submission of study programme proposal)	Škarić, Ivo: „Temeljni suvremenoga govorništva“, Školska knjiga, Zagreb, 2000. Zadro, Ivan: „Glasoviti govori“, Naklada Zadro, Zageb, 1999. Žitinski – Šoljić, Maja: „Teorija komuniciranja i govorništvo“, Veleučilište u Dubrovniku, Dubrovnik, 2001. Allan i Barbara Pease: „Velika škola govora tijela“, Mozaik knjiga, Zagreb 2009.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Survey and exam results.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Marko Karamatić	1.6. Year of the study programme	5
1.2. Name of the course	Christian Literature in Bosnia and Hercegovina	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 25 S 5
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
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
2. COUSE DESCRIPTION			
2.1. Course objectives	To introduce students to the culture of the written word of the Christian provenience in Bosnia and Hercegovina. It refers to the heritage of the written word, originating in the Middle Ages, surviving 400 years of Ottoman rule and lasting until the beginning of 20 th century.		
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	<ul style="list-style-type: none"> -Analysis of the historical context of literary work of the Franciscans of "Bosna Srebrena" who are the authors of the first printed works in Bosnian and Hercegovina -The students will be presented with the motives of literary work in Bosna Srebrena and its manifestation in the pastoral work among the Catholics in Bosna Srebrena -Analysis of the influence of Franciscan literature in the development of standard Croatian language and of its contribution to Croatian national integration. Analysis of the bilingual and biliterate culture in Bosna Srebrena: the Bosančica/western Cyrillic script and the Latin script - Analysis of Croatian and Latin languages 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> -Students will gain knowledge of the written culture of the Christian provenience in Bosnia and Herzegovina and in particular of the catechetical and homiletic tradition -Students will gain the ability to implement the knowledge of Christian literature, above all of the catechetical tradition, in the process of planning and teaching religious instruction -Students out to be capable of competently participating in public discussion regarding the cultural and spiritual history of Bosnia and Herzegovina -Students will be capable of responding to the present day challenges and possibilities on the basis of knowledge of the cultural and spiritual history in Bosnia and Herzegovina 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> Humac Tablet – the earliest evidence of literacy in Bosnia and Herzegovina 2. Epigraphy - the study of written matter recorded on hard or durable material in Bosnia and Herzegovina 3. Gršković's Apostle and Divoš's Gospel 4. Hval manuscript 5. Venetian and Radosav manuscript 6. Historical framework of the Franciscan literature in Bosnia and Herzegovina 7. Literary work of Franciscans 15th -19th century – general overview 8. Juraj Dragišić (1455-1520), writer and humanist 9. Matija Divković (1563-1631), the first writer in the vernacular in Bosnia and Herzegovina 10. Ivan Bandulavić and Pavao Posilović 11. Stjepan Matijević and Pavao Papić 12. Ivan Ančić and Stjepan Margitić 13. Lovro Šitović and his "Pisna o paklu" 14. Fra Lovro Bračuljević 15. Jeronim Filipović, writer of homilies 		

	16. TomaBabić (168-1750) 17. Filip Lastrić, originator of scientific historiographyin Bosnia and Herzegovina 18. Marko Dobretić (1707-1784) 19. Chronicles(B. Benić, N. Lašvanin, M. Bogdanović) 20. Vice Vicić, poet and musician 21. Augustin Miletić, bishop and educator 22. MarijanŠunjić, bishop, polyglot, author of works about language 23. Poets Latinists (A. Barukčić, A. Matić, B. Josić) 24. Martin Nedić and his works 25. Ivan FranoJukić (1818-1857), founder of the firstperiodical in Bosnia and Herzegovina 26. The chronicles of Ivan FranoJukić 27. GrgoMartić (1822-1905), poetical works 28. JakoBaltić, chronicler, author of“Godišnjak” 29. PetarBakula (1816-1873), author of Herzegovinian schematism 30. AntoKnežević (1834-1889) 31. Josip DobroslavBožić (1860-1900).					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.10.	Comments:
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance– 30% Seminar essay - 20% Oral exam– 50%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Anto S. Kovačić, <i>Biobibliografija franjevaca Bosne Srebrene</i> , Sarajevo 1990.					
	<i>Hrvatska književnost od XIV. do sredine XVIII. stoljeća</i> , knj. 6, prir. Ivo Pranjković, Sarajevo 2005.					
	<i>Hrvatska književnost od sredine XVIII. stoljeća do konca XIX. stoljeća</i> , knj. 7, prir. Marko Karamatić, Sarajevo 2006.					
2.12. Optional literature (at the time of submission of study programme proposal)	<i>Franjevačka književnost u Bosni u XVIII. stoljeću</i> , prir. Marko Karamatić, Matica hrvatska, Zagreb 2011.					
	<i>Bosanskohercegovačka književna hrestomatija. Starija književnost</i> , knj. I, Sarajevo 1974.					
	<i>Bosanski franjevci</i> (izbor tekstova), prir. Marko Karamatić, Zagreb 1994.					
	Matija Divković, <i>Izbor iz djela</i> , prir. Darija Gabrić-Bagarić, Vinkovci 2000.					
	Matija Divković, <i>Nauk krstjanski & Sto čudesa</i> , prir. Darija Gabrić-Bagarić i Marijana Horvat, Kulturno-povijesni institut Bosne Srebrene, Sarajevo 2013.					
2.13. Quality assurance methods that ensure the	Krešimir Georgijević, <i>Hrvatska književnost od XVI. do XVIII. stoljeća u Hrvatskoj i sjevernoj Bosni</i> , Zagreb 1969.					
	Herta Kuna, <i>Hrestomatija</i>					
2.13. Quality assurance methods that ensure the	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam					

acquisition of exit competences	
2.14. Other (as the proposer wishes to add)	

7. ELECTIVE COURSES

7.1. List of elective courses

PHILOSOPHY	
Course title	Professor
Philosophy of Language	Dr. sc. Josip Jozić
Philosophy of Mind	Dr. sc. Josip Jozić
Natural Law	Dr. sc. Ivan Bubalo
Philosophical Anthropology	Dr. sc. Mile Babić
School of Franciscan Medieval Philosophy	Dr. sc. Mile Babić
Philosophical Hermeneutics	Dr. sc. Vili Radman
FUNDAMENTAL THEOLOGY	
Contemporary Understanding of Islam and the Message of the Quran	Dr. sc. Vili Radman
Missiology	Mr. sc. Ivo Marković
DOGMATIC THEOLOGY	
Sacrament and Symbol	Mr. sc. Miro Jelečević

Origin, Development and Contemporary Interpretation of Transubstantiation	Mr. sc. Miro Jelečević
Creation Theory and the Challenges of Natural Science	Mr. sc. Miro Jelečević
Worldviews and Theological Statements about Creation	Mr. sc. Miro Jelečević
Pneumatology and Contemporary Charismatic Movements in the Church	Dr. sc. Stjepan Duvnjak
The Franciscan Question	Dr. sc. Marinko Pejić
Wriings of Francis and st. Claire	Dr. sc. Marinko Pejić
Hesychasm	Dr. sc. Marinko Pejić
Consecrated Life in Church	Dr. sc. Marinko Pejić
BIBLICAL THEOLOGY	
Primeval Biblical History (Genesis 1,1–11,26)	Dr. sc. Anto Popović
Passion and Death of Jesus According to Mark's Gospel (Mc 14,1–15,47)	Dr. sc. Anto Popović
Principles and Methods for the Interpretation of the Bible	Dr. sc. Anto Popović
Biblical Archaeology	Dr. sc. Božo Lujčić
Greek Biblical Language	Dr. sc. Anto Popović

MORAL THEOLOGY

Conscience as Subjective Norm of Action	Dr. sc. Velimir Valjan
Conscience as Subjective Norm of Action	Dr. sc. Velimir Valjan
Bioethics and Techniques of Human Fertilization	Dr. sc. Velimir Valjan

CANON LAW

Church Administration	Dr. sc. Ivan Sesar
Matrimonial Procedure: Procedure for the Declaration Invalid Marriage	Dr. sc. Ivan Sesar

LITURGY

Liturgical Time and Space	Dr. sc. Danimir Pezer
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PASTORAL THEOLOGY

The Media in Pastoral Care	Dr. sc. Ivan Šarčević
Pastoral Care for Forgiveness and Reconciliation	Dr. sc. Ivan Šarčević
Religious Themes in Literature	Dr. sc. Ivan Šarčević
Church Catechesis	Dr. sc. Ivan Šarčević

HISTORY OF THE CHURCH

The Catholic Church in Bosnia and Herzegovina and the ISC	Dr. sc. Petar Jeleč
The Policy of the Independent State of Croatia (ISC) towards Religious Communities	Dr. sc. Petar Jeleč
The Church in Bosnia and Herzegovina 1878-1914.	Dr. sc. Marko Karamatić
Origin and Theological Justification of Visual Arts in Christian Antiquity	Dr. sc. Stjepan Duvnjak

7.2. Descriptions of elective courses

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Josip Jozić	1.6. Year of the study programme	1-3
1.2. Name of the course	Philosophy of Language	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	Optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION			
2.1. Course objectives	Intention of the course is to present the origin, nature and function of language as a philosophical issue		
2.2. Course enrolment requirements and entry competences required for the course	Fundamentals of the history of philosophy of the 20th century		
2.3. Learning outcomes at the level of the programme to which the course contributes	-knowledge of the historical problem of language - recognition of the difference between the linguistic problems considered by philosophy of language and analytical philosophy -knowledge of the forms and order for the understanding of language -recognition of differences between meaning and sense of linguistic expression		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able: -to present the historical problem of the philosophy of language -to analyse and specify its fundamental issues -to distinguish between linguistics, analytical philosophy and philosophy of language -to recognize the problem of "meaning" in language -to gain an understanding of the basic ideas of G. Frege and L. Wittgenstein		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction and the idea of the philosophy of language 2. Historical overview of the problem of the philosophy of language 3. Analytical philosophy and philosophy of language 4. Language and sign 5. Language and semiotics 6. Meanings and definitions of language 7. Function of language 8. Origin of language 9. Language and linguistics 10. Context of language expression 11. Language and "meaning" 12. The idea and definition of meaning 13. Cognition, language and reality 14. Private language 15. Language-games and Wittgenstein		
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:

2.8. Student responsibilities	Participation in lectures, essays and discussions.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30 % Independent assignments 10 % Oral exam 60 %					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	J. G. HERDER, <i>Rasprava o podrijetlu jezika</i> , Zagreb, 2005.					
	G. FREGE, <i>Osnove aritmetike i drugi spisi</i> , Zagreb, 1995. (odabrani spisi)					
	L. WITTGENSTEIN, <i>Filozofska istraživanja</i> , Zagreb, 1998.					
	I. MACAN, <i>Wittgensteinova teorija značenja</i> , Zagreb, 1996.					
2.12. Optional literature (at the time of submission of study programme proposal)	A. KELLER, <i>Sprachphilosophie</i> , München, 2000. E. TUGENDHAT, <i>Jezičkoanalitička filozofija</i> , Sarajevo, 1990.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Class participation and interest in particular topics.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Josip Jozić	1.6. Year of the study programme	1-3
1.2. Name of the course	Philosophy of Mind	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	Optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION			
2.1. Course objectives	The aim of the course is to present the problem of the relationship between mind and body within analytical philosophy		
2.2. Course enrolment requirements and entry competences required for the course	To offer basic knowledge of the history of philosophy in the 20th century.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>knowledge of the problem concerning the relationship between spirit and matter and mind and body within analytical philosophy:</p> <ul style="list-style-type: none"> -analysis of mental processes and their body expressions -human personality and the nature of mental states -freedom of the mind and activity -knowledge of physicalism -naturalism and positivism in the area of spirituality and criticism 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able:</p> <ul style="list-style-type: none"> -to distinguish between the material (organic) reality and the mental structure of the human being -to connect and understand the relationships between the material, organic, psychological and spiritual in the human being -to analyse the relationship between language and mental states -to understand the meaning of intentionality and intentional causality -to describe the freedom of the will, determination and non-determination of the will -to describe the notion of person. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction: philosophy of mind and analytical philosophy 2. The notions of material and mental process 3. Problem of identity, body-soul, dualism – arguments and counter-arguments 4. Relationship of neuro-functions and mental processes 5. B. Libet and experiments on brain activity 6. Characteristics of mental states 7. Interactionism between mental and corporeal states 8. Intention and intentionality 9. Self-consciousness and self-determination 10. Free will and determinism 11. Free will and the notion of the person 12. Person and personality 13. Semantic physicalism and mental state 14. Consciousness and phenomenal states. 		
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student	Participation in lectures, essays and discussions.		

responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay	0,5	Seminar essay		(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30 % independent assignments 10 % Oral exam 60 %					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	R. DESCARTES, <i>Metafizičke meditacije. Razmišljanja o prvoj filozofiji</i> , Demetra, Zagreb, 1994.					
	P. BIERI, <i>Zanat slobode: o otkriću vlastite volje</i> , Sarajevo, 2013.					
	E. TUGENDHAT, <i>Samosvest i samoodređenje: jezičko-analitičke interpretacije</i> , Beograd, 1989.					
	D. DENNETT, <i>Evolucija slobode</i> , Zagreb, 2009.					
2.12. Optional literature (at the time of submission of study programme proposal)	P. BIERI (izd.), <i>Philosophie des Geistes</i> , Königstein, 1981					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Class participation and interest in particular topics.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Ivan Bubalo		1.6. Year of the study programme	3-5		
1.2. Name of the course	Natural Law		1.7. Credits (ECTS)	2		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30		
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course	10		
1.5. Status of the course	Optional		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	Students should gain insight into the fundamental meaning of natural law for human society					
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	Knowledge of the most important theories of natural law. To understand the meaning of natural law for contemporary discussions regarding the essential foundations of human society. Ability to evaluate the significance of natural law for guidance in personal and professional life					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Fundamental knowledge of the main theories of natural law: 1. to understand the doctrine of natural law 2. the ability to critically evaluate the doctrine of natural law 3. insight into the historical development of natural law theories 4. recognition of the importance of the doctrine of natural law for modern times.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Nature as an assumption of practice 2. The notion of nature in ancient philosophy 3. The equation of nature and essence 4. Antithesis: nature – culture 5. Natural law between “is” and “must” 6. Natural law in Roman law 7. Modern understanding of nature 8. Notion of nature in moral theological tradition 9. Natural law and human rights 10. Natural law as the foundation of marriage 11. Natural right of parents in the upbringing of children 13. Natural law and the right of ownership 14. Departure from natural law or return to natural law					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam		Project		(other)	

<i>equal to the ECTS value of the course)</i>					
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20% Tests 10% Oral exam 70%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	R. Spaemann, „Natur“, u: H. Krings/H. M. Baumgartner/Ch. Wild (ur.), <i>Handbuch philosophischer Grundbegriffe</i> , IV, str. 956-969. G. Ellscheid, „Naturrecht“, u: H. Krings/H. M. Baumgartner/Ch. Wild (ur.), <i>nav. mj.</i> , IV, str. 969-980. W. Korff, „Natur/Naturrecht“, u: P. Eichr (ur.), <i>Neues Handbuch theologischer Grundbegriffe</i> , III, str. 437-452. F. Böckle (ur.), <i>Der umstrittene Naturbegriff</i> , Düsseldorf 1987. W. Waldstein, <i>Ins Herz geschrieben</i> , Augsburg 2010				
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	Evaluated attending classes, preliminary exams and activity in class				
2.14. Other (as the proposer wishes to add)					

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Mile Babić		1.6. Year of the study programme	4		
1.2. Name of the course	Philosophical Anthropology		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30		
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course	30		
1.5. Status of the course	elective		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2		
2. COUSE DESCRIPTION						
2.1. Course objectives	<i>The aim of this course is to offer students a general historical and theoretical insight into the major authors, themes and interests of the philosophical anthropology.</i>					
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	Upon completing this course and successfully passing the examination students will critically adopt and be competent to present fundamental anthropological concepts, particularly those relating to religious-pedagogical theory and practise.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completing this course and successfully passing the examination students will have a basic knowledge of philosophical anthropology and will have: 1. Competency to describe and succinctly relay the basic content of the course; 2. A basic knowledge of philosophical-anthropological terminology; 3. Competency to explain and critically present the fundamental positions of the major ancient, medieval and modern philosophers relating to the philosophy of man; 4. Competency to explain and critically present various contemporary philosophical-anthropological concepts; 5. Competency to independently interpret the major works in classic philosophy of man, contemporary philosophical anthropology.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the course – presentation of implementation plan, literature and student obligations; 2. Attempt to define what philosophical anthropology is, and what its objectives and methods are; 3. Basic terminology in the philosophy of man and philosophical anthropology; 4. Historical overview of the classic positions of philosophy of man - Plato, Aristotle, Christian thinkers; 5. "Birth" of philosophical anthropology as a discipline - Kant, Herder, Feuerbach; 6. Philosophical anthropology in the strict sense I – Scheler, Gehlen, 7. Philosophical anthropology in the strict sense II - Plessner, Buber, + 1s term test;					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular attendance to lectures, essay writing, participating in discussions during classes, term tests (optional)					
2.9. Screening student work (name the proportion of ECTS credits for each)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay	0,5	Seminar essay		(other)	
	Tests	0,5	Oral exam	1	(other)	

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 30% Essay – 10% Tests – 10% Oral exam – 10%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	I. Kant, <i>Kritika praktičkog uma</i> , Zagreb, 1990 (selected reading)					
	I. Kant, <i>Metafizika čudoređa</i> , Zagreb, 1999 (selected reading)					
	M. Scheler, <i>Ideja čovjeka i antropologija</i> , Zagreb, 1996 (selected reading)					
	H. Plessner, <i>Stupnjevi organskoga i čovjek</i> , Zagreb, 2004 (selected reading)					
	G. Haefner, <i>Filozofska antropologija</i> , Zagreb, 2003;					
	H. Burger, <i>Filozofska antropologija</i> , Zagreb, 1993; J. Oslić, <i>Izvor budućnosti</i> , Zagreb, 2002;					
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	Student survey and self-evaluation conducted by course lecturer at the completion of lectures					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Mile Babić		1.6. Year of the study programme		5	
1.2. Name of the course	School of Franciscan Medieval Philosophy		1.7. Credits (ECTS)		3	
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)		30L	
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course		15	
1.5. Status of the course	elective		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)		1	
2. COUSE DESCRIPTION						
2.1. Course objectives	The objective of this course is for students to obtain a general historical and philosophical overview of the beginnings of Franciscan philosophy as well as its main authors, topics and the questions that arise within philosophical thought.					
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	Upon completing this course and successfully passing the examination students will have a fundamental knowledge and understanding of philosophical topics particularly concerning its complicated relationship to theology as a science. The knowledge gained will help students to obtain a deeper understanding of other philosophical disciplines.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completing this course and successfully passing the examination students will have a fundamental knowledge of the history of philosophy and will have:</p> <ol style="list-style-type: none"> 1. Developed critical philosophical thinking 2. Adopted fundamental philosophical terminology 3. An understanding and will be able to critically evaluate fundamental Franciscan positions and the basic problems of Franciscan medieval philosophy 4. Become familiar with fundamental works of Franciscan philosophy and with main authors: A. of Hales, R. Bacon, Petrus Johannis Olivi, St. Bonaventure, John Duns Scotus, William Ockham, Raimundus Lullus. 5. An ability to implement philosophical insight into their own life and religious-pedagogical and educational theory and practice 					
2.5. Course content broken down in detail by weekly class schedule (syllabus)						
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	1.5	(other)	
	Written exam		Project		(other)	

<i>equal to the ECTS value of the course)</i>					
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 30% Tests -10% Oral exam – 60%				
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media		
	S. KUŠAR, (ur.) Srednjovjekovna filozofija (Hrestomatija filozofije, Vol. 2), Zagreb 1996				
	ARISTOTEL, Metafizika, Fizika, Nikomahova etika (optional)				
	TOMA AKVINSKI, <i>Izabrano djelo</i> , Zagreb 2005				
	ECKHART, I. (MEISTER), Knjiga božanske utjehe, Zagreb 1989				
	IVAN DUNS ŠKOT, <i>Rasprava o prvom principu</i> , Zagreb 1997.				
	IVAN DUNS ŠKOT, <i>Sloboda uzvišenija od nužnosti</i> , Zagreb 2012.				
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	Student survey and self-evaluation conducted by course lecturer at the completion of lectures.				
2.14. Other (as the proposer wishes to add)					

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Vili Radman		1.6. Year of the study programme		1-3	
1.2. Name of the course	Philosophical Hermeneutics		1.7. Credits (ECTS)		3	
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)		L 30	
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course		30	
1.5. Status of the course	Optional		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)		2	
2. COUSE DESCRIPTION						
2.1. Course objectives	To introduce students to the meaning of hermeneutics from the perspective of modern and contemporary philosophy. To gain knowledge of the main thinkers in the area of philosophical hermeneutics and to point to the significance of the problem of understanding for contemporary thought and to its interdisciplinary importance, e.g. its influence on the development of the modern theory of science.					
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	Comprehensive introduction to the hermeneutics and its significance for both contemporary philosophy and the nature of philosophical reflection. Knowledge of the essential terminology of philosophical hermeneutics. Acquiring basic insight into the questions regarding interpretation theory from the perspective of philosophy and its meaning for the understanding of contemporary philosophy.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> -to gain a basic understanding into the problem of interpretation -the importance of interpretation for the nature of philosophical reflection -knowledge of the essential terms of philosophical theory of interpretation -an understanding of the importance of interpretation for disciplines of a philosophical nature and knowledge of their relationship with hermeneutics. 					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction to hermeneutics and an overview 2. Dimensions of the problem of understanding and interpretation 3. Notions of hermeneutics and philosophical hermeneutics 4. Hermeneutical theory until the Middle Ages 5. Origins of philosophical hermeneutics in the modern period 6. Development of philosophical hermeneutics in the 19th century: Schleiermacher and Dilthey 7. Contemporary philosophical hermeneutics: Heidegger, Gadamer, and Ricoeur 8. Perspectives of philosophical hermeneutics and its significance for the disciplines related to philosophy. 					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular attendance and active participation in class; independent work in the form of reading and further study of matter. Laying quizzes and completing an oral or written exam.					
2.9. Screening student work (name the proportion of ECTS credits for each)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1	(other)	

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20% Tests 30% Oral exam 50%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	J. Grondin, <i>Smisao za hermeneutiku</i> , Matica hrvatska, Zagreb 2003					
	H. – G. Gadamer, <i>Istina i metoda</i> , V. Masleša, Sarajevo 1978.					
	E. Hufnagel, <i>Uvod u hermeneutiku</i> , Hrvatska sveučilišna naklada, Zagreb 1993.					
	J. Zovko, <i>Platon i filozofijska hermeneutika</i> , Hrvatsko filozofsko društvo, Zagreb 1992					
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. S. Bosto, <i>Hermeneutička teorija jezika</i>, V. Masleša, 1987. 2. H. – G. Gadamer, <i>Ogledi o filozofiji umjetnosti</i>, AGM, Zagreb 2003. 3. M. Heidegger, <i>Kraj filozofije i zadaća mišljenja</i>, Naprijed, Zagreb 1996. 4. P. Ricoeur, <i>Živa metafora</i>, GZH, Zagreb 1981. 5. V. Sutlić, <i>Kako čitati Heideggera</i>, A. Cesarec, Zagreb. 					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students' work will systematically monitor during classes throughout the semester. will guide the records of the work and progress of students on the basis of the set of elements (the presence of the lectures, participate in discussions, the results of preliminary exams etc.). after Colloquium look back will be the main problems that the students may face, and possible are individual information during regular consultations.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION						
1.1. Course teacher	Mr. sc. Miro Jelečević		1.6. Year of the study programme	3-5		
1.2. Name of the course	Sacrament and Symbol		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30		
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course	15		
1.5. Status of the course	Optional		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2		
2. COUSE DESCRIPTION						
2.1. Course objectives	To get students acquainted with the notion of symbol and its significance for sacramental theology. To present the history of symbol in Catholic theology including the neglect of symbol and its later revival in the processes of renewal in the 20 th century. To introduce students to the difference between sign and symbol. To gain knowledge of the main theological contributions to the renewed acceptance of the category of symbol in Catholic theology.					
2.2. Course enrolment requirements and entry competences required for the course	Previous knowledge of the specific content of philosophy and phenomenology of religion. Knowledge of the major historical developments and changes in sacramental theology. Knowledge of issues and problems that drive contemporary Catholic theology					
2.3. Learning outcomes at the level of the programme to which the course contributes	Knowledge of the historical cultural context of the origin of the notion of symbol, the reception of symbol in early Christian theology and the reasons for marginalization of symbol in Catholic theology in the second millennium. Knowledge of the term symbol in contemporary philosophy and theology. Meaning and possibilities of symbol in sacramental theology.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able: -to describe the origin of symbol and its socio cultural and religious use -to present the use of the term in early Christian theology -to present historical theological development that led to the marginalization of the term symbol -to identify essential contributions of contemporary philosophy and the science of religions concerning the term symbol -to explain the importance of symbol for theological reflection and sacramental practice in the Church.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Symbol: cultural religious context 2. Symbol – its meanings in early Christian theology: the symbolism of St Augustine 3. Neglect of symbol in Catholic theology: disputes in scholasticism and the reformation 4. Renewal of symbol in theology in the 20 th century: Rahner and Chauvet 5. Symbol and sign 6. Symbolical acts 7. Symbol in practice 8. Symbol and sacrament					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Class attendance and active participation in them. Making presentations and master the tasks set					
2.9. Screening student work (name the	Class attendance	1,5	Research	0,5	Practical training	
	Experimental work		Report	0,5	(other)	

<i>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>	Essay		Seminar essay		(other)	
	Tests		Oral exam	0,5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance– 15% Research– 20% Report – 25% Oral exam– 40%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	F. COURTH , Sakramenti. Priručnik za teološki studij i praksu, Đakovo 1997.					
	E. H. SCHILLEBEECKX, Krist sakramenat susreta s Bogom, Zagreb 1992 ² .					
	Ž. BEZIĆ, Znakovi, simboli, mitovi, Đakovo 1998.					
2.12. Optional literature (at the time of submission of study programme proposal)	P. RICOEUR, O tumačenju. Oglad o Freudu, Zagreb 2005.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Attendance of class-lectures, active participation in dialogue and discussions will be taken into account. Written paper and student research will be evaluated. Test-analysis and exam.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Mr. sc. Miro Jelečević	1.6. Year of the study programme	3-5
1.2. Name of the course	Origin, Development and Contemporara Interpretations of Transubstantiation	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	15
1.5. Status of the course	Optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION			
2.1. Course objectives	To introduce students to the dogma of the real presence of Jesus Christ in the Eucharist and its understanding until early Middle Ages. To provide knowledge of the term transubstantiation and the historical cultural context of its origin. To present other scholastic theories of the real presence. To get them acquainted with the process of the systematic standardization of the teaching of transubstantiation in the Church, contemporary difficulties in understanding and new attempts to explain the real presence.		
2.2. Course enrolment requirements and entry competences required for the course	Necessary background knowledge from philosophy and theology for understanding the basics of Eucharistic theology. Knowledge of the main historical theological developments, controversies and magisterial interventions in the teaching of the Eucharist.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> -To gain knowledge of the meaning of the dogma of the Real Presence, its expression in various historical and cultural periods -acquaintance with the main historical theological moments relating to the origin and development of the teaching of transubstantiation -knowledge of new attempts in post Vatican II. Catholic theology to explain the real presence of Christ -the ability to competently and openly respond to contemporary questions about the real presence of Christ in the Eucharist 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students should be able:</p> <ul style="list-style-type: none"> -to present the teaching of the Church on Christ's real presence -to explain the development of the teaching of transubstantiation -to identify main controversies concerning the teaching of transubstantiation -to describe the context and intention of the Council of Trent concerning transubstantiation -to gain knowledge of the contemporary difficulties concerning the understanding of this teaching and to be aware of new possible solutions in 20th century theology -the ability to explain the present state of affairs concerning the teaching of the Magisterium on the real presence 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction: faith in Christ's presence in community – various modes of presence 2. Historical theological development: the Ambrosian and Augustinian perspective 3. Cultural changes in the early Middle Ages and the first controversy concerning the Eucharist 4. Berengar and the development of the teaching of transubstantiation 5. Church standardization of the teaching and similar medieval solutions 6. Reformation and the finally developed teaching of transubstantiation at the Council of Trent 7. Development of modern science and difficulties in the understanding of the teaching 8. Contemporary philosophical perspectives and the teaching of transubstantiation 9. Dutch theology and new solutions 10. Recent contributions by the Church Magisterium: "Mysterium fidei" and "Ecclesia de eucharistia" 11. Finally solved or still an open question? 		

2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Class attendance and active participation in them. Making presentations and master the tasks set					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	0,5	Practical training	
	Experimental work		Report	0,5	(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 15% Research – 20% Report – 25% Oral exam – 40%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	T. J. ŠAGI-BUNIĆ, Euharistija u životu Crkve kroz povijest, Zagreb 1984.					
	K. RAHNER, Teološki spisi, Zagreb 2008.					
	A. TAMARUT, Euharistija – otajstvo vjere i dar života, Zagreb 2004.					
2.12. Optional literature (at the time of submission of study programme proposal)	W. KASPER, Sakrament jedinstava. Euharistija i Crkva, Zagreb 2005.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Attendance of class-lectures, active participation in dialogue and discussions will be taken into account. Written paper and student research will be evaluated. Test-analysis and exam.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION						
1.1. Course teacher	Mr. sc. Miro Jelečević		1.6. Year of the study programme	3-5		
1.2. Name of the course	Creation Theory and the Challenges of Natural Science		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30		
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course	15		
1.5. Status of the course	Optional		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2		
2. COUSE DESCRIPTION						
2.1. Course objectives	To introduce students to the key moments in history of intervention by the Magisterium in the development of creation theology and Christian anthropology. To present, with the help of specific situations and examples, the division and misunderstandings between the theology of creation and the natural sciences. To present some of the short-comings of the natural sciences and possible solutions offered by theology. Possibilities of solving problems with dialogue.					
2.2. Course enrolment requirements and entry competences required for the course	It is necessary to know basic content of philosophy and philosophical anthropology as well as knowledge of natural development from the beginning of the new century. It is necessary to at least a basic knowledge of the issues addressed by modern science.					
2.3. Learning outcomes at the level of the programme to which the course contributes	Knowledge of the decisive cultural intellectual process responsible for the misunderstandings between theology of creation and natural science. Knowledge of the origin of the problem between theology of creation and natural science. Ability to competently do dialogue and openly approach the contemporary issues in the field of creation.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students should be able: -to present the foundations of both creation theology and natural science -to describe the origin and development of the problems between the two sciences -to identify the main challenges from the field of natural sciences which are considered by theology of creation -to argumentatively explain Church positions in creation theology and to offer possible solutions.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction: presentation of the relationship between creation theology and natural sciences 2. Theological discourse concerning creation and modern cosmology 3. Christian anthropology and the theory of evolution 4. Insights of modern bio-sciences and the questions for creation theology 5. Creationist response and problems 6. Principles for dialogue between theology of creation and natural science					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Class attendance and active participation in them. Making presentations and master the tasks set					
2.9. Screening student work (name the proportion of ECTS)	Class attendance	1	Research	0,5	Practical training	
	Experimental work		Report	0,5	(other)	
	Essay		Seminar essay		(other)	

<i>credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 15% Research - 20% Report – 25% Oral exam – 40%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	F. COURTH , Kršćanska antropologija, Đakovo 1986.					
	L. NEMET, Teologija stvaranja, Zagreb 2003					
	JUKIĆ, 40/41, Sarajevo 2010/2011, str. 9-140.					
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	Attendance of class-lectures, active participation in dialogue and discussions will be taken into account. Written paper and student research will be evaluated. Test-analysis and exam.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION						
1.1. Course teacher	Mr. sc. Miro Jelečević		1.6. Year of the study programme	3-5		
1.2. Name of the course	Worldviews and Theological Statements about Creation		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	P 30		
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course	15		
1.5> Status of the course	Elective		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2		
2. COUSE DESCRIPTION						
2.1. Course objectives	To get students acquainted with the various views of the world providing the background of the main statements of theology of creation and Christian anthropology. To present the significance of changes connected with the appearance of new worldviews. To examine critically if essential Biblical contents are inseparably tied to the worldview in which they came into being.					
2.2. Course enrolment requirements and entry competences required for the course	Previous knowledge of the basic contents of philosophy and philosophical anthropology and the knowledge of the modern development of natural sciences is needed. It is also required the basic knowledge of various sociocultural and religious traditions and contemporary worldviews.					
2.3. Learning outcomes at the level of the programme to which the course contributes	Introduction to the decisive cultural spiritual process of misunderstanding which characterized the history of religion, theology and natural science. Acquaintance with the difficulties and possibilities of particular worldviews. Qualification for a competent dialogue and open approach to contemporary problems.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students should be able: to present the main features of Biblical Oriental worldview and modern worldview, to describe the genesis and development of the problems in this area, to point out the main challenges of the changed worldview facing the theological statements, to explain argumentatively ecclesial theological positions and developments and to point to possible solutions.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Biblical worldview in its context 2. Explanation of reality through myth 3. Worldview of natural sciences. 4. New approaches enabled by the development of Biblical sciences 5. Contemporary ideologization of worldview					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	0,5	Practical training	
	Experimental work		Report	0,5	(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 15% Research – 20% Report – 25% Oral exam – 40%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	H. KÜNG, Postoji li Bog?, Rijeka 2006 ² .		
	F. COURTH , Kršćanska antropologija, Đakovo 1986.		
	A. SCOLA/G. MERENGO/J. PRADES LOPEZ, Čovjek kao osoba. Teološka antropologija, Zagreb 2003.		
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	Attendance of class-lectures, active participation in dialogue and discussions will be taken into account. Written paper and student research will be evaluated. Test-analysis and exam.		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Stjepan Duvnjak	1.6. Year of the study programme	4-5
1.2. Name of the course	Pneumatology and Contemporary Charismatic Movements in the Church	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	15
1.5. Status of the course	Optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION			
2.1. Course objectives	Intention of the course is to show the importance of pneumatology in the context of the appearance of charismatic movements in the present day Church. Knowledge of charismatic movements and their origins, historical development and distinctive characteristics within Christian denominations. The goal is, in the light of theological examination based on pneumatology, to show the need for and the contribution of charismatic movements to Christian witness in the world and to point the dangers of elitism and exclusivism within the movement.		
2.2. Course enrolment requirements and entry competences required for the course	General conditions required for regular admission to the Franciscan theology and knowledge of at least one foreign language.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be taught to theologically and objectively evaluate movements in the Church and not to take a biased black and white view of them.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Ecclesiological perspective on the experience of the Holy Spirit in the New Testament (Paul)</p> <p>Extraordinary gifts and their understanding in the New Testament</p> <p>Origins of the new charismatic movements and their first public manifestations</p> <p>Pentecostalism as a new denomination in the Christian churches</p> <p>Confessional differences in starting points and manifestations of faith within the charismatic movement</p>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Pneumatic and pneumatological places in the New Testament (Paul, John, Luke)</p> <p>Ministry of prophets in early Christianity</p> <p>Challenges of Montanism</p> <p>The origins of charismatic movements and distinctive periods of their activity</p> <p>Different accents and New Testament starting points in Pentecostal and other non-Catholic Christian denominations</p> <p>Charismatic movements and II. Vatican Council (Card. Suenens)</p> <p>The structure and external manifestations of charismatic movements</p> <p>Catholic theological directives for the Catholic movements of the charismatic renewal</p> <p>Papal talks to charismatics: directives, incentives and expectations.</p> <p>Tests</p> <p>Papers</p>		
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student			

responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30% Tests 20% Oral exam 50%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Golub, Duh sveti u Crkvi, KS Zagreb, 1975.					
	2. «A Petar ustade i reče...» (Zbirka Papinih govora upućenih Katoličkoj karizmatskoj obnovi do 2.000), Fides Koprivnica, 2003.					
	3. J. Ratzinger, Novi izljevi Duha. Pokreti u Crkvi, Verbum, Split, 2008					
2.12. Optional literature (at the time of submission of study programme proposal)	1. H. Muehlen, Die Erneuerung des christlichen Glaubens (Charisma-Geist-Befreiung), don Bosco Verlag, Muenchen, 1976. (Hrvatsko izdanje: Duh i voda, Jelsa 1984. 2. Concilium, Godina XLVII, br. 4, Listopad 2011. 3.R. Cantalamessa, Duh Sveti u Isusovu životu, Duh i voda, Jelsa, 1985					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will actively participate in the classroom by making presentations; Progress will be monitored by tests and participate in discussions.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Anto Popović		1.6. Year of the study programme		III., IV. and V.	
1.2. Name of the course	Primeval Biblical History (Genesis 1,1–11,26)		1.7. Credits (ECTS)		3	
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)		L 30	
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course		10	
1.5. Status of the course	Optional		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)		2	
2. COUSE DESCRIPTION						
2.1. Course objectives	To get the students acquainted with the themes of the first eleven chapters of the Book of Genesis (Gen 1,1–11,26).					
2.2. Course enrolment requirements and entry competences required for the course	General Introduction into the Holy Scriptures and Hebrew language.					
2.3. Learning outcomes at the level of the programme to which the course contributes	Exegetical interpretation of the first eleven chapters of the Bible within the context of the entire Bible and within the context of the extra-biblical literary works which treat the same themes.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student will be able: To analyze Genesis 1,1–11,26 from the viewpoint of the literary forms. To identify the similarities and differences between the biblical way of presenting the themes of creation, fall, flood and extrabiblical way of presenting the same themes; To interpret the tradition and redaction history of Gen 1-11; To make exegesis of the selected Hebrew passages in Gen 1-11.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Introduction into the theme of the course and bibliography (2); Genesis 1-11 within the broader context of the entire Bible (2); Analysis of the literary forms in Gen 1-11 (2); The first account of creation (Gen 1,1-2,3) (10); The first transgression (Gen 3,1-7) (4); The first fratricide (Gen 4,1-16) (3); Genealogies in Gen 5; 10 (4); Flood narrative (Gen 6-9) and the Babel Tower (Gen 11,1-9) (3).					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,9	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0,9	Oral exam		(other)	
	Written exam	1,2	Project		(other)	
2.10. Grading and evaluating student work in class and at the final	Attendance of the lectures: 30%; Tests: 30%; Written exam: 40%;					

exam			
	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	REBIĆ, A., <i>Biblijska prapovijest (Post 1–11)</i> , Kršćanska sadašnjost, Zagreb, 1970.		
	TOMIĆ, C., <i>Prapovijest spasenja</i> . Knjiga Postanka, glava 1–11, Provincijalat franjevac konventualaca, Zagreb, 1986.		
	ARENHOEVEL, D., <i>Prapovijest</i> , Mali komentari Biblije - Stari zavjet, Biblioteka "Riječ" 18, Kršćanska sadašnjost, Zagreb, 1988.		
	POPOVIĆ, A., „Početak opisa stvaranja u Knjizi Postanka 1,1-2. Egzegetsko-teološka i sintaksna analiza Post 1,1-2“, u: <i>Bogoslovska smotra</i> 77 (2007) 627-664.		
	POPOVIĆ, A., <i>Od slike Božje do Božjeg sinovstva</i> , Biblica 8, Kršćanska sadašnjost, Zagreb, 2008.		
2.12. Optional literature (at the time of submission of study programme proposal)	WESTERMANN, C., <i>Genesis</i> , Biblischer Kommentar Altes Testamen I/1, Neukirchener Verlag, Neukirchen-Vluyn, (³ 1983.) ⁴ 1999. SMITH, S., <i>The Priestly Vision of Genesis 1</i> , Fortress, Minneapolis, 2010.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam.		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Anto Popović		1.6. Year of the study programme	III., IV., V. year		
1.2. Name of the course	Passion and Death of Jesus According to Mark's Gospel (Mc 14,1–15,47)		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45		
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	10		
1.5. Status of the course	Obligatory-Optional		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	To get exegetical knowledge of the Passion and Death of Jesus according to Mark's Gospel					
2.2. Course enrolment requirements and entry competences required for the course	The knowledge of the Biblical Greek language.					
2.3. Learning outcomes at the level of the programme to which the course contributes	The exegesis of the Passion and Death of Jesus leads to the fuller understanding the culminating point of the history of salvation as well as to the broader understanding of the Passion narratives as gravity point of each Gospel.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	A Student will be enabled: - To read and to interpret Greek texts of 14,1–15,47; - To interpret Mc 14–15 in the broader context of the Marc's Gospel (vertical approach); - To interpret Mc 14–15 in relation to the other Gospels' Passion narratives (horizontal approach); - To explain and answer the juridical questions related to the trial of Jesus before Sanhedrin.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Introduction into the theme of the course and into bibliography (2 lectures); Scandal of the Christ's cross and the question of the sources of the Marc's passion narrative (2); The Conspiracy against Jesus (Mc 14,1-11) (6); Jesus' Last Supper (Mc 14,12-25) (6); The events related to the Mount of Olives (Mc 14,26-52) (5); Seven explanation related to the appearance of the unnamed young man (Mc 14,51-52) (2); The trial of Jesus before Sanhedrin and Peter's threefold denial (Mc 14,53-72); The juridical question related to the trial of Jesus before Sanhedrin (2); The trial of Jesus before the Roman court (Mc 15,1-20a) (4); The crucifixion and death of Jesus (Mc 15,20b-41) (6); The burial of Jesus (Mc 15,42-47) (2); The women at the empty tomb and the resurrection message (Mc 16,1-8) (2).					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam		(other)	
	Written exam	1	Project		(other)	

<i>ECTS credits is equal to the ECTS value of the course)</i>					
2.10. Grading and evaluating student work in class and at the final exam	Attendance of the lectures: 30%; Tests: 30%; Written exam: 40%;				
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media		
	LOHFINK, G., <i>Posljednji dan Isusov</i> , Riječ 13, Kršćanska sadašnjost, Zagreb, 1984.				
	TOMIĆ, C., <i>Isus iz Nazareta. Gospodin slave</i> . Isusova muka, smrt i uskrsnuće (Mt 21,1 – 28,20; Mk 11,1 – 16,20; Lk 19,28 – 24,53; Iv 12,1 – 21,24), Provincijalat hrvatskih franjevaca konventualaca, Zagreb, 1992.				
	VOJNOVIĆ, T., <i>Sinopsa evanđelja s rječnikom i konkordancijom</i> , Protektor, Zagreb, 1994.				
	LIMBECK, M., <i>Markovo evanđelje</i> , prev. I. Čabraja, Biblioteka Riječ 36, Kršćanska sadašnjost, Zagreb, 1999.				
	POPOVIĆ, A., <i>Isusova muka i smrt prema Markovu evanđelju</i> , Biblica 12, Kršćanska sadašnjost, Zagreb, 2009.				
2.12. Optional literature (at the time of submission of study programme proposal)	SENIOR, D., <i>The Passion of Jesus in the Gospel of Mark</i> , Glazier, Wilmington, Delaware, 1984. BROWN, R. E., <i>The Death of the Messiah</i> . From Gethsemane to the Grave. A Commentary on the Passion Narratives in the Four Gospels, vol. I-II, Doubleday, New York, NY, 1994. ALAND, K., <i>Synopsis Quattuor Evangeliorum</i> , German Bible Society, Stuttgart, ¹⁵ 1997. STOCK, K., <i>Marco. Commento contestuale al secondo Vangelo</i> , Bibbia e preghiera 47, Edizioni ADP, Roma, 2003. MOLONEY, F. J., <i>The Gospel of Mark</i> . A Commentary, Hendrickson, Peabody, MA, (2002) ² 2006.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the comprehensive final exam.				
2.14. Other (as the proposer wishes to add)					

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Anto Popović		1.6. Year of the study programme	I. and II. year		
1.2. Name of the course	Principles and Methods for the Interpretation of the Bible		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30		
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course	10		
1.5. Status of the course	Elective-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	Student will become acquainted with the principles and methods of the Catholic interpretation of the Bible.					
2.2. Course enrolment requirements and entry competences required for the course	The basic knowledge of the Hebrew and Greek language.					
2.3. Learning outcomes at the level of the programme to which the course contributes	The knowledge of the principles and methods for the interpretation of the Bible is helpful for all exegetical courses, for liturgy, for pastoral ministry as well as for ecumenism.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will obtain the knowledge of: <ul style="list-style-type: none"> - The Principles of Catholic interpretation; - The diachronic methods of interpretation; - The Synchronic approaches to the biblical texts; - The evaluation of each method and of each approach from the perspective of their contribution to and usefulness for the interpretation of the Bible. 					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Introduction into the theme of the course and presentation of the bibliography (2); Generally about the need of the interpretation of the ancient texts (2); The principles for the interpretation of the Bible according to the speech of the Pope John Paul II. (3); Seven steps of the historical-critical method (7); New methods of the literary analysis (4); Approach according to the humanistic sciences (4); Contextual approaches (4); Fundamentalist reading (2).					
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.9	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.9	Oral exam		(other)	
	Written exam	1,2	Project		(other)	
2.10. Grading and evaluating student work	Attendance of the lectures: 30%; Tests: 30%; Written exam: 40%;					

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
2.12. Optional literature (at the time of submission of study programme proposal)	<p>TOMIĆ, C., <i>Pristup Bibliji</i>. Opći uvod u Sveto pismo, Provincijalat franjevac konventualaca, Zagreb, 1986., Četvrti dio: "Biblijska hermeneutika", pages 285–412.</p> <p>PAPINSKA BIBLIJSKA KOMISIJA, <i>Tumačenje Biblije u Crkvi</i>. Govor pape Ivana Pavla II. i dokument Papinske biblijske komisije, Dokumenti 99/141, Kršćanska sadašnjost, Zagreb, 1995./2005.</p> <p>POPOVIĆ, A., <i>Načela i metode za tumačenje Biblije</i>. Komentar Papina govora i dokumenta Biblijske komisije <i>Tumačenje Biblije u Crkvi</i>, Biblica 1, Kršćanska sadašnjost, Zagreb, 2005.</p> <p>PAPA BENEDIKT XVI., <i>Verbum Domini – Riječ Gospodnja</i>, Dokumenti 159, Kršćanska sadašnjost, Zagreb, 2011., br. 29-49: „Hermeneutika Svetoga pisma u Crkvi“.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Regular and attentive attendance of the lectures. Diligent preparation of the tests and of the final exam.		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Božo Lujčić		1.6. Year of the study programme		1-5	
1.2. Name of the course	Biblical Archaeology		1.7. Credits (ECTS)		3	
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)		L 30	
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course		20	
1.5. Status of the course	Optional		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)		2	
2. COUSE DESCRIPTION						
2.1. Course objectives	To describe the geographical areas in which the Bible originated. To get acquainted with the main archaeological methods. The ability to identify the most important archaeological sites in Palestine.					
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	Knowledge of the geographical areas in which the Bible originated. Knowledge of the history of individual biblical sites and of the customs of the people who inhabited these areas. Recognition of the significance of biblical sites in order to provide a better understanding of biblical events.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able: -To describe the geographical areas connected with the emergence of the Bible, different climactic types and distinctive characteristics of these areas -To get acquainted with the most important archaeological methods -To identify the most important biblical sites -To compare the results of archaeological excavations of sites relevant to biblical texts.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	The course starts with the geographical description of the areas in which the Bible originated. It deals with the climate, transport connections, customs and way of living. Introduction to archaeological method and excavation. Presentation of archaeological sites with the help of audio visual media.					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments x multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30% Tests 20% Oral exam 50%					
2.11. Required literature	Title			Number of		Availability

(available in the library and via other media)		copies in the library	via other media
	B. Lujić, <i>Biblijska geografija i arheologija</i>		
	B. Lujić, <i>Božji tragovi</i>		
	A. Rebić, <i>Biblijske starine</i>		
2.12. Optional literature (at the time of submission of study programme proposal)	<i>Biblijski atlas</i> <i>Enciklopedija Biblije</i>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Diligent preparation of the tests and of the comprehensive final exam.		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Anto Popović		1.6. Year of the study programme		1	
1.2. Name of the course	Greek Biblical Language		1.7. Credits (ECTS)		3	
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)		L30	
1.4. Study programme (undergraduate, graduate, integrated)	Graduate		1.9. Expected enrolment in the course		10	
1.5. Status of the course	Obligatory-Elective		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	Student will obtain the basic knowledge of the Greek language.					
2.2. Course enrolment requirements and entry competences required for the course	The basic knowledge of the Latin language.					
2.3. Learning outcomes at the level of the programme to which the course contributes	Enables to follow the philosophical and theological courses.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student will be able: - To understand the importance of the Greek language for the theology; - To translate some exercises from Greek into Croatian and from Croatian into Greek language; - To make use of Greek language in the exegetical courses of the New Testament; - To follow with understanding the courses of philosophy and other theological subjects;					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Greek alphabet; Classification of the vowels, diphthongs, breathings and accents; The Present, Future, Imperfect, Aorist Tense Indicative and Subjunctive; O-Declension; A-Declension; Declension of the Adjectives; Present and Imperfect tense of εἶμι Present; Prepositions; Personal and Demonstrative Pronouns					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Work in class: 25%; Practical work - tests: 50%; Written exam: 25%;					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media

	HORAK-WILLIAMS, N., <i>Grčki jezik Novoga zavjeta</i> . Početnica, Kršćanska sadašnjost, ³ 1999.		
	AMERL, R., <i>Grčko-hrvatski rječnik Novoga zavjeta</i> , Hrvatsko ekumensko biblijsko društvo, Zagreb, 2000.		
	SWETNAM, J., <i>Osnove novozavjetnog grčkog jezika</i> , prev. D. Tomašević, Priručnici 6, Katolički bogoslovni fakultet, Sarajevo, 2011.		
	CIFRAK, M., <i>Vježbenica grčkoga jezika Novoga zavjeta</i> , Priručnici 96, Kršćanska sadašnjost, Zagreb, 2012.		
2.15. Optional literature (at the time of submission of study programme proposal)	SENC, S., <i>Grčko-hrvatski rječnik</i> , Zagreb, ³ 1991.; MAJNARIĆ, N. - GORSKI, O. - SIRONIĆ, M., <i>Grčko-hrvatski rječnik</i> , Zagreb, ⁵ 2000.; MUSIĆ, A. - MAJNARIĆ, N., <i>Gramatika grčkoga jezika</i> , Zagreb, ¹⁶ 2004.;		
2.16. Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance. Active participation in the lectures and exercises. Learning of the new lessons and repetition of the previous grammar units and of the vocabulary. Preparation of the regular weekly tests and of the final exam.		
2.17. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Velimir Valjan		1.6. Year of the study programme	3-5		
1.2. Name of the course	Conscience as Subjective Norm of Action		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30		
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course	20		
1.5. Status of the course	Optional		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2		
2. COUSE DESCRIPTION						
2.1. Course objectives	To understand the importance and decisive role of conscience in moral activity and in the process of making ethical decisions. The goal is: to teach students that fundamental traits of conscience involve complete activity of an individual, not only the functional aspect of conscience (intellectualism) or ethical voluntarism or legalistic application of conscience (legalism) -Conscience is an expression of subjectivity, the place where moral values are accepted and adopted.					
2.2. Course enrolment requirements and entry competences required for the course	Prerequisites: Basic Moral Theology (De Principiis). Competencies: knowledge of basic moral and kršćanskih načela call in Christ.					
2.3. Learning outcomes at the level of the programme to which the course contributes	Recognition of moral discourse of the personalistic approach to Christian life in Christ. Understanding of the theological foundations of Christian life in Christ. Awareness of responsible decision making and implementation in every day life.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	-to develop moral awareness of personal responsibility for one's actions -to understand conscience as subjective norm of moral action -to understand conscience as a field of moral activity -to understand conscience as "fundamental organ" by means of which moral responsibility is experienced -to clarify the relationship of values and norms as objective means of morality and conscience as subjective means of morality					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Conscience in the history of morality 2. Conscience in Holy Scripture 3. Moral conscience in theological reflection 4. Phenomenon of conscience in moral life: description, anthropological foundation and moral dimension, habitual and actual conscience, judgment of conscience, religious dimension of conscience 5. Origin of moral conscience 6. Judgment of moral conscience 7. Conditions for correct conscience 8. Psychopathology of moral conscience					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the	Class attendance	1	Research	0,5	Practical training	
	Experimental work		Report		(other)	

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance– 40% Research– 10% Tests – 10% Oral exam– 40%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Rječnik biblijske teologije, Zagreb 1988, 1139-1143.					
	I. Fuček, Osoba. Savjest, Split 2003.					
	I. Fuček, Naša nas savjest pita, Zagreb 2001.					
	I. Kozelj, Savjest put prema Bogu, Zagreb 1988.					
	M. Valković, Savjest u moralnoj teologiji, u: BS XLVII(1977)br. 2-3.					
	I. Fuček, Savjest u nauci Drugog Vatikanskog sabora, u BS XII (1977)br. 2-3.					
	J. Ratzinger, Savjest u vremenu, u: Svesci, KS, Zagreb br. 25-26/1975.					
2.12. Optional literature (at the time of submission of study programme proposal)	J.J. Wright, Savjest i autoritet, Zagreb 1984. A. Šuštar, Odgoj savjesti, Zagreb 1983					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Personal consultation, preliminary exam, exam.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Velimir Valjan		1.6. Year of the study programme	3-5		
1.2. Name of the course	Bioethics and Techniques of Human Fertilization		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45		
1.5. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course	20		
1.6. Status of the course	Optional		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2		
2. COUSE DESCRIPTION						
2.1. Course objectives	To enable students to make a distinction between what is technically possible – useful as well – and what is morally permissible					
2.2. Course enrolment requirements and entry competences required for the course	Graduate Bioethics morality on sexuality, marriage and family					
2.3. Learning outcomes at the level of the programme to which the course contributes	1. To provide knowledge of the scope of modern medical advances in the area of human reproduction 2. Knowledge of bioethical principles concerning human reproduction that should be respected					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- Knowledge of various techniques and methods in modern medicine concerning human reproduction. - Development of the moral awareness of the dignity of human person in order to morally evaluate methods of human reproduction. - Clear knowledge of the Magisterial teaching of the Church concerning human reproduction. - Knowledge of the principles concerning the respect and preservation of human life from the moment of conception.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Definition of a moral issue. 2. Historical overview and medical indications of in vitro fertilization 3. Moral assessment of intracorporeal artificial insemination 4. FIVET 5. Moral problems concerning FIVET 6. Immoral forms of fertilization and pregnancy 7. In vitro fertilization between ethics and law 8. Gender selection or predetermination of gender 9. Cloning					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS	Class attendance	1	Research	0,5	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam		(other)	
	Written exam	1	Project		(other)	

<i>value of the course)</i>					
2.10. Grading and evaluating student work in class and at the final exam	Class attendance– 50%. Tests– 20%. Written exam – 30%.				
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media		
	. Valjan, Bioetika, Sarajevo-Zagreb 2004.				
	V. Valjan, Moral spolnosti, braka i obitelji, Sarajevo-Zagreb 2002.				
	T. Matulić, Život u ljudskim rukama, Zagreb 2006.				
	T. Matulić, Bioetički izazovi kloniranja čovjeka, Filozofsko-teološko tematiziranje, Zagreb 2006.				
V. Lukić, Medicinski potpomognuta oplodnja s posebnim osvrtom na crkveni nauk, diplomski rad, Franjevačka teologija Sarajevo 2007.					
2.12. Optional literature (at the time of submission of study programme proposal)	Kongregacija za nauk vjere, DignitasPersonae – Dostojanstvo osobe. Naputak o nekim bioetičkim pitanjima, Zagreb 2009. Ivan Pavao II, Evangeliumvitae. Enciklika o vrijednosti i nepovredivosti ljudskog života, KS Dokumenti 103, Zagreb 1995. Zbor za nauk vjere, Donumvitae, Dar života. Naputak poštivanju ljudskog života u nastanku i o dostojanstvu rađanja. Odgovori na neka aktualna pitanja, KS Dokumenti 88, Zagreb 1997.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Personal consultation, preliminary exam, exam				
2.14. Other (as the proposer wishes to add)					

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Velimir Valjan		1.6. Year of the study programme	3-5		
1.2. Name of the course	Biblical Theology of Hope		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45		
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course	20		
1.5. Status of the course	Optional		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2		
2. COUSE DESCRIPTION						
2.1. Course objectives	The goal of the course is to introduce students to the biblical notion of hope and to provide an understanding of the significance and role of hope in human life, particularly in religious life.					
2.2. Course enrolment requirements and entry competences required for the course	Prerequisites: completed, or at least entered a special moral theology. Competencies: knowledge of basic moral and kršćanskihnačela call in Christ.					
2.3. Learning outcomes at the level of the programme to which the course contributes	To be able to recognize the similarities and differences between the dogmatic and moral discourse concerning Christian life in Christ. To be aware of the role of the theological virtue of hope in the life of the faithful on their path towards God. Recognition of a distinction between Christian hope and pure humanistic expectation					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To develop moral awareness of the essential dimensions of Christian life and vocation in Christ - to discern and explain supernatural and natural virtues -to critically distinguish the religious/Christian from the rational/human in the moral life of an individual and of the community - to understand hope as a virtue of journey in contrast to faith (virtue of threshold) and love (virtue of destination)					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Biblical notion and the object of hope 2. Biblical texts concerning hope 3. God's promises and the Covenant 4. Hope of Patriarchs, messianic expectations 5. New Testament's theology of hope 6. Hope according to St. Paul 7. Hope in the recent documents of the Magisterium of the Church 8. Descriptions of hope in the dictionaries 9. Anxiety and despair in the works of F. Kafka					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Attending lectures; Research literature					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS	Class attendance	1	Research	0,5	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam		Project		(other)	

<i>value of the course)</i>					
2.10. Grading and evaluating student work in class and at the final exam	Class attendance– 40% Research– 10% Tests– 10% Oral exam– 40%				
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media		
	Rječnik biblijske teologije, Zagreb 1988, 614-621.				
	K. M. WOSCHITZ, Elpis-Hoffnung, Herder, Wien-Freiburg-Basel, 1979.				
	L. KRINETZKI, Savez Božji s ljudima prema Starom i Novom zavjetu, Zagreb, 1999.				
	M. TOMIĆ, Pojam elpis u Poslanicama Efežanima i Kološanima, u: Diacovensia, 1/94, str. 240-263.				
2.12. Optional literature (at the time of submission of study programme proposal)	Sekretarijat za nekršćane, Nada koja je u nama. Kratak prikaz katoličke vjere, KS, Zagreb 1996. Radovan Grgec, Nadanje i iščekivanje, Zagreb 1984. E. Bloch, Princip nada, Zagreb 1981. Ladislav Boros, Živjeti iz nade, Zagreb 1970				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Personal consultation, preliminary exam, exam.				
2.14. Other (as the proposer wishes to add)					

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc.Ivan Sesar		1.6. Year of the study programme	4 and 5		
1.2. Name of the course	Church Administration		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L – 25 S - 3 E -2		
1.4. Study programme (undergraduate, graduate, integrated)	undergraduate		1.9. Expected enrolment in the course	15-25		
1.5. Status of the course	selected		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	Basic knowledge of church administrative documents. Right and legal duly recording of all church documents especially parish administration.					
2.2. Course enrolment requirements and entry competences required for the course	Students need to: - Be familiar with basic knowledge of Law.					
2.3. Learning outcomes at the level of the programme to which the course contributes	- To apply knowledge of church administration in the planning and recording of parish documents and all other documents and books according to general and particular law.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - complete form of church document(s). - legitimately respond to party/side inquires. - legal duly record of all church books and documents. - record written corenspondation between church legal persons.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction 2. Concept of Church administration and importance of duly recording. 3. General and particular regulation of church administration in parish according to regulations of Episcopal conference					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		1.2. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 20% Juridical Excersies – 20% Oral exam – 40% Seminar essey – 20%					
2.11. R2.11. Required literature (available in the	Title			Number of copies in the library	Availability via other media	

library and via other media)enquired literature (available in the library and via other media)	<i>Zakonik kanonskoga prava s izvorima,Zagreb, 1996.</i>		
	BKBiH, <i>Pravilnik o crkvenim maticama i drugim uredskim knjigama</i> , Banja Luka, 1999.		
2.12. Optional literature (at the time of submission of study programme proposal)	J. BRKAN, <i>Župa u zakonodavstvu Katoličke Crkve</i> , Split, 2004.; M. ŠETKA, <i>Vođenje župskog ureda</i> , Makarska, 1968.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will actively attend classes, but their work will be monitored through the seminars, midterm exams, as well as through written and oral exams. At the beginning of the semester students will be provided with the instructions on classes, and will be encouraged to actively study the legal literature, as well as new materials to be included for self- training and assistance in competences taking the exams.		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Ivan Sesar	1.6. Year of the study programme	3, 4 and 5
1.2. Name of the course	Legal Proceedings in Proclamation of Invalid Canon Marriage	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L – 25 S - 3 E -2
1.4. Study programme (undergraduate, graduate, integrated)	undergraduate, graduate, integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	selective	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	To educate students and instruct them about functioning of church court. To educate students about details in marriage sacrament diriment impediments and proclamation of invalid marriage. To educate students about regular interpretation and attitude posture in Church and society in regard to this subject.		
2.2. Course enrolment requirements and entry competences required for the course	Students need to: - Be familiar with basic knowledge of Theology and Law.		
2.3. Learning outcomes at the level of the programme to which the course contributes	To apply knowledge from theology and law in caring out church duties especially in planning and implementation of religions lessons and in course for marriage sacrament preparation. To regularly interpret this law as righteous in Church and society. To qualify students for active and righteous participation in evangelization mission in Church and society. To qualify students for active and righteous attitude posture for common wellbeing. To qualify students for understanding of aim and boundaries of law regulation.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - know legal principles on which are matrimonial and society duties and relations are based. - understand intention of legislator, aim and characteristics of laws especially those ones related to marriage - apply law in Church life and in whole society for common wellbeing - give legal advice		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction. Legal proceedings in proclamation of invalid canon marriage. 2. Concept of non dissolution of sacramental marriage. 3. Elements of definition of marriage. 4. When marriage became invalid? 5. Who and in which circumstances can bring legal action for proclamation of invalid marriage. 6. What has to be done before bring charges into the Court. 7. What are key elements of charge. 8. In which way is Court formed and who are persons who are participating in legal procedure. 9. Difference between Church court hearing and civil court hearing. 10. Which facts are matter of relevance into the Court 11. Who can disprove validity of marriage 12. Who and by which circumstances is taking judgement 13. When that judgements is with final force and effect 14. What are effects of judgement of invalid marriage into civil area of life 15. If there is judgement with final force and effect of invalid marriage does that means that 		

	parties are free and that they can get married again in church?					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		1.3. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 20% Juridical Excersies – 20% Oral exam – 40% Seminar essey – 20%					
2.11. R2.11. Required literature (available in the library and via other media)enquired literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	RAZNI AUTORI, <i>Ništavost ženidbe: procesne i supstantivne teme</i> , (ur. J. Šalković), Zagreb, 2009.					
	N. ŠKALBRIN, <i>Postupci, Đakovo, 2000</i>					
2.12. Optional literature (at the time of submission of study programme proposal)	V. BLAŽEVIĆ, <i>Ženidbeno pravo Katoličke Crkve</i> , Zagreb, 2004. N. ŠKALABRIN, <i>Ženidba</i> , Đakovo, 1995. M. BERLJAK, <i>Kanonski oblik ženidbe</i> , Zagreb, 1999.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will actively attend classes, but their work will be monitored through the seminars, midterm exams, as well as through written and oral exams. At the beginning of the semester students will be provided with the instructions on classes, and will be encouraged to actively study the legal literature, as well as new materials to be included for self- training and assistance in competences taking the exams.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Danimir Pezer	1.6. Year of the study programme	2
1.2. Name of the course	Liturgical Time and Space	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 45
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	30
1.5. Status of the course		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	<p>To introduce students to the “symbols of the times” as vital components of rituals in liturgical celebrations;</p> <p>To teach students how to evaluate periods from a religious-anthropological perspective; to teach students about the religious and ritual background behind the emergence of the calendar; to familiarise students liturgical years, its cycles and theological periods.</p> <p>To familiarise students with the historical development and theological basis of space for Christian liturgical celebrations.</p>		
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	<ul style="list-style-type: none"> -Knowledge of the topic of time in religion and Christian theology -Knowledge of the emergence, historical development and structure of the liturgical year -Knowledge of the structure of liturgical celebrations as a theological blueprint to shape liturgical space 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will have competencies:</p> <ul style="list-style-type: none"> -To know a place of ritual and the significance of time in the experience of pre-Christian religion -To evaluate time in the context of the Christian revelation and Christian experience -To know the cosmic and religious structure of the oldest calendars -To know specific meanings and content of certain cycles in the liturgical year and sanctoral cycles -To analyse the content of certain times and celebrations through a theological analysis of euchologian forms -To know the relation between Christian rituals toward space and the theological logic of liturgical space -To know the historical development of the shape of liturgical space -To know the theological criteria to evaluate liturgical space and its elements. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Time as a symbol and element of ritual. 2. Time in the light of biblical religion and Christian revelation. Theological periods. 3. The emergence and development of ancient calendars; the Christian calendar and its renewal; contemporary problems in the calendar. 4. The liturgical year: notion, relations and the scope of the liturgical and civil year. 5. Sunday – the primary and all-encompassing Christian feast day; its emergence, content, place in the life of faith and structure of the liturgical year; theological themes in discussions about Sunday. 6. Celebrating the Paschal mystery: the Easter triduum; its emergence, development, structure and content. 7. Time of preparation for the celebration of Easter and Pentecost Sunday; analysis of euchologian Lenten and Easter formats. 8. The mystery of God’s revelation (celebration of Christ’s birth and Epiphany). 9. The mystery of God’s revelation: Advent, its emergence, development, content, 		

	theological analysis of euchologian formats. 10. Celebrations of "times during the year" the foundations of Sunday; its structure, relation to the sanctoral. 11. Shape and theological significance of the sanctoral; reverence of the saints and the Blessed Virgin Mary. 12. The Liturgy of the Hours. 13. Liturgical space: space as a symbol; space in early Christian liturgical conception; earliest development. 14. Historical development of the shape and theological significance of liturgical space. 15. The theological picture of rituals as a foundation to shape space and its spatial elements.					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	1.5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attendance to lectures and involvement in activities (20%). Term tests successfully passed (20%). Essay and other similar papers (20%). Final examination, oral or written (40%).					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	V. Zagorac, Krist posvetitelj vremena, Zagreb 1996.					
	A. J. Chupungco (ur.), Scientia liturgica, vol. V., Casale Monferrato 1998. (postoji izdanje na talijanskom i engleskom jeziku).					
	I. Šaško, Liturgijski prostor kroz povijest i danas. Razmišljanja o liturgijskoj arhitekturi, pro manuscripto, Zagreb 2005.					
2.12. Optional literature (at the time of submission of study programme proposal)	Various authors, Liturgijska mistagogija (Ed. J. Klarić), Frankfurt am Main 2002, (Articles: A. Crnčević & I. Šaška). I. Žižić, Nedjelja i liturgija. Sakramentalni identitet Dana Gospodnjega, SB 46(2006) 3,237-271					
2.13. Quality assurance methods that ensure the acquisition of exit competences	The lecturer keeps evidence of regular attendance of students; progress in gaining knowledge, ability to answer questions during the semester during discussions of selected topics and written test at the beginning of the second half of the semester; when the semester ends an anonymous survey is conducted amongst students to obtain their evaluation of the course, content presented and the lecturer's competencies.					
2.14. Other (as the proposer wishes to add)	The term test is considered to be compulsory and cannot be substituted with any other form of essay or paper.					

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Ivan Šarčević	1.6. Year of the study programme	4-5
1.2. Name of the course	The Media in Pastoral Care	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	15
1.5. Status of the course	Optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION			
2.1. Course objectives	Basic insights into the history of communication, communication science, the types of media and journalistic genres. The overview of history of communication in Bosnia and Herzegovina focusing on Catholic media. Analysis of church documents on the media and the relationship of church with the media.		
2.2. Course enrolment requirements and entry competences required for the course	The basics of pastoral theology		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Gaining knowledge on basic communication terms, theories, means and tools of communication - Getting acquainted with ethical principles of communicating and views of Catholic church - Getting acquainted with the history of confessional and Catholic media in the South Slavic area - Practical experience in press and radio journalism and building capacities of students for practical work in the media 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Gain insight into the basics of communication studies - Get acquainted with the basic stages in the history of communication - Identify the journalistic genres through practical exercise - Gain insight into the teachings of Catholic church on the media - Reflect on the media scene in Bosnia and Herzegovina - Reflect on the Catholic and confessional press in the South Slavic area - Critically think and write about the media, their impact on society and media manipulations 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction into Communication Studies <ol style="list-style-type: none"> 1.1. Definitions of the term communication 1.2. Basic theories on communicating 1.3. Communication studies in relation to other fields of science (law, sociology, psychology, economy...) 1.4. Individual and mass communication 1.5. Verbal and nonverbal communication 3. The Media: history of communication and the media types <ol style="list-style-type: none"> 3.1. Primary media 3.2. Secondary media 3.3. Tertiary media 3.4. Quaternary media 		

	<p>3.5. Mass media and functions of mass media 3.6. Virtual media and social networks</p> <p>4. Journalism 4.1. Functions of journalism 4.2. Journalistic genres 4.3. News, reports, stories, comments, interviews 4.4. Radio Journalism 4.5. TV Journalism 4.6. Internet 4.7. Investigative journalism 4.8. Journalism ethics and professional principles</p> <p>5. History of communication in Bosnia and Herzegovina 5.1. First papers and magazines 5.2. First book in vernacular (Fr. Matija Divkovic) and first magazine in Bosnia and Herzegovina (Fr. Ivan Frano Jukić) 5.3. Catholic press in Bosnia and Herzegovina 5.4. Publications by Bosnian Franciscans 5.5. Confessional press in Bosnia and Herzegovina and in South Slavic area</p> <p>6. Catholic Church and the media 6.1. Church documents on the media 6.2. The church relation towards the media 6.3. Didactic and dialogic concept of the church media 6.4. Church media language 6.5. Ethics of the church media 6.6. The role of the media in pastoral care</p>				
6.7. Format of instruction:	X lectures X seminars and workshops X exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	6.8. Comments:		
6.9. Student responsibilities					
6.10. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	1	Practical training
	Experimental work		Report	1	(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam		
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	30% active participation in the class 20% exercises 50% report				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Štefan RUS-MOL – Ana Jugoslava ZAGORAC KERŠER, <i>Novinarstvo</i> , Clio, Beograd 2005.				
	Drago BOJIĆ, "Publicistika bosanskih franjevac", u: <i>Bosna franciscana</i> 32 (2010) 239-265.				
	Ivan ŠARČEVIĆ, "Kršćanski govor između šutnje i reklame (1)", u: <i>Bosna franciscana</i> 8 (1997) 3–15; "Kršćanski govor između šutnje i reklame (2)", u: <i>Bosna franciscana</i> 9 (1998) 3–21; "Kršćanski govor između šutnje i reklame (3). Jezik televizijske reklame", u:				

	<p><i>Bosna franciscana</i> 11 (1999) 3–29.</p> <p>Ivan ŠARČEVIĆ, "Vjerski tisak kao sredstvo evangelizacije. Odgovornost za Riječ, čovjeka i šutnju", u: <i>Bosna franciscana</i> 13 (2000) 48-57.</p> <p>Ivan Šarčević, "Mediji i religija" u: <i>Mediji (zbornik) KAS, Sarajevo 2007, 7-9.</i></p>		
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Neil POSTMAN, <i>Wir amüsieren uns zu Tode. Urteilsbildung im Zeitalter der Unterhaltungsindustrie</i>, Fischer Verlag, 18. Auflage, 2008.</p> <p>Johann Baptist METZ, "Trappola elettronica. Osservazioni teologiche sul culto religioso in televisione", u. <i>Concilium</i> 6 (1993) 83-89.</p> <p>Crkveni dokumenti o medijima: <i>Inter mirifica</i> (1965), <i>Communio et progressio</i> (1971), <i>Aetatis novae</i> (1992)</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Class attendance, participation in exercises and the preparation of reports		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Ivan Šarčević	1.6. Year of the study programme	4-5
1.2. Name of the course	Pastoral Care for Forgiveness and Reconciliation	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	15
1.5. Status of the course	Optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION			
2.1. Course objectives	Provide a well-argued overture into the importance of forgiveness and reconciliation in the Gospel – in what Jesus practiced, in Christianity and the Church, and then the peace in the world. A specific aspect of pastoral care of forgiveness is the sacrament of forgiveness (confession).		
2.2. Course enrolment requirements and entry competences required for the course	Knowledge on the basics of pastoral theology		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Regarding forgiveness and reconciliation for survival on earth - Gaining insight into the complex issues of forgiveness and reconciliation in narrow and wider human interrelations - Sensitizing for the issues of guilt and accountability - Differentiating between the stakeholders of reconciliation (victims vs. perpetrators) - Assessing the role of the Church, community of believers (parish) and pastoral worker in forgiveness and reconciliation 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Get acquainted with and interpret important biblical (New Testament in particular) passages on forgiveness and reconciliation - Get acquainted with Islamic view on forgiveness and reconciliation - Critically analyse the church practice with relation to pastoral care of reconciliation and the relation towards secular (political) initiatives of transitional justice and reconciliation among peoples - Distinguish between personal and structural sin - Distinguish between personal guilt and accountability on the one hand and collective (institutional) accountability on the other hand - Reflect on church practice in relation to sacrament of reconciliation (confession) 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. The Meaning of forgiveness and reconciliation in pastoral work and society 2. Forgiveness and reconciliation in the Old Testament 3. Forgiveness and reconciliation in the New Testament 4. Jesus's practice of forgiving sins and love for enemies 5. Paul's understanding of reconciliation as exemplified by the Corinthian community 6. Christian peacemakers throughout history 7. The Second Vatican Council and the world peace 8. Forgiveness and reconciliation in the teachings of popes: John XXIII, Paul VI, John Paul II, Benedict VI and Francis 9. Forgiveness and reconciliation are religious categories? 10. Can man without God forgive? 11. Contemporary understanding of sin and guilt 12. Mystery of evil: personal sin and structural sin (sin of structures) 13. Jaspers: criminal, moral, political and metaphysical guilt/responsibility 14. Collective guilt or collective responsibility? 15. Forgiveness and reconciliation in Islam 16. Forgiveness and reconciliation between political abuse, profit ideology and Christian spirituality 		

	17. Participation in the church and social peace initiatives 18. The pathway to forgiveness and reconciliation: from remembering evil to transethnic and transconfessional culture of remembering 19. Monuments and memorial culture 20. Ordinary and extraordinary pathways of reconciliation with God and the people in Christianity 21. Reasons for crisis of sacraments of reconciliation (confessions) 22. Preparation for the sacrament of reconciliation 23. Presentations and Discussions					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Class attendance, developing presentations in front of others and discussions					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		Presentations (other)	1
	Essay		Seminar essay		(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	25% - class attendance 20% - presentation 55% - oral exam					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Robert SCHREITER, <i>Pomirenje. Poslanje i služba u preobrazbi društvenog poretka</i> , Družba misionara Krvi Kristove, Zagreb 1994.					
	Bože VULETA i dr., <i>Praštanje</i> , Zbornik radova, Franjevački samostan, Split-Sinj 1995.					
	Karl JASPERS, <i>Pitanje krivnje: o političkoj odgovornosti Njemačke</i> , Naklada Ljevak, Zagreb 2004.					
	Anto POPOVIĆ, "Krv brata tvoga vapije k meni", u: <i>Bosna franciscana 2</i> (1994) 59-73.					
Ivan ŠARČEVIĆ, "Ni Kain ni Abel. Pomirenje: s onu stranu žrtve i počinitelja", u: <i>Bosna franciscana 17</i> (2002) 14-34.						
2.12. Optional literature (at the time of submission of study programme proposal)	Ivan ŠARČEVIĆ, "Čovjek ne može oprostiti?", u: Ante KEKEZ (ur.), <i>Vjera i kultura duha</i> . Zbornik, Župni ured Srca Isusova, Zadar 1999, 125–141; Ivan ŠARČEVIĆ, "Sakrament pomirenja – sakrament Božje utjehe", u: <i>Vjesnik đakovačke i srijemske biskupije 1</i> (1999) 7–13; i: "Susret s Ocem. Milosrđe bez obraćenja – obraćenje bez milosrđa", u: <i>Vjesnik Đakovačke i Srijemske biskupije</i> , 12 (1999) 766–769; Ivan ŠARČEVIĆ, "Opraštanje neznanja", u: Dražen ŽIVIĆ (ur.), <i>Victor quia victima. Nada za Hrvatsku</i> , Zbornik, Institut društvenih znanosti Ivo Pilar, Zagreb-Vukovar 2012, 30-40					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Class attendance, competence in presentations and active participation in discussions					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr.sc. Ivan Šarčević	1.6. Year of the study programme	4-5
1.2. Name of the course	Religious Themes in Literature	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	15
1.5. Status of the course	Optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION			
2.1. Course objectives	Build capacities of students for in-depth reading of literature to discover the fundamental issues of meaning and transcendence and connect the Christian message with the experience of contemporary people through narrative text and poetry.		
2.2. Course enrolment requirements and entry competences required for the course	Knowledge on hermeneutics, Christology and the basics of catechetics		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Understand the meaning and the role of literature in culture - Apply hermeneutical perspective on reading literature - Juxtapose literary piece with reality and consider their relation - Discover similarities and differences between the Bible/Holy Scripture and a work of literature 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Differentiate human experiences and in them the issues and traces of transcendence - Understand human history through literature and the basic human questions - Use fairy tales/fables and works of literature in catechesis and generally in preaching faith - Identify works of literature addressing the issues of theodicy - Get to know different images of Jesus Christ in works of literature 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. How to read a work of literature? 2. Important hermeneutical keys to reading the Holy Scripture 3. Narrative communication 4. Message of the work (of voice and narrator) and of the author 5. Difference between literary fiction and reality – their relationship 6. Fairy tales and fables in catechesis 7. Francis of Assisi: brother to all creatures (<i>Canticle of the creatures</i>) 8. Dante: <i>Hell</i> – the concept of sin and sinfulness 9. Cervantes: Dulcinea del Toboso as an image of Church? 10. Dostoyevski: the issue of theodicy 11. Lav Tolstoy: the question of death 12. Camus: the question of theodicy and humanism without God 13. Kafkian anxiety 14. Ivo Andrić: the question of hate, evil and understanding of human history 15. Miroslav Krleža: (<i>On the edge of reason</i>) <i>Na rubu pameti</i> and the question of (religious) behaviour in change of power 16. Meša Selimović: Love and authority 17. Branko Ćopić: humour as relativisation of totalitarian regimes 18. The image of Jesus Christ in literature 19. Silvije Strahimir Kranjčević: Church and social issues 20. Tin Ujević: man and his world 21. Nikola Šop: Jesus of the minor ones 22. Dizdar: the language of tradition, on death and life on tombstones (stećci); which Christ 23. Mary in the poetry of Croatian poets 		

	24. Ivo Brešan: the question of the sacred 25. Josip Mlakić: the absurdity of war 26. Marko Vešović: religion in war and "God of war criminal" 27. Ivana Šojat Kuči: Minority and non-belonging 28. Ludwig Bauer: Theological and anthropological meaning of homeland 29. Miljenko Jergović: people with disabilities and condemned in God's eyes (story: <i>Gurbeŕ</i>) 30. Jozefina Dautbegović: God in exile					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	0,5	Practical training	
	Experimental work		Report		(other)	
	Essay	0,5	Seminar essay		(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	30% class attendance 20% research and independent work 50% oral exam					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Zdenko LEŠIĆ, <i>Teorija književnosti</i> , Sarajevo publishing, Sarajevo 2005.					
	Ivan ŠARČEVIĆ, "Hermeneutika. Teorija o razumijevanju i tumačenju teksta od reformacije do Ricoeura", u: <i>Filozofska istraživanja</i> 1 (2000) 109-138.					
	Vladimir PROPP, "Prilog istoriji pitanja", u: <i>Morfologija bajke</i> , Prosveta, Beograd, 1982, str. 9-25.					
	Ivan ŠARČEVIĆ, "S otvorenim završetkom. Naracija u pastoralu i katehezi", u: <i>Bosna franciscana</i> 14 (2001) 5-27.					
	Drago ŠIMUNDŽA, <i>Bog u djelima hrvatskih pisaca</i> , Matica hrvatska, Zagreb 2004.					
2.12. Optional literature (at the time of submission of study programme proposal)	Umberto ECO, <i>Šest šetnji pripovjednim šumama</i> , Algoritam, Zagreb 2005. Neven JURICA, <i>U sjeni transcencije. Hrvatsko duhovno pjesništvo XX. stoljeća</i> , Kršćanska sadašnjost, Zagreb 1991					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Class attendance, stating own opinions on certain issues, essays					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr.sc. Ivan Šarčević	1.6. Year of the study programme	4-5
1.2. Name of the course	Church Catechesis	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	15
1.5. Status of the course	Optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION			
2.1. Course objectives	Building capacities of students to understand catechesis as a deed of the Church, and as future catechists and educators in faith to be active members of a church community (parish) and to see the service of catechists in the light of evangelization process of local and general Church as well as in a concrete social and interreligious context.		
2.2. Course enrolment requirements and entry competences required for the course	Knowing the basics of pastoral theology and catechetics as well as ecclesiology		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - analyze and examine different images/definitions of Church providing essential background for church catechesis - know the inter-relations between specific church and Church in general - know the most important church documents on catechesis - Know church and national legislation on religious education and catechetical service 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify the importance of catechesis in the process of evangelization - Highlight the importance of evangelical message in the process of upbringing and growing up in faith within a specific church community - Critically understand and interpret the documents on catechesis - Know the structure and institutions of local church in charge of catechesis - Comprehend the importance of catechesis in relation to other aspects of church activities (preaching, liturgy, communion and serving) - Become aware of the importance of further theological and catechetical education 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Christian faith is church-based 2. Catechesis is an act of construing the faith of community/church – family and parish 3. Church catechesis in the documents on catechesis 4. Church catechesis in the Catechism of Catholic Church 5. Church catechesis in the documents on evangelization 6. Specific role of catechesis in evangelization 7. Catechesis per life stages 8. Christocentricity of church catechesis 9. Ecclesiocentricity of church catechesis 10. Catechesis in interreligious context 11. Church catechesis and preaching of word 12. Biblical catechesis 13. Models of biblical catechesis 14. Using fairy tales/fables, works of literature and visual arts in catechesis 15. Catechesis and liturgy (holy space, rituals, signs, songs) 16. Catechesis as part of communion (communio) 17. Catechesis in diaconal practice 18. Stakeholders of catechetical service 19. Catechetical service and catechists with other pastoral workers in parish 20. Place and role of catechists (especially lay ones) in local church 21. Permanent theological and catechetical formation of catechists 		

	22. Institutions and structures for catechesis in local church 23. Catechesis in religious press 24. Catechesis in electronic media 25. Church legislation on catechesis and catechists 26. National laws and regulations relating to religious education and catechesis					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	30% class attendance and exercises in class 20% written exam/paper 50% oral exam					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Emilio ALBERICH, <i>Kateheza i crkvena praksa. Identitet i dimenzije kateheze u današnjoj Crkvi</i> , Katehetski salezijanski centar, Zagreb 1986.					
	Nikola BIŽACA, "Značenje evangelizacije i novee evangelizacije u govoru crkvenog učiteljstva", u: <i>Crkva u svijetu</i> 4 (1999) 419-436.					
	HRVATSKA BISKUPSKA KONFERENCIJA, <i>Župna kateheza u obnovi župne zajednice. Plan i program</i> (izrad. M. Šimunović i B. Škunca), Nacionalni katehetski ured HBK-Hrvatski institut za liturgijski pastoral, Zagreb-Zadar 2000.					
	Ivica PAŽIN, "Župna kateheza u obnovi župne zajednice", u: <i>Diacovensia</i> 1 (2004) 73-102.					
	Hrvatska biskupska konferencija, <i>Crkva i mediji</i> , Glas Koncila, Zagreb 2006.					
2.12. Optional literature (at the time of submission of study programme proposal)	Vjekoslav BAJSIĆ, <i>Život i problemi crkvene zajednice. Članci, rasprave, materijali</i> , uredio S. Kušar, Kršćanska sadašnjost, Zagreb 2000. Emilio ALBERICH, <i>Crkvena kateheza. Rasprava o fundamentalnoj katehatici</i> , Katehetski salezijanski centar, Zagreb, 1999. Milan ŠIMUNOVIĆ, "Evangelizacijsko djelo Crkve u župnoj katehezi i školskom vjeronauku. Dileme i perspektive hrvatskoga modela", u: <i>Riječki teološki časopis</i> 1 (2003) 171-209. Jerko VALKOVIĆ, "Evangelizacija u eri medija: mogućnosti i problemi komuniciranja", u: <i>Bogoslovska smotra</i> 3 (2011) 675-696. Danijel LABAŠ, "Crkva i sredstva društvene komunikacije", u: <i>Obnovljeni život</i> 1 (1993) 76-97.					
2.13. Quality assurance methods that ensure the acquisition of exit	Following class attendance, participation in exercises, discussions at class and drafting reports, joint valuation of work					

competences	
2.14. Other (as the proposer wishes to add)	

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Petar Jeleč	1.6. Year of the study programme	1-3
1.2. Name of the course	The Catholic Church in Bosnia and Herzegovina and the ISC	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	30
1.5. Status of the course	Optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	To introduce students to the historical circumstances that preceded the creation of Independent State of Croatia, its internal structures, problems, development and collapse and to shed light upon the relationship between the Ustashe government and members of the Catholic Church in Bosnia and Herzegovina in the period of 1941-1945, with a special reference to the events in the Franciscan province of Bosna Srebrena.		
2.2. Course enrolment requirements and entry competences required for the course	Knowing the basics of history		
2.3. Learning outcomes at the level of the programme to which the course contributes	Understanding of the development and position of the Catholic Church and its institutions in Bosnia and Herzegovina during the period of the Independent State of Croatia. A critical assessment of the activity of some Church leaders in the period of the ISC. Acquaintance with the views, prejudices and various positions taken in this period of our local history.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Knowledge of the history of the Catholic Church in Bosnia and Herzegovina during in the period of 1941-1945, with a special reference to the events in the Franciscan province Bosna Srebrena Implementation of the acquired knowledge in education Effective participation in public discussions regarding this period of our history The ability to identify new challenges in the future on the basis of history		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Archdiocese of Sarajevo 1941-1945 2. Archbishop Ivan Šarić 3. Božidar Bralo 4. Dragutin Kamber 5. Diocesan press: KatoličkitjednikiVrhbosna 6. Diocese of Banja Luka: Bishop fra Jozo Garić 7. Diocese of Mostar: bishops Fra Alojzije Mišići Petar Čule 8. The Franciscan province of Bosna Srebrena 9. Fra Tomislav Majstorović – a case study 10. Franciscan press: Glasnik sv. Ante i Kalendarsvetog Ante 11. Activities of the Franciscan authorities in Bosna Srebrena 1 2. Fra Josip Markušić 13. Fra Bono Ostojić 14. Fra Gavro Gavranić 15. Fra Rastko Drljić 16. Fra Marijan Jakovoljević 17. Fra Srećko Perić and the franciscans from Livno.		
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student			

responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance: 30% Tests: 20% Oral exam: 50%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	KRIŠTO, J., <i>Katolička Crkva i Nezavisna Država Hrvatska 1941.-1945.</i> , I-II, Zagreb 1998.					
	KRIŠTO, J., <i>Sukob simbola. Politika, vjere i ideologije u Nezavisnoj Državi Hrvatskoj</i> , Zagreb 2001.					
	TOMASEVICH, J., <i>Rat i revolucija u Jugoslaviji 1941-1945. Okupacija i kolaboracija</i> , Zagreb 2010.					
2.12. Optional literature (at the time of submission of study programme proposal)	<p>KRIZMAN, B., <i>Ante Pavelić i ustaše</i>, Zagreb 1978. <i>Tko je tko u NDH</i>, (ur. D. Stuparić), Zagreb 1997. <i>Actes ed documents du Saint Siège relatifs à la Seconde Guerre Mondiale</i>, I-XI, (ur. P. Blet, A. Martini i B. Schneider), Città del Vaticano 1965-1981. ADEMOVIĆ, F., <i>Novinstvo i ustaška propaganda u Nezavisnoj Državi Hrvatsko. Štampa i radio u Bosni i Hercegovini (1941-1945)</i>, Sarajevo 2000. <i>Angažirani svećenik. Simpozij u povodu 100. obljetnice rođenja fra Josipa Markušića održan 17. i 18. rujna 1980. u Jajcu</i>, (ur. M. Oršolić i dr.), Zagreb-Sarajevo 1981. BAKOVIĆ, A., <i>Hrvatski martirologij XX. stoljeća. Svećenici-mučenici Crkve u Hrvata</i>, Zagreb 2007. BANAC, <i>Nacionalno pitanje u Jugoslaviji. Porijeklo, povijest, politika</i>, Zagreb 1995.</p> <p>BATELJA, J., <i>Blaženi Alojzije Stepinac – svjedok Evanđelja ljubavi. Životopis, dokumenti i svjedočanstva – prije, za vrijeme i nakon Drugoga svjetskog rata</i>, I-III, Zagreb 2010. BENIGAR, A., <i>Alojzije Stepinac. Hrvatski kardinal</i>, Rim 1974 (Zagreb 1993). BOBAN, Lj., <i>Hrvatska u arhivima izbjegličke vlade 1941-1943. Izvještaji informatora o prilikama u Hrvatskoj</i>, Zagreb 1985.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will regularly monitor classes, to the consultation will be able to obtain additional information for personal training and help for passing the exam. Writing colloquium will be accompanied by student work, and anonymous survey will help the teacher evaluation and possible changes in teaching methods and student assessment.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Petar Jeleč		1.6. Year of the study programme		1-3	
1.2. Name of the course	The Policy of the Independent State of Croatia (ISC) towards Religious Communities		1.7. Credits (ECTS)		3	
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)		L 30	
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course		20	
1.5. Status of the course	Optional		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)		1	
2. COUSE DESCRIPTION						
2.1. Course objectives	To introduce students to the historical circumstances that preceded the creation of the ISC, its internal structure, problems, development and collapse and to shed light upon the relationship between the Ustashe government and religious communities in the period of 1941-1945: Catholic Church, Serbian Orthodox Church, Muslim community and Jewish community.					
2.2. Course enrolment requirements and entry competences required for the course	Knowing the basics of history					
2.3. Learning outcomes at the level of the programme to which the course contributes	Understanding of the development and position of religious communities and their institutions in the ISC. A critical assessment of the activity of some religious leaders in the period of the ISC. Acquaintance with the views, prejudices and various positions taken in this period of our local history.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Knowledge of the history of Catholic Church, Serbian Orthodox Church, Muslim religious community and Jewish religious community in the period of 1941-1945. Implementation of the acquired knowledge in education. Effective participation in public discussions regarding this period of our history The ability to identify new challenges in the future on the basis of history					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. The relationship between the Ustashe government towards Catholic Church 2. The Catholic Church and the creation of the ISC 3. Crisis in the relationship between Catholic Church and ISC 4. Some Catholic priests as collaborators of the Ustashe regime 5. The Holy See and the ISC 6. Attitude of the Ustashi government towards Serbian Orthodox Church 7. Conversion of the Orthodox faithful to Catholicism 8. Creation of the Croatian Orthodox Church 9. Attitude of the Ustashe government towards the Jewish community 10. The relationship of the Ustashe government towards the Muslim community. 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	

credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Tests	1	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance: 30% Tests: 20% Oral exam: 50					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	<p>KRIŠTO, J., <i>Katolička Crkva i Nezavisna Država Hrvatska 1941.-1945.</i>, I-II, Zagreb 1998.</p> <p>KRIŠTO, J., <i>Sukob simbola. Politika, vjere i ideologije u Nezavisnoj Državi Hrvatskoj</i>, Zagreb 2001.</p> <p>TOMASEVICH, J., <i>Rat i revolucija u Jugoslaviji 1941-1945. Okupacija i kolaboracija</i>, Zagreb 2010.</p> <p>MASUCCI, G., <i>Misija u Hrvatskoj. Dnevnik od 1. kolovoza 1941. do 28. ožujka 1946.</i>, (ur. M. Mikac), Madrid 1967.</p> <p>HASANBEGOVIĆ, Z., <i>Jugoslavenska muslimanska organizacija 1929.-1941. (U ratu i revoluciji 1941.-1945.)</i>, Zagreb 2012.</p> <p>GOLDSTEIN, I., <i>Holokaust u Zagrebu</i>, Zagreb 2001.</p>					
2.12. Optional literature (at the time of submission of study programme proposal)	<p>KRIZMAN, B., <i>Ante Pavelić i ustaše</i>, Zagreb 1978.</p> <p>KISIĆ KOLANOVIĆ, N., <i>Muslimani i hrvatski nacionalizam 1941.-1945.</i>, Zagreb 2009.</p> <p>KRIZMAN, B., <i>Ante Pavelić i ustaše</i>, Zagreb 1978.</p> <p>KVATERNIK, E. D., <i>Sjećanja i zapažanja 1925-1945. Prilozi za hrvatsku povijest</i>, (ur. J. Jareb), Zagreb 1995.</p> <p>PETEŠIĆ, Č., <i>Katoličko svećenstvo u NOB-u 1941-1945</i>, Zagreb 1982.</p> <p><i>Tko je tko u NDH</i>, (ur. D. Stuparić), Zagreb 1997.</p> <p>ADEMOVIĆ, F., <i>Novinstvo i ustaška propaganda u Nezavisnoj Državi Hrvatsko. Štampa i radio u Bosni i Hercegovini (1941-1945)</i>, Sarajevo 2000.</p> <p><i>Angažirani svećenik. Simpozij u povodu 100. obljetnice rođenja fra Josipa Markušića održan 17. i 18. rujna 1980. u Jajcu</i>, (ur. M. Oršolić i dr.), Zagreb-Sarajevo 1981.</p> <p>BAKOVIĆ, A., <i>Hrvatski martirologij XX. stoljeća. Svećenici-mučenici Crkve u Hrvata</i>, Zagreb 2007.</p> <p>BANAC, <i>Nacionalno pitanje u Jugoslaviji. Porijeklo, povijest, politika</i>, Zagreb 1995.</p> <p>BATELJA, J., <i>Blaženi Alojzije Stepinac – svjedok Evanđelja ljubavi. Životopis, dokumenti i svjedočanstva – prije, za vrijeme i nakon Drugoga svjetskog rata</i>, I-III, Zagreb 2010.</p> <p>BENIGAR, A., <i>Alojzije Stepinac. Hrvatski kardinal</i>, Rim 1974 (Zagreb 1993).</p> <p>BOBAN, Lj., <i>Hrvatska u arhivima izbjegličke vlade 1941-1943. Izvještaji informatora o prilikama u Hrvatskoj</i>, Zagreb 1985.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will regularly monitor classes, to the consultation will be able to obtain additional information for personal training and help for passing the exam. Writing colloquium will be accompanied by student work, and anonymous survey will help the teacher evaluation and possible changes in teaching methods and student assessment					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Marko Karamatić	1.6. Year of the study programme	2-3
1.2. Name of the course	The Church in Bosnia and Herzegovina 1878-1914.	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	Optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION			
2.1. Course objectives	Intention of the course is to get students acquainted with the history of the Church in the period of Austrian-Hungarian rule in Bosnia and Herzegovina in the light of historical facts verified by research carried out by human sciences. The goal is also to get them acquainted with changes on the ecclesial and social level after 1878 and all the consequences.		
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>Knowledge of the political and ecclesial changes in Bosnia and Herzegovina after 1878</p> <p>Understanding of the dynamics of religious and ecclesial life within the context of social and political europeanization of Bosnia and Herzegovina</p> <p>Knowledge and a critical assessment of internal Church relations and relations with Austrian-Hungarian authorities</p> <p>Critical analysis of the entire activity of the Church and an assessment of the results</p>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able:</p> <p>To know the ecclesiastical and social conditions in Bosnia and Herzegovina 1878-1914</p> <p>To analyse the functionality of Church structures after the rearrangement of the Hierarchy</p> <p>To use the knowledge regarding this period of the Church's history in religious education</p> <p>To competently assess in cooperation with other experts the role of the Church in Bosnia and Herzegovina in the Austrian-Hungarian period.</p>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Political changes in Bosnia and Herzegovina: Austrian-Hungarian occupation of Bosnia and Herzegovina in 1878. 2. Ecclesiastical changes: rearrangement within the hierarchical structure of the Catholic Church 3. Legal position of the various religious communities in Bosnia and Herzegovina (Catholic Church, Orthodox Church, Muslim community, Jewish community) 4. Political stabilization of the new administration 5. Economic, cultural and educational conditions 6. Relations between the archbishop of Bosnia (Vrhbosna) and the Franciscans 7. Educational institutions of Franciscan and diocesan clergy 8. Pastoral activity and religious education in parishes 9. Forms of popular devotion 10. Church architecture and sacred art 11. Female religious orders and congregations in Bosnia and Herzegovina 12. Catholic schools 13. Franciscan and diocesan periodicals 14. Church and national ideology in Bosnia and Herzegovina 15. Croatian political organizations and the participation of the Church in social political life 16. Social work and charity. 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet	2.7. Comments:

	<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
2.8. Student responsibilities	To attend classes regularly					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 30% Tests – 20% Oral exam – 50%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Srećko M. Džaja, Bosna i Hercegovina u austrougarskom razdoblju (1878-1914), Mostar 2002.					
	Marko Karamatić, Franjevci Bosne Srebrene u vrijeme austrougarske uprave (1878-1914), Sarajevo 1992.					
	Berislav Gavranović, Uspostava redovite katoličke hijerarhije u Bosni i Hercegovini 1881. godine, Beograd 1935.					
	Ignacije Gavran, Lucerna lucens? Odnos Vrhbosanskog ordinarijata prema bosanskim franjevcima (1881-1975), Visoko 1978					
2.12. Optional literature (at the time of submission of study programme proposal)	Andrija Zirdum, Povijest kršćanstva u Bosni i Hercegovini, Plehan 2007. Luka Đaković, Političke organizacije bosanskohercegovačkih katolika Hrvata, Zagreb 1985					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will regularly monitor classes, to the consultation will be able to obtain additional information for their own training and assistance for the exam. Writing colloquium will be followed by the work of students and anonymous survey will help the teacher to evaluate their own work and possible changes in teaching methods and student assessment.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION			
1.1. Course teacher	Dr. sc. Stjepan Duvnjak	1.6. Year of the study programme	4-5
1.2. Name of the course	Origin and Theological Justification of Visual Arts in Christian Antiquity	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	15
1.5. Status of the course	Optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION			
2.1. Course objectives	Intention of the course is to provide students with knowledge of the difficulties and reasons for the slow introduction of visual arts in Christian life and ritual of the Church. The primary reasons are the Old Testament prohibition of visual imagery and social cultural framework characterised by the practice of idolatry that was heavily criticized by Christians.		
2.2. Course enrolment requirements and entry competences required for the course	General conditions required for admission to the Franciscan theology; good knowledge of at least one foreign language and the basics of Greek and Latin.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Knowledge of the primary visual art forms in early Christianity and their meaning. Acquaintance with the importance of visual arts for religion generally. Understanding of the attitudes of early Christian theologians towards visual arts and their meaning for Christian theology. Acquaintance with the theological views of iconoclasm (Eikonoklasmos, "Image-breaking"). Knowledge of the significance of visual arts for Christian life and spirituality in general.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Knowledge of the Old Testament regulations concerning visual presentation Acquaintance with the social cultural ambient at the time of the appearance of Christian forms of visual art Introduction into the forms of visual arts in antiquity Knowledge of theological approval and rejection of the visual art Ability to understand and explain the meaning of decisions on iconism at the Church councils		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Introduction to the course and a relevant biography Old Testament regulations concerning visual arts and the socio cultural ambient of Christianity in the first three centuries First Christian visual art forms and their theological approval. Advance of Christian visual arts after the Edict of Milan Beginning of the visual presentation of individual holy persons, origin of the visual arts and theological approval Beginnings of the veneration of holy images, social circumstances that influenced the need for this practice Prominent representatives of positive and negative attitudes towards the veneration of holy images between the 5 th – 7 th centuries Original social cultural ambient Iconoclasm Iconophile Church writers Statements regarding holy images at the Church councils Tests		
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:

2.8. Student responsibilities	Attend classes and write a shorter work					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report	0,5	(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30% Tests 10% Report 10% Oral exam 50%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Umjetnost u slici, sv. 4, prvi dio:Christa Schug-Wille, Bizant i svijet islama, str. 5-252), O. Keršovani, Rijeka, 1978.					
	2. S. Duvnjak, Razvoj teologije slike u otačkom razdoblju, Jukić 19-20, 1998/99, str. 29-61.					
	3. Đ. Basler, Kršćanska arheologija, Crkva na kamenu, Mostar 1986					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Pravoslavlje i umetnost, u: Gradac (časopis za književnost, umetnost i kulturu, god. 16 (maj- oktobar) U, Gradac 1988. 2. P. A. Florenski, Ikona – pogled u večnost, Sava Mikić, Zemun, 1970. 3. U. Eco, Povijest ljepote, Henacom, Zagreb, 2004.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students will actively participate in the classroom by making presentations; Progress will be monitored by tests and participate in discussions.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Marinko Pejić		1.6. Year of the study programme	2-3		
1.2. Name of the course	The Franciscan Question		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 25+5		
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course	20		
1.5. Status of the course	Optional		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2		
2. COUSE DESCRIPTION						
2.1. Course objectives	The goal of the course is to gain basic insight into the main sources of Franciscan spiritual tradition. Historiography of the Franciscan spiritual tradition is also considered					
2.2. Course enrolment requirements and entry competences required for the course	Interest in the subject contents and basic knowledge of general Christian Spirituality					
2.3. Learning outcomes at the level of the programme to which the course contributes	Acquaintance with the main sources of Franciscan spiritual tradition and ability to use them for a better understanding of Franciscan historiography and issues linked with Franciscan spirituality.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Introduction to the historical problem concerning “the Franciscan Sources”, thorough knowledge of the “Franciscan Question” and of issues concerning the Franciscan theological and spiritual tradition.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> -Possible defining of the “Franciscan Sources”, fundamental problem of the “Franciscan Question”. -Franciscan hagiography and the main forms. -Analysis of the major sources: First life of St. Francis by Thomas Celano and Second Life of St. Francis by Thomas Celano. -Legend of the Three Companions. -Major Life of St. Francis by St. Bonaventure. -St. Francis and his Lady Poverty. -Assisi Collection. Chronicles and Testimonies. -The Chronicle or history of the <i>seven tribulations of the Order of Friars Minor by Angelus, Clarenus.</i> -St. Francis and Franciscan institutions. -St. Francis and the Church hierarchy. -Franciscan rule (founder’s intention). -Relationship of biographies and cult of St. Francis. 					
2.6. Format of instruction:	<ul style="list-style-type: none"> x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work 	<ul style="list-style-type: none"> <input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) 	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	2	(other)	

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Two tests 40 % Final exam 60%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	<i>Franjevački izvori</i> , Vijeće franjevačkih zajednica Hrvatske i Bosne i Hercegovine, Sarajevo-Zagerb, 2012.					
	R, Manselli, <i>Sveti Franjo Asiški</i> , Editio maior, Sarajevo, 2011					
	L. Iriarte, <i>Povijest franjevaštva</i> , Zagreb, 2013.					
	<i>Verba Domini mei. Zbornik radova o spisima Sv. Franje Asiškoga održanog u Zagrebu 7-8. ožujka 2008</i> , R. Mrvelj i D. Nimac (ur.), Zagreb 2008					
2.12. Optional literature (at the time of submission of study programme proposal)	F. Uribe, <i>Introduzione alle fonti agiografiche di san Francesco e santa Chiara d'Assisi</i> , Asissi, 2002. M. Pejić, <i>Franjevački izvori</i> . Skripte na korištenje studentima Franjevačke teologije, Sarajevo, 2014.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	During the semester under the instruction monitors the activity of students with regard to progress in mastering the continuous and deepening knowledge. Record is kept of their presence in the classroom, participating in discussions and opportunities consultations. Final final oral exam.					
2.14. Other (as the proposer wishes to add)						

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Marinko Pejić		1.6. Year of the study programme	2-3		
1.2. Name of the course	Wriings of Francis and st. Claire		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30		
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course	20		
1.5. Status of the course	Optional		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1		
2. COUSE DESCRIPTION						
2.1. Course objectives	To studythe writings of St. Francis and St. Claire in order to gain insights into their spiritual experiences and an understanding of Franciscan spirituality.					
2.2. Course enrolment requirements and entry competences required for the course	Interest in the subject contents and basic knowledge of general Christian spirituality, church and Franciscan history.					
2.3. Learning outcomes at the level of the programme to which the course contributes	Basic knowledge of the characteristics of the writings of St. Francis and St. Claire and the adoption of the specific spirituality emanating from the writings.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To gain insight into the dynamics of the formation of the Writings. To recognize the fundamental issues of Franciscan spiritual tradition. To get acquainted with the distinctiveness of the Franciscan approach to the essential questions of Christian spirituality.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	The writings of St. Francis- primary sources 2. Critical edition of K. Esser 3. Introduction to each individual writing and an analysis 4. Writings of St. Claire					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report	0,5	(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30% Report 20% Tests 20% Oral exam 30%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	<i>Franjevački izvori</i> , Vijeće franjevačkih zajednica Hrvatske i Bosne i Hercegovine, Sarajevo-Zagerb, 2012.		
	R, Manselli, <i>Sveti Franjo Asiški</i> , Editio maior, Sarajevo, 2011		
	<i>Verba Domini mei. Zbornik radova o spisima Sv. Franje Asiškoga održanog u Zagrebu 7-8. ožujka 2008</i> , R. Mrvelj i D. Nimac (ur.), Zagreb 2008		
	J. Le Goff, <i>Sveti Franjo Asiški</i> , Zagreb, 2010.		
2.12. Optional literature (at the time of submission of study programme proposal)	M. Semren, <i>Franjevaštvo u spisima Sv. Klare</i> , Sarajevo, 2009		
2.13. Quality assurance methods that ensure the acquisition of exit competences	During the semester under the instruction monitors the activity of students with regard to progress in mastering the continuous and deepening knowledge. Record is kept of their presence in the classroom, participating in discussions and opportunities consultations. Final final oral exam.		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Marinko Pejić		1.6. Year of the study programme		3-5	
1.2. Name of the course	Hesychasm		1.7. Credits (ECTS)		3	
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)		L 30	
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course		20	
1.5. Status of the course	Optional		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)		1	
2. COUSE DESCRIPTION						
2.1. Course objectives	To gain knowledge of the basic characteristics and structures of hesychasm (a mystical tradition of prayer in the Eastern Orthodox Church and Eastern Catholic Churches of Byzantine) in its historical forms and how it is practiced today.					
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	-Knowledge of the historical development of Eastern Churches and Eastern Christian theology - recognition of distinctive theological and spiritual features of the Eastern Churches and their correct evaluation.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able: to gain insight into the main streams of Eastern Christian spirituality, to identify fundamental questions dealt with by the mystical tradition of the Christian East, to recognize the distinctive characteristics of Eastern Christianity in comparison to Western Christianity					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Ancient monasticism and the origins of hesychasm 2. "Pure Prayer" and "Prayer of the Heart" (Jesus Prayer) 3. Hesychast tradition on Mount Sinai 4. Simeon the New Theologian 5. Athosian Hesychasm 6. Philokalia 7. Main features of the Prayer of the Heart or Jesus Prayer 8. Methods of prayer 9. The fruit of the Prayer of the Heart					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	2	(other)	
	Written exam		Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30% Tests 20% Oral exam 50%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Vladimir Loski, <i>Mistična teologija istočne Crkve</i> , Zagreb 2001		
	J. Meyendorff, <i>Visantijsko bogoštovlje. Istorijski tokovi i dogmatske teme</i> , Kragujevac, 1985.		
	Sv. Grigorije Palama, <i>Slovo u odabranu svetih isihasta</i> , Novi sad, 2112.		
	Sv. Nikodim Agiorit, <i>Nevidljiva borba</i> , Srpska pravoslavna opština Linc, 2004.		
2.12. Optional literature (at the time of submission of study programme proposal)	K. Končarević, <i>Putevima ruske monaške duhovnosti</i> , Kalenić, 2004. <i>Ispovijesti ruskog hodočasnika duhovnome svojemu ocu</i> , Z. Kurečić (ur.), Zagreb, 2003. Georgije Manzadaris, <i>Pravoslavni duhovni život</i> , Manastir Hilandar, 2008.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Activity of students will be noted during term with respect to their progress in mastering the literature and grasping new knowledge. Their presence in class, participation in discussions and the use of offered consultations will be noted. Final oral exam.		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Marinko Pejić		1.6. Year of the study programme	2-3		
1.2. Name of the course	Consecrated Life in Church		1.7. Credits (ECTS)	3		
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30		
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course	20		
1.5. Status of the course	Optional		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1		
2. COUSE DESCRIPTION						
2.1. Course objectives	To gain insight into role of religious or consecrated life in the Church. To gain knowledge of the historical forms of consecrated life, theology and spirituality in order to understand religious life in today's Church.					
2.2. Course enrolment requirements and entry competences required for the course	It is assumed that students have already acquired basic knowledge in the field of systematic theology and in the history of the Church and Christian spirituality					
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> -Ability to link spiritual traditions of religious communities with one's own life and Church practice -To enable students to gain fundamental understanding of the main structures of religious life in order to better understand and evaluate the Tradition of the Church -To provide insight into the theology of consecrated life according to scientific criteria 					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> -To adopt the method and sources of theology of consecrated life -To understand the fundamental structures of Christian religious life -Ability to discern critically the essential elements of consecrated life -To gain adequate knowledge and awareness of the identity of consecrated life in today's Church 					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> -Remarks regarding the notions of Vocation and Mission. Theories regarding the origin of religious life -Ascetical movement in the Church – house asceticism -Followers of Jesus' ascetical "logia" -Christological foundations of consecrated life -Mission of religious life from a Christological perspective -Ecclesiological foundations of consecrated life -Historical and charismatic foundation of consecrated life -Common elements to all forms of religious life -Monastic orders in the Church -Communities of apostolic life -Apostolic pluralism of secular institutes -Charisma of religious institutes -Mission of consecrated life from a charismatic perspective 					
2.6. Format of instruction:	<ul style="list-style-type: none"> x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work 	<ul style="list-style-type: none"> <input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) 	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	2	(other)	
	Written exam		Project		(other)	

value of the course)					
2.10. Grading and evaluating student work in class and at the final exam	Tests 20% Final exam 80%				
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media		
	Viktor Nuić (prir.), <i>Crkveni dokumenti o posvećenom životu, Od II. vatikanskog sabora do apostolske pobudnice Ivana Pavla II. „Vita consecrata“</i> , Zagreb, 1997				
	J. Mamić, Mjesto i zadaća redovnika u našoj Crkvi na temelju pobudnice "Vita Consecrata" Ivana Pavla II., <i>Bogoslovska Smotra</i> , 1(2003)137-154.				
	Hans Urs von Balthasar, <i>Za Boga pripravan život</i> , Zagreb, 2010.				
	L. Guccini, <i>Karizma. Osobe i zajednica u redovničkom životu</i> , Zagreb, 2000.				
2.12. Optional literature (at the time of submission of study programme proposal)	Drugi vatikanski koncil, <i>Dokumenti</i> , (VI. Poglavlje: Redovnici), KS 2008.				
	Časopis: <i>Posvećeni Život</i> , KVRPP; J. Mamić, „Redovi“, (Skupni rad: J. Mamić, V. Mandarić, Z. Š. Bunić) u: P. Aračić (uredio), „ <i>Jeremija, što vidiš?</i> “ (Jr 24,3). <i>Crkva u hrvatskom tranzicijskom društvu</i> , Đakovo 2001., str. 247-275 (rad u okviru međunarodnog znanstveno-istraživačkog projekta „Aufbruch“.				
	V. Mandarić, Redovništvo kao znak i izazov za današnje mlade, <i>Bogoslovska Smotra</i> 4 (2003) 795-811.				
P. Martinelli, <i>Vocazione e stati di vita del cristiano</i> , Roma 2001.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	During the lectures will be monitored how students understand and acquire the offered content. The colloquium student will demonstrate how personally adopted and the ability to represent the acquired knowledge. The final indicator will be the final oral / written exam.				
2.14. Other (as the proposer wishes to add)					

1. GENERAL INFORMATION						
1.1. Course teacher	Dr. sc. Vili Radman		1.6. Year of the study programme		1-3	
1.2. Name of the course	Contemporary Understanding of Islam and the Message of the Quran		1.7. Credits (ECTS)		3	
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)		L 30	
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course		30	
1.5. Status of the course	Optional		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)		2	
2. COUSE DESCRIPTION						
2.1. Course objectives	To introduce students to the basics of the Muslim religion and theology through historical-critical and hermeneutical approach to the Quran, history of Islam and Islamic tradition. Knowledge of the similarities and differences between Christianity and Islam. To evaluate the various possibilities of Islamic-Christian dialogue.					
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	Comprehensive introduction to the phenomenon of Islam and its relationship with Christianity. Knowledge of the basic categories of theology of religions, theology of revelation, the application of interreligious dialogue applied to Islam and a Christian theological assessment of Islam. To provide basic information about Islam which can be useful in religious education and indialogue with Muslims.					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able: -to communicate objectively about Islam and to present the fundamental contents of Islam -to analyse individual key topics of Islamic theology, especially the discourse on God and revelation -to describe literary and theological contents of the Quran -examine the Quran in the light of modern hermeneutics -to compare the basic similarities and differences between Christianity and Islam -to present the attitude of the Catholic Church towards Islam and Muslims and to objectively considerIslamic-Christian dialogue.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Introduction to Islam as a religion, culture and civilization Muhammad's prophetic mission Phenomenology and literary structure of the Quran The Muslim religion (faith in God, prophets, revelation, angels, final judgment) The five pillars of Islam. Islamic tradition and thought. Modern hermeneutics of the Quran Islam and Muslims in Bosnia and Herzegovina Islamic-Christian dialogue during history and today.					
2.6. Format of instruction:	x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular attendance and active participation in class; independent work in the form of reading and further study of matter. Laying quizzes and completing an oral or written exam					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1	(other)	
	Written exam		Project		(other)	

equal to the ECTS value of the course)					
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20% Tests 30% Oral exam 50%				
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media		
	GNILKA, Joachim, <i>Biblija i Kur'an. Što ih povezuje, što razdvaja</i> , Kršćanska sadašnjost, Zagreb 2007				
	<i>Islam. Objava i predaja, vjera, klasično i moderno muslimansko mišljenje</i> (hrestomatija tekstova), Franjevačka teologija, Sarajevo 2006.				
	IVANČIĆ, Tomislav, <i>Religija i religije: morfologija, fenomenologija i teologija religija</i> , Teovizija, Zagreb 2007.				
	SMAILAGIĆ, Nerkez, <i>Leksikon islama</i> , Svjetlost, Sarajevo 1990.				
	WATT W. M, <i>Muhamed: prorok i državnik</i> , Svjetlost, Sarajevo 1989				
2.12. Optional literature (at the time of submission of study programme proposal)	BORRMANS, Maurice / SEKRETARIJAT ZA NEKRŠĆANE, <i>Smjernice za dijalog između kršćana i muslimana</i> , Zagreb, Nadbiskupski duhovni stol / Glas Koncila, 1984. BRAGUE, Rémi, Da završimo s ta »tri monoteizma«!, u: <i>Bosna franciscana</i> , 15 (2007.) 27, 15-28. KUSCHEL, Karl-Josef, <i>Spor oko Abrahama. Što Židove, kršćane i muslimane dijeli – a što ih ujedinjuje</i> , Sarajevo, Svjetlo riječi, 2000. KUSCHEL, Karl-Josef, Kršćansko-islamski dijalog: neke suvremene perspektive, u: <i>Jukić</i> , (2000./2001.) 30-31, 205-214. VAN ESS, Josef / KÜNG, Hans, Islam i kršćanstvo, u: KÜNG, Hans i dr., <i>Kršćanstvo i svjetske religije. Uvod u dijalog s islamom, hinduizmom i budizmom</i> , Zagreb, Naprijed, 1994., 9-122.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students' work will systematically monitor during classes throughout the semester. will guide the records of the work and progress of students on the basis of the set of elements (the presence of the lectures, participate in discussions, the results of preliminary exams etc.). after Colloquium look back will be the main problems that the students may face, and possible are individual information during regular consultations.				
2.14. Other (as the proposer wishes to add)					

1. GENERAL INFORMATION			
1.1. Course teacher	Mr.sc. Ivo Marković	1.6. Year of the study programme	3-5
1.2. Name of the course	Missiology	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	L 30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	Optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	10
2. COUSE DESCRIPTION			
2.1. Course objectives	To get students acquainted with the missionary activity of the Church during its history and today. To evaluate Post Conciliar documents of the Catholic Church and theological reflections of missiology. To respond to the missionary challenges of the Church and Christians in the contemporary world in the light of the new evangelization and cultural and religious pluralism.		
2.2. Course enrolment requirements and entry competences required for the course	Courses included the first two years of study. Knowledge of basic geological terminology. Motivation for missiological issues.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> -Integral (historical, doctrinal, theological) introduction to missiology -To place the missionary vocation of the Church in a creative relationship with other theological, especially fundamental theological disciplines and pastoral catechetical formation -To explore the possibilities of the missionary activity of the Church in the modern world in the light of the new discourse of faith and Christian witness. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able:</p> <ul style="list-style-type: none"> -To explain the meaning and tasks of the missionary vocation of the Church and Christians -To critically analyze the missionary activity of the Church throughout history -To theologially evaluate Post Conciliar documents of the Catholic Church and reflections of missiology -To recognize contemporary challenges to the missionary vocation of Church and to creatively respond to them -To consider missiology in a wider context of other theological disciplines and pastoral catechesis 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Introduction to missiology Definition and subject of missiology The notion of apostolic mission in Holy Scripture Missionary activity of the Church throughout history Apostolic missionary vocation of the Church according to the documents of the second Vatican council Missionary vocation of the Church according to Post Conciliar documents Theological challenges of the missionary vocation of the Church in the contemporary world Dialogue and interreligious understanding in the context of the apostolic mission of the Church Apostolic mission and inculturation Examples and witnesses of missionary activity in the Church today</p>		
2.6. Format of instruction:	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities	Regular attendance and active participation in class; independent work in the form of reading and further study of matter. Laying quizzes and final oral or		

	written exam.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30% Tests 20% Oral exam 50%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	IVAN PAVAO II., <i>Enciklika Redemptoris missio o trajnoj vrijednosti misijske naredbe</i> , Zagreb, Kršćanska sadašnjost, 1991					
	JELENIĆ, Josip, »Redemptoris missio«: misijsko poslanje Crkve i društvene promjene u svijetu, u: <i>Obnovljeni život</i> , 46 (1991.) 2, 220-230.					
	NEMET, Ladislav, Glavni pravci razvoja misijske teologije poslije Drugog vatikanskog sabora, u: <i>Obnovljeni život</i> , 57 (2002.) 1, 63-73.					
	ZOVKIĆ, Mato, <i>Crkva kao narod Božji</i> , Zagreb, Kršćanska sadašnjost, 1976., 213-224.					
2.12. Optional literature (at the time of submission of study programme proposal)	BEDOUELLE, Guy, <i>Povijest Crkve</i> , Zagreb, Kršćanska sadašnjost, 2004., 169-189. DORÉ, Joseph, Navještaj Isusa Krista i susret s religijama, u: <i>Svesci Communio</i> , (1996.) 87/88, 20-28. DRUGI VATIKANSKI KONCIL, <i>Dekret Ad Gentes o misijskoj djelatnosti Crkve</i> (7.XII.1965.), u: <i>Dokumenti</i> , Zagreb, Kršćanska sadašnjost, 41993. PAPINSKO VIJEĆE ZA MEĐURELIGIJSKI DIJALOG – ZBOR ZA EVANGELIZACIJU NARODA/ ARINZE, Francis – TOMKO, Josef, <i>Dijalog i navještaj. Razmišljanja i upute o međuvjerskom dijalogu i o naviještanju Isusa Krista</i> , Sarajevo, Misijska centrala, 1992. TREVISIOL, Alberto, Misijski poziv Crkve (Ad gentes 1-4-5-6-37), u: <i>Crkva i misije</i> , Sarajevo, Nacionalna uprava Papinskih misijskih djela Bosne i Hercegovine, 22009., 15-33. Ivo Marković, <i>Misiologija, franjevačka teologija</i> Sarajevo 2009.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students' work will systematically monitor during classes throughout the semester. Will keep records of the work and progress of students on the basis of given elements: presence at lectures, seminar fulfill the obligation, participate in discussions, regular consultations etc.					
2.14. Other (as the proposer wishes to add)						

8. PERFORMANCE CONDITIONS OF THE STUDY PROGRAMME

8.1. Description of staff capacity

1. DESCRIPTION OF STAFF CAPACITY	
1.1.	List and work loads of teachers who participate in the implementation of the study programme (Table 3)
1.2.	List and work loads of external associate teachers participating in the implementation of the study programme (Table 4)
1.3.	Analysis of the coverage of the study programme by full time teachers at the constituent unit of the University relative to the total number of teachers needed for the implementation of the study programme (In percentages)
1.4.	CVs of full-time teachers and external associate teachers participating in the implementation of the study programme (Form 3. Curriculum vitae of the course teacher) (If the teacher is not employed at the constituent unit of the University that is proposing the study programme, the following written statements must be enclosed: 1. Statement by the teacher that he or she is willing to teach in the study programme. 2. Consent of the head of the constituent unit where the teacher is employed, citing the course and the dates for which the consent is given)
1.5.	Optimal number of students that can be admitted to the study programme, given spatial and staff capacities
1.6.	List and qualifications of associate teachers from institutions who will participate in teaching, research and professional activities of the study programme (Table 5)
1.7.	Student/teacher ratio (Table 6. Total number of staff and students)

8.2. Total number of teachers and students

Table 6. Total number of teachers and students							
		Current year (t)	Year of study				
			t+1	t+2*	t+3*	t+4*	t+5
6.1.	Total number of teachers	18	17,00	40,00	58,00	79,00	94,00
6.1.1.	<i>Full-time teachers</i>	18					
6.1.2.	<i>Part-time teachers (30% of full-time as per contract)</i>						
6.1.3.	<i>Part-time teachers (50% of full-time as per contract)</i>						
6.2.	Total number of full-time students	52	9	12	9	12	0
6.2.1.	<i>Students fully funded by the Ministry of science, education and sports</i>						
6.2.2.	<i>Students fully participating in tuition</i>						
6.2.3.	<i>Students participating in tuition on the linear model</i>						
6.3.	Total number of part time students						
6.4.	Total number of students (2+3)	68	9	12	9	12	10

8.3. List and teaching workload of teachers taking part in the implementation of the study programme

Course title	Required / elective	ECTS	Format of instruction	Number of students	Number of sections	Number of hours	Number of equated hours	First and last name of teacher	Employment status	Rank and artistic / scientific area	Year of the last rank appointment
Introduction to Philosophy	R	2	Lecture	30		1	30	Dr. sc. Josip Jozić			
			Seminar								
			Exercises								
Logic	R	3	Lecture	30		2	57,5	Dr. sc. Josip Jozić			
			Seminar								
			Exercises								
Theory of Knowledge	R	3	Lecture	30		3	90	Dr. sc. Josip Jozić			
			Seminar								
			Exercises								
History of Philosophy: Ancient and Middle Ages	R	5	Lecture	20		4	120	Dr. sc. Ivan Bubalo			
			Seminar								
			Exercises								
History of Philosophy: Modern Age	R	5	Lecture	20		4	120	Dr. sc. Ivan Bubalo			
			Seminar								
			Exercises								
General Psychology	R	4	Lecture	40		4	120	Dr. sc. Josip Jozić			
			Seminar								
			Exercises								
Cosmology	R	3	Lecture	30		4	90	Dr. sc. Josip Jozić			
			Seminar								
			Exercises								
General Introduction to the Holy Scriptures	R	2	Lecture	20		3	57,5	Dr. sc. Anto Popović			
			Seminar								
			Exercises								
Hebrew Language	R	2	Lecture	30		2	60	Dr. sc. Božo Lujčić			
			Seminar								
			Exercises								
General Church History: Ancient and Middle Ages	R	3	Lecture	30		3	90	Dr. sc. Petar Jeleč			
			Seminar								
			Exercises								

General Church History: Modern Age	R	3	Lecture	30		3	90	Dr. sc. Petar Jeleč			
			Seminar								
			Exercises								
Introduction to Mystery of Christ and the History of Salvation	R	2	Lecture	30		2	57,5	Dr. sc. Vili Radman			
			Seminar								
			Exercises								
History of Liturgy	R	4	Lecture	30		3	75	Dr. sc. Danimir Pezer			
			Seminar								
			Exercises								
General Methodology	R	2	Lecture	15		1	45	Dr. sc. Josip Jozić			
			Seminar								
			Exercises								
Sacred Music	R	2	Lecture	20		2	60	Dr. sc. Slavko Topić			
			Seminar								
			Exercises								
Latin Language	R-E	2	Lecture	10		2	60	Dr. sc. Mile Babić			
			Seminar								
			Exercises								
Greek Biblical Language	R-E	2	Lecture	10		2	60	Dr. sc. Anto Popović			
			Seminar								
			Exercises								
Ontology	R	4	Lecture	30		3	90	Dr. sc. Josip Jozić			
			Seminar								
			Exercises								
History of Philosophy: Contemporary Philosophy	R	3	Lecture	20		2	60	Dr. sc. Ivan Bubalo			
			Seminar								
			Exercises								
Ethic	R	3	Lecture	20		2	57,5	Dr. sc. Ivan Bubalo			
			Seminar								
			Exercises								
Theodicy	R	4	Lecture	30		3	90	Dr. sc. Josip Jozić			
			Seminar								
			Exercises								
Philosophy and Psychology of Religion	R	2	Lecture	30		2	57,5	Dr. sc. Mile babić			
			Seminar								
			Exercises								
Fundamental Theology	R	5	Lecture	30		4	115	Dr. sc. Vili Radman			
			Seminar								
			Exercises								

Introduction and New Testament Exegesis I	R	3	Lecture	10		3	90	Dr. sc. Anto Popović			
			Seminar								
			Exercises								
Introduction and Old Testament Exegesis I	R	3	Lecture	10		3	90	Dr. sc. Anto Popović			
			Seminar								
			Exercises								
Introduction and New Testament Exegesis II	R	3	Lecture	10		3	90	Dr. sc. Anto Popović			
			Seminar								
			Exercises								
Introduction and Old Testament Exegesis II	R	3	Lecture	45		3	90	Dr. sc. Božo Lujčić			
			Seminar								
			Exercises								
History of the Church Among the Croats	R	4	Lecture	30		4	115	Dr. sc. Marko Karamatić			
			Seminar								
			Exercises								
Theology of Liturgy	R	4	Lecture	30		4	115	Dr. sc. Danimir Pezer			
			Seminar								
			Exercises								
Introduction and Old Testament Exegesis III	R	3	Lecture	20		3	90	Dr. sc. Anto Popović			
			Seminar								
			Exercises								
The Science of Religions	R	5	Lecture	30		4	115	Dr. sc. Vili Radman			
			Seminar								
			Exercises								
Mystery of the Triune God	R	5	Lecture	30		4	115	Mr. sc. Miro Jelečević			
			Seminar								
			Exercises								
God Creator	R	5	Lecture	20		4	120	Mr. sc. Miro Jelečević			
			Seminar								
			Exercises								
Pneumatology	R	1	Lecture	15		1	30	Dr. sc. Stjepan Duvnjak			
			Seminar								
			Exercises								
Ecclesiology	R	5	Lecture	30		4	120	Mr. sc. Miro Jelečević			
			Seminar								
			Exercises								
Fundamental Moral Theology	R	6	Lecture	30		6	172,5	Dr. sc. Ivan Bubalo			
			Seminar								
			Exercises								

Patrology and History of Dogma	R	5	Lecture	20		5	142,5	Dr. sc. Stjepan Duvnjak			
			Seminar								
			Exercises								
Introduction in Canon Law and General Norms	R	3	Lecture	30		3	90	Dr. sc. Ivan Sesar			
			Seminar								
			Exercises								
Canon law: Sanctions and Processes	R	3	Lecture	30		2	60	Dr. sc. Ivan Sesar			
			Seminar								
			Exercises								
Ecumenical Theology	R	2	Lecture	20		2	60	Dr. sc. Marinko Pejić			
			Seminar								
			Exercises								
Biblical Theology of the Old Testament	R	3	Lecture	30		2	60	Dr. sc. Božo Lijić			
			Seminar								
			Exercises								
Biblical theology of the New Testament	R	3	Lecture	30		2	60	Dr. sc. Božo Lijić			
			Seminar								
			Exercises								
Introduction and New Testament exegesis III	R	4	Lecture	10		3	90	Dr. sc. Anto Popović			
			Seminar								
			Exercises								
Grace	R	3	Lecture	30		2	60	Mr. sc. Miro Jelečević			
			Seminar								
			Exercises								
Christology	R	5	Lecture	30		4	115	Dr. sc. Mile Babić			
			Seminar								
			Exercises								
Mariology	R	1	Lecture	20		1	30	Mr. sc. Miro Jelečević			
			Seminar								
			Exercises								
Sacraments in General	R	3	Lecture	20		2	60	Mr. sc. Miro Jelečević			
			Seminar								
			Exercises								
Sacraments II	R	2	Lecture	20		2	60	Mr. sc. Miro Jelečević			
			Seminar								
			Exercises								
Special Moral theology: Commandments	R	6	Lecture	30		6	172,5	Dr. sc. Velimir Valjan			
			Seminar								
			Exercises								

Special Moral theology: Virtues	R	6	Lecture	30		6	172,5	Dr. sc. Velimir Valjan			
			Seminar								
			Exercises								
Fundamental Catechetics	R	2	Lecture	30		2	60	Dr. sc. Ivan Šarčević			
			Seminar								
			Exercises								
Special Catechetics	R	2	Lecture	30		2	60	Dr. sc. Ivan Šarčević			
			Seminar								
			Exercises								
Introduction to Pastoral Theology	R	2	Lecture	20		2	57,5	Mr. sc. Ivo Marković			
			Seminar								
			Exercises								
Canon Law: Marriage Law	R	2	Lecture	25		2	57,5	Dr. sc. Ivan Sesar			
			Seminar								
			Exercises								
Sacraments III	R	2	Lecture	20		2	60	Mr. sc. Miro Jelečević			
			Seminar								
			Exercises								
Sacraments IV	R	2	Lecture	20		2	60	Mr. sc. Miro Jelečević			
			Seminar								
			Exercises								
Eschatology	R	2	Lecture	30		2	60	Mr. sc. Miro Jelečević			
			Seminar								
			Exercises								
Canon Law: The People of God	R	3	Lecture	25		3	90	Dr. sc. Ivan Sesar			
			Seminar								
			Exercises								
Canon Law: The Teaching and Sanctifying Office of the Church and Temporal Goods of the Church	R	3	Lecture	25		3	90	Dr. sc. Ivan Sesar			
			Seminar								
			Exercises								
Fundamental Pastoral Theology	R	4	Lecture	30		3	90	Dr. sc. Ivan Šarčević			
			Seminar								
			Exercises								
Special Pastoral Theology	R	4	Lecture	30		3	90	Dr. sc. Ivan Šarčević			
			Seminar								
			Exercises								
Homiletics	R	2	Lecture	15		2	57,5	Mr. sc. Ivo			

							Marković			
			Seminar							
			Exercises							
Spiritual Theology	R	2	Lecture	20		2	60	Dr. sc. Marinko Pejić		
			Seminar							
			Exercises							
Franciscan Spirituality	R	2	Lecture	20		2	60	Dr. sc. Marinko Pejić		
			Seminar							
			Exercises							
Christian Archeology	R	2	Lecture	30		2	60	Dr. sc. Marko Karamatić		
			Seminar							
			Exercises							
Eastern Theology	R	2	Lecture	20		2	60	Dr. sc. Marinko Pejić		
			Seminar							
			Exercises							
Pedagogy	R	2	Lecture	30		2	37,5	Mr. Sc. Stipo Alandžak		
			Seminar							
			Exercises							
Social Teaching of the Church	R	2	Lecture	30		2	57,5	Dr. sc. Mile Babić		
			Seminar							
			Exercises							
Art and Christian Iconography	R	2	Lecture	30		2	57,5	Dr. sc. Marko Karamatić		
			Seminar							
			Exercises							
Rhetoric	R	2	Lecture	15		2	60	Mr. sc. Ivo Marković		
			Seminar							
			Exercises							
Christian Literature in B&H	R	2	Lecture	30		2	57,5	Dr. sc. Marko Karamatić		
			Seminar							
			Exercises							
TOTAL				lecture		2230				
				seminar		195				
				exercises		27				
TOTAL						2452				

8.4. Total teaching workload

First and last name	Course(s)	Rank	Total teaching load in the study programme	Total load at the constituent unit of the university and foreign Institutions
Dr. sc. Mile Babić	Latin Language		60	
	Philosophy and Psychology of Religion		57,5	
	Christology		115	
	Social Teaching of the Church		57,5	
Dr. sc. Slavko Topić	Sacred Music		60	
Dr. sc. Velimir Valjan	Special Moral Theology: Commandments		172,5	
	Special Moral Theology: Virtues		172,5	
Dr. sc. Ivan Bubalo	History of Philosophy: Ancient and Middle Ages		120	
	History of Philosophy: Modern Age		120	
	History of Philosophy: Contemporary Philosophy		60	
	Ethic		57,5	
	Fundamental Moral Theology		172,5	
Dr. sc. Božo Lujčić	Hebrew Language		60	
	Introduction and Exegesis of the Old Testament I		90	
	II		60	
	Biblical Theology of the Old Testament		60	
	Biblical Theology of the New Testament		115	
Dr. sc. Marko Karamatić	History of the Church Among the Croats		57,5	
	Christian Archeology		57,5	
	Art and Christian Iconography		57,5	
	Christian Literature in B&H		142,5	
Dr. sc. Stjepan Duvnjak	Patrology and History of Dogma		60	
	Pneumatology		57,5	
Mr. sc. Ivo Marković	Introduction to Pastoral theology		57,5	
	Homiletics		60	
	Rhetoric		60	
Dr. sc. Anto Popović	Greek Biblical Language		57,5	
	General Introduction to the Holy Scriptures		90	
	Introduction and New Testament Exegesis I		90	
	Introduction and Old Testament Exegesis I		90	

	Introduction and New Testament Exegesis II		90	
	Introduction and Old Testament Exegesis III		90	
	Introduction and New Testament exegesis III		60	
Dr. sc. Ivan Šarčević	Fundamental Catechetics		60	
	Special Catechetics		90	
	Pastoral Theology I		90	
	Pastoral Theology II		57,5	
Dr. sc. Vili Radman	Introduction to the Mystery of Christ and the History of Salvation		115	
	Fundamental Theology		115	
	The science of Religions		90	
Dr. sc. Ivan Sesar	Introduction in Canon Law and General Norms		60	
	Canon Law: Sanctions and Processes		57,5	
	Canon Law: Marriage Law		90	
	Canon Law: The People of God		90	
	Canon Law: The Teaching and Sanctifying Office Of the Church and Temporal Goods of the Church		115	
Mr. sc. Miro Jelečević	Mystery of the Triune God		120	
	God Creator		120	
	Ecclesiology		60	
	Grace		30	
	Mariology		60	
	Sacraments in General		60	
	Sacraments II		60	
	Sacraments III		60	
	Sacraments IV		60	
	Eschatology		60	
Dr. sc. Marinko Pejić	Ecumenical Theology		60	
	Spiritual Theology		60	
	Franciscan Spirituality		60	
	Eastern Theology		75	
Dr. sc. Danimir Pezer	History of Liturgy		115	
	Theology of Liturgy		90	
Dr. sc. Petar Jeleč	General Church History Ancient and Middle ages		90	
	General Church History: Modern Age		30	
Dr. sc. Josip Jozić	Introduction to Philosophy		57,5	
	Logic		90	
	Theory of Knowledge		120	
	General Psychology		90	
	Cosmology		45	
	General Methodology		30	
	Introductory Seminar in Methodology		90	

	Ontology		90	
	Theodicy		37,5	
Dr. sc. Stipo Alandžak	Pedagogy			
TOTAL:			5617,5	

8.5. Data on teachers

First and last name and title of main teacher	Dr. sc. Mile Babić
The course he/she teaches in the proposed study programme	Christology, Philosophy and Psychology of Religion, Social Teaching of the Church
Co-teachers of the course	
Associate teachers in the course	
1. GENERAL INFORMATION ON COURSE TEACHER	
1.1. Address	Aleja Bosne Srebrene 111, 71000 Sarajevo
1.2. Telephone number	033-453-266; 061-488-132
1.3. e-mail address	dekan.babic@gmail.com
1.4. Personal web page	
1.5. Year of birth	
1.6. Scientist ID	
1.7. Research or art rank, and date of last rank appointment	
1.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
1.9. Area and field of election into research or art rank	
2. INFORMATION ON CURRENT EMPLOYMENT	
2.1. Institution where employed	Franciscan Theological School, University of Zagreb
2.2. Date of employment	25. 9. 1977
2.3. Name of position (professor, researcher, associate teacher, etc.)	
2.4. Field of research	Theology and Philosophy
2.5. Function	
3. INFORMATION ON EDUCATION – Highest degree earned	
3.1. Degree	Doctor of Theological Sciences and Doctor of Philosophical Sciences
3.2. Institution	University in Zagreb and University in Sarajevo
3.3. Place	Zagreb and Sarajevo
3.4. Date	13. 3. 1987 (Zagreb), 18. 6. 2009 (Sarajevo)
4. INFORMATION ON ADDITIONAL TRAINING	
4.1. Year	
4.2. Place	
4.3. Institution	
4.4. Field of training	
5. MOTHER TONGUE AND FOREIGN LANGUAGES	
5.1. Mother tongue	Croatian
5.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (5)
5.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
5.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French (2)
6. COMPETENCES FOR THE COURSE	
6.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	

6.2. Authorship of university/faculty textbooks in the field of the course	
6.3. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>„A Theological Perspective of Europe“, in: <i>Bogoslovska smotra</i> 82 (2012), br. 4, pp. 839-853.</p> <p>„An Experience of Transcendence in a Secular Age“, in: <i>Znanstveni skup 100 godina Franjevačke teologije u Sarajevu 1909-2009.</i>, Sarajevo: Franjevačka teologija, 2012, str. 217-243.</p> <p>„Scotus' Metaphysics of Freedom“, in: <i>Jukić</i>, Sarajevo, No. 38-39, 2008-2009, pp. 163-193.</p> <p><i>Hegel's Philosophy of Right</i>, Sarajevo-Zagreb: University Press & Hrvatsko filozofsko društvo, 2010. (393 p.)</p> <p>„Abrahamic religions between confrontation and relation: some thoughts on Karl-Josef Kuschel's <i>Juden, Christen, Muslime – Herkunft und Zukunft</i>“, u: <i>Forum Bosnae</i>, br. 58-59, Sarajevo 2012, pp. 53-56.</p>
6.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
6.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
6.6. 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?	
7. PRIZES AND AWARDS, STUDENT EVALUATION	
7.1. Prizes and awards for teaching and scholarly/artistic work	
7.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	
8. COMPETENCES OF ASSOCIATE TEACHERS	
Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course	
9. Other comments (optional)	
PLACE, DATE AND SIGNATURE OF COURSE TEACHER:	
25. 10. 2014., Mile Babić	

First and last name and title of main teacher	Dr. sc. Slavko Topić
The course he/she teaches in the proposed study programme	Musical Culture
Co-teachers of the course	
Associate teachers in the course	
10. GENERAL INFORMATION ON COURSE TEACHER	
10.1. Address	Aleja Bosne Srebrene 111
10.2. Telephone number	061/173-036
10.3. e-mail address	imar.jos@gmail.com
10.4. Personal web page	
10.5. Year of birth	1940.
10.6. Scientist ID	Profesor 1974.
10.7. Research or art rank, and date of last rank appointment	
10.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
10.9. Area and field of election into research or art rank	Musical culture (Church music)
11. INFORMATION ON CURRENT EMPLOYMENT	
11.1. Institution where employed	Franciscan Theological School, University of Zagreb
11.2. Date of employment	25. 9. 1986
11.3. Name of position (professor, researcher, associate teacher, etc.)	Professor
11.4. Field of research	Musical culture
11.5. Function	
12. INFORMATION ON EDUCATION – Highest degree earned	
12.1. Degree	PhD in Theology - Sacred Music
12.2. Institution	Istituto Pontificio di Musica Sacra
12.3. Place	Roma
12.4. Date	1985.
13. INFORMATION ON ADDITIONAL TRAINING	
13.1. Year	1974.
13.2. Place	Rome – Sarajevo - Koeln
13.3. Institution	Istituto Pontificio di Musica Sacra – University Koeln
13.4. Field of training	Musical Culture
14. MOTHER TONGUE AND FOREIGN LANGUAGES	
14.1. Mother tongue	Croatian
14.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (5)
14.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (5)
14.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3) French (3) Latin (4) Classical Greek (2)
15. COMPETENCES FOR THE COURSE	

15.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
15.2. Authorship of university/faculty textbooks in the field of the course	
15.3. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	
15.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
15.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
15.6. 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?	
16. PRIZES AND AWARDS, STUDENT EVALUATION	
16.1. Prizes and awards for teaching and scholarly/artistic work	
16.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	
17. COMPETENCES OF ASSOCIATE TEACHERS	
Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course	
18. Other comments (optional)	

PLACE, DATE AND SIGNATURE OF COURSE TEACHER:

Sarajevo, 23.10.2014., Slavko Topić

First and last name and title of main teacher	Dr. sc. Velimir Valjan
The course he/she teaches in the proposed study programme	Special Moral Theology
Co-teachers of the course	
Associate teachers in the course	
19. GENERAL INFORMATION ON COURSE TEACHER	
19.1. Address	Franjevački samostan (Franciscan monastery) / 72277 Guča Gora
19.2. Telephone number	(Franciscan monastery)
19.3. e-mail address	velimir.valjan@gmail.com
19.4. Personal web page	
19.5. Year of birth	1942.
19.6. Scientist ID	Professor 1974.
19.7. Research or art rank, and date of last rank appointment	
19.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
19.9. Area and field of election into research or art rank	Theological Sciences – Moral theology
20. INFORMATION ON CURRENT EMPLOYMENT	
20.1. Institution where employed	Franciscan Theological School, University of Zagreb
20.2. Date of employment	05. 10. 1974.
20.3. Name of position (professor, researcher, associate teacher, etc.)	Professor
20.4. Field of research	Special Moral Theology
20.5. Function	
21. INFORMATION ON EDUCATION – Highest degree earned	
21.1. Degree	Ph. D. in Theology – Moral Theology
21.2. Institution	Catholic Theological Faculty
21.3. Place	Ljubljana
21.4. Date	
22. INFORMATION ON ADDITIONAL TRAINING	
22.1. Year	1971.
22.2. Place	Rome
22.3. Institution	Academia Alfonsiana
22.4. Field of training	Moral Theology
23. MOTHER TONGUE AND FOREIGN LANGUAGES	
23.1. Mother tongue	Croatian
23.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (3)
23.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (4)
23.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin (3)
24. COMPETENCES FOR THE COURSE	
24.1. Earlier experience as course teacher of similar	

courses (name title of course, study programme where it is/was offered, and level of study programme)	
24.2. Authorship of university/faculty textbooks in the field of the course	
24.3. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	
24.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>1. Muslimani i kršćani – zajednički ciljevi u bioetici: u Zbornik radova Drugog međunarodnog bioetičkog simpozija u BiH: Integrativna bioetika i interkulturalnost (Sarajevo 23-24. svibnja 2008), Sarajevo 2009, 11-24</p> <p>2. Bioetika se ne tiče samo morala već filozofije u cijelosti, u: Zbornik radova Trećeg međunarodnog bioetičkog simpozija u BiH: Integrativna bioetika pred izazovima biotehnologije (Sarajevo 23-24 svibnja 2012), Sarajevo 2012, 33-42.</p> <p>3. Leksikon franjevacca Bosne Srebrene iz Travničkog kraja (Guča Gora-Sarajevo 2011)</p> <p>4. Ovčarevo, župa sv. Mihovila Arkandela, Spomenica u povodu 180 obljetnice župe (Ovčarevo-Sarajevo 2012).</p> <p>5. Zenica: župa sv. Ilije Proroka: Spomenica 1836.2014 (Zenica-Sarajevo 2014).</p>
24.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
24.6. 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?	
25. PRIZES AND AWARDS, STUDENT EVALUATION	
25.1. Prizes and awards for teaching and scholarly/artistic work	
25.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	
26. COMPETENCES OF ASSOCIATE TEACHERS	
Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course	
27. Other comments (optional)	

PLACE, DATE AND SIGNATURE OF COURSE TEACHER:

Guča Gora, 09.10.2014. Velimir Valjan

First and last name and title of main teacher	Dr. sc. Ivan Bubalo
The course he/she teaches in the proposed study programme	The history of Ancient and Medieval Philosophy History of Modern Philosophy History of Contemporary Philosophy Ethics Fundamental Moral Theology I-II. Natural Law
Co-teachers of the course	
Associate teachers in the course	
28. GENERAL INFORMATION ON COURSE TEACHER	
28.1. Address	Aleja Bosne Srebrene 111 BiH-71000 Sarajevo
28.2. Telephone number	0038733453266; 0038761213909
28.3. e-mail address	iv.bubalo@gmail.com
28.4. Personal web page	
28.5. Year of birth	1945
28.6. Scientist ID	
28.7. Research or art rank, and date of last rank appointment	
28.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
28.9. Area and field of election into research or art rank	
29. INFORMATION ON CURRENT EMPLOYMENT	
29.1. Institution where employed	Franciscan Theological School
29.2. Date of employment	1974
29.3. Name of position (professor, researcher, associate teacher, etc.)	Professor
29.4. Field of research	Philosophy and theology
29.5. Function	
30. INFORMATION ON EDUCATION – Highest degree earned	
30.1. Degree	PhD in Theology
30.2. Institution	Catholic Theological Faculty
30.3. Place	Zagreb
30.4. Date	1. 2. 1985.
31. INFORMATION ON ADDITIONAL TRAINING	
31.1. Year	
31.2. Place	
31.3. Institution	
31.4. Field of training	
32. MOTHER TONGUE AND FOREIGN LANGUAGES	
32.1. Mother tongue	Croatian
32.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (4)
32.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (2)
32.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
33. COMPETENCES FOR THE COURSE	
33.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
33.2. Authorship of university/faculty textbooks in the field of the course	
33.3. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	„Bolonjska reforma obrazovanja kao dvostruko „porobljavanje“ znanja“, u: I. Šarčević (ur.), <i>Zbornik radova sa Znanstvenog skupa u povodu 100 godina Franjevačke</i>

	<p><i>teologije održanog u Sarajevu, Sarajevo 2012, str. 199-216.</i></p> <p>„Teleološka suspenzija etičkoga“, u: <i>Bosna franciscana</i>, 2012, br. 37, str. 5-20.</p> <p>„Sudbina tijela u mijenama duha vremena“, u: <i>Bosna franciscana</i>, 2014, br. 40, str. 5-13.</p>
33.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
33.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
33.6. 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?	
34. PRIZES AND AWARDS, STUDENT EVALUATION	
34.1. Prizes and awards for teaching and scholarly/artistic work	
34.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	
35. COMPETENCES OF ASSOCIATE TEACHERS	
Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course	
Other comments (optional)	
PLACE, DATE AND SIGNATURE OF COURSE TEACHER	
<p>Sarajevo, 31. 10. 2014. Ivan Bubalo</p>	

First and last name and title of main teacher	Dr. sc. Božo Lujčić
The course he/she teaches in the proposed study programme	Biblical Theology of the Old Testament Hebrew Language
Co-teachers of the course	
Associate teachers in the course	
36. GENERAL INFORMATION ON COURSE TEACHER	
36.1. Address	Prigornica 2
36.2. Telephone number	01/3492002
36.3. e-mail address	lujic.bozo@gmail.com
36.4. Personal web page	
36.5. Year of birth	1946
36.6. Scientist ID	263412
36.7. Research or art rank, and date of last rank appointment	Scientific Advisor 1996
36.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor 2009
36.9. Area and field of election into research or art rank	Humanities – Theology field and branches of Biblical Theology
37. INFORMATION ON CURRENT EMPLOYMENT	
37.1. Institution where employed	Faculty of Catholic Theology, University of Zagreb
37.2. Date of employment	1 May 2005
37.3. Name of position (professor, researcher, associate teacher, etc.)	Professor
37.4. Field of research	Biblical Theology of the Old Testament
37.5. Function	Head of Department
38. INFORMATION ON EDUCATION – Highest degree earned	
38.1. Degree	Doctor of Theology
38.2. Institution	Faculty of Theology
38.3. Place	Ljubljana
38.4. Date	1982
39. INFORMATION ON ADDITIONAL TRAINING	
39.1. Year	1986-1989 & 1989-1990
39.2. Place	Rome & Jerusalem
39.3. Institution	Pontifical Biblical Institute in Rome; Franciscan Biblical Institute in Jerusalem
39.4. Field of training	Biblical Sciences and Biblical languages
40. MOTHER TONGUE AND FOREIGN LANGUAGES	
40.1. Mother tongue	Croatian
40.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 5
40.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 4
40.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5	English 3

(excellent)	
41. COMPETENCES FOR THE COURSE	
41.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Over a long period of time, lectured at the Franciscan Theological School in Sarajevo and Matija Vlačić Ilirik Institute
41.2. Authorship of university/faculty textbooks in the field of the course	Old Testament prophets God's governance as the world for the new man
41.3. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Problem Božje nazočnosti: Je li Gospodin među nama ili nije? (Izl 17,1-7), (<i>The problem of God's presence: Is God amongst us or not? (Ex 17:1-7)</i>), in: U službi Riječi i Božjega naroda. Zbornik radova u čast mons. Dr. Mate Zovkića u povodu 70. obljetnice života i 35 godina profesorskog djelovanja, Sarajevo, 2007, pp. 39–58; 2. A Tóra, ami al életnek üdvöt ad (Kiv 15:22-27), in: Mózes törvénye, Krisztus törvénye, Szegedi Nemzetközi Biblikus Konferencia., Szeged, 2006, augusztus pp. 27–30. (Prepared by Benyik György), Szeged 2007, pp.33–42; 3. A Biblia alapkérdése: Mi az ember? A 8. zsoltár egzegetikai és teológiai elemzése, in: (Benyik György (ur.) <i>Zsoltárok, Himnuszok, Imádságok</i>, Szeged, 2009, pp. 35–52; 4. Mali povijesni credo ili anamneza kao povijesno sjećanje? Egzegetskoteološka analiza teksta Pnz 26,5-10, (<i>Brief historical creed or anamnesis of historical memory? Exegetic-theological analysis of the Dt 26:5-10</i>), in: <i>Bogoslovska smotra</i>, 1(2008), pp.87-1007; 5. B. LUJIĆ, Obilježje i značenje Novoga saveza (berît hädāšāh) in Jr 31:31-34, in: <i>Bogoslovska smotra</i>, 1(2010) pp. 59–74.
41.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ol style="list-style-type: none"> 1. Bog rata ili Bog nenasilja? Biblijski pogled na ne/nasilje, (<i>God of war or God of non-violence? Biblical view of (non)violence</i>): in: <i>Lađa</i> 2(2010) 16, pp. 2–14; 2. Lingvističke teorije prevođenja i novi hrvatski prijevod Biblije (<i>Linguistic theory of translation and the new Croatian translation of the Bible</i>), in: <i>Bogoslovska smotra</i>, 1(2007), pp. 59–102; 3. Prevođenje Biblije: teorije, načini, kriteriji, (<i>Translating the Bible: Theory, Method, Criteria</i>), in: (Ed. M. Tomić, K. Višaticki), <i>Riječ Božja u riječi hrvatskoj: Zbornik radova s međunarodnog znanstvenoga simpozija prigodom 175. Obljetnice prvoga hrvatskog tiskanog prijevoda Biblije 1831-2006</i>, Đakovo, 2011, pp. 253–279; 4. Katehetsko-homiletski postupak deuteronomističkog pisca na tekstu Izl 15,22-27, (<i>Catechetical-homiletic procedure in the Deuteronomic writers of the text Ex 15:22-27</i>), in: (F. E. Hoško) <i>Zbornik Milana Šimunovića: Djelatna Crkva</i>, Zagreb 2008, pp. 209–225; 5. Izraelska religija gledana očima jednoga stranca. Narativna analiza Izl 18,1-12, (<i>Israeli religion observed through the eyes of a stranger. Narrative analysis of Ex 18:1-12</i>), in: (Prepared by: M. Cifrak/N. Hohnjec, <i>Zbornik radova u čast prof. dr. sc. Adalbertu Rebiću povodom 70. obljetnice života i 40. obljetnice profesorskoga rada</i>) <i>Neka iz tame svjetlost zasine!</i>, Zagreb 2007, pp. 91–116.
41.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
41.6. 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?	
42. PRIZES AND AWARDS, STUDENT EVALUATION	
42.1. Prizes and awards for teaching and scholarly/artistic work	

<p>42.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)</p>	<p>Student surveys over the past few years have shown very positive feedback.</p>
<p>43. COMPETENCES OF ASSOCIATE TEACHERS</p>	
<p>Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course</p>	
<p>44. Other comments (optional)</p>	
<p>PLACE, DATE AND SIGNATURE OF COURSE TEACHER:</p>	
<p>Zagreb, 27. 11. 2014. Božo Lujčić</p>	

First and last name and title of main teacher	Dr. sc. Marko Karamatić
The course he/she teaches in the proposed study programme	History of the Church among the Croats; Ars sacra; Christian Archeology; Christian Literature in B&H; The Church in B&H 1878-1914.
Co-teachers of the course	
Associate teachers in the course	
45. GENERAL INFORMATION ON COURSE TEACHER	
45.1. Address	Aleja Bosne Srebrene 111, 71000 Sarajevo
45.2. Telephone number	+387-33-453-266
45.3. e-mail address	+387-33-453-266
45.4. Personal web page	
45.5. Year of birth	1947.
45.6. Scientist ID	
45.7. Research or art rank, and date of last rank appointment	
45.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
45.9. Area and field of election into research or art rank	
46. INFORMATION ON CURRENT EMPLOYMENT	
46.1. Institution where employed	Franciscan Theological School
46.2. Date of employment	25. rujna 1977.
46.3. Name of position (professor, researcher, associate teacher, etc.)	Professor
46.4. Field of research	Church History and Art, Literature Franciscans Bosnia Srebrena
46.5. Function	
47. INFORMATION ON EDUCATION – Highest degree earned	
47.1. Degree	Doctor of Theology
47.2. Institution	Faculty of Catholic Theology
47.3. Place	Ljubljana
47.4. Date	12. December 1985.
48. INFORMATION ON ADDITIONAL TRAINING	
48.1. Year	
48.2. Place	
48.3. Institution	
48.4. Field of training	
49. MOTHER TONGUE AND FOREIGN LANGUAGES	
49.1. Mother tongue	Croatian
49.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (5)
49.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
49.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
50. COMPETENCES FOR THE COURSE	
50.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
50.2. Authorship of university/faculty textbooks in the field of the course	
50.3. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	„Bosna Srebrena u doba majke Klare Žižić (1673.-1706.)“, u: <i>Majka Klara Žižić i njezina družba 1706.-2006. Zbornik proslave 300. obljetnice preminuća službenice Božje majke Klare Žižić, utemeljiteljice Družbe sestara franjevki od Bezgrješne</i> , ur. s. Terezija Zemljić, Šibenik 2009, str. 183-195.

	<p>„Crkveno graditeljstvo u Bosni Srebrenoj u vrijeme austro-ugarske uprave u BiH (1878-1918)“, u: <i>Stoljeća Kraljeve Sutjeske, Zbornik radova</i>, Franjevački samostan Kraljeva Sutjeska – Kulturno-povijesni institut Bosne Srebrene, Kraljeva Sutjeska – Sarajevo 2010, str. 553-577.</p> <p>„Guča Gora i graditeljski val u Bosni Srebrenoj pod konac osmanske vlasti“, u: <i>Franjevački samostan u Gučoj Gori. Zbornik radova sa znanstvenog skupa u povodu 150. obljetnice samostana u Gučoj Gori</i>, Franjevački samostan – Guča Gora – Kulturno-povijesni institut Bosne Srebrene, Guča Gora – Sarajevo 2010, str. 207-238.</p> <p>„Bosna i Hercegovina u istraživanju pravnih običaja Baltazara Bogišića“, u: <i>Bogišić i kultura sjećanja. Zbornik radova znanstvenog skupa s međunarodnim sudjelovanjem održanog u prigodi stote godišnjice smrti Balda Bogišića</i>, Zagreb MMVIII-MMXI, str. 209-224.</p> <p>„Spisateljska djelatnost franjevac Bosne Srebrene“, u: <i>Povijest hrvatskoga jezika / Književnosti i kultura devedesetih. Zbornik radova 40. seminara Zagrebačke slavističke škole</i>, Zagreb 2012 str. 37-63.</p>
50.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
50.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
50.6. 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?	
51. PRIZES AND AWARDS, STUDENT EVALUATION	
51.1. Prizes and awards for teaching and scholarly/artistic work	
51.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	
52. COMPETENCES OF ASSOCIATE TEACHERS	
Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course	
1. Other comments (optional)	
PLACE, DATE AND SIGNATURE OF COURSE TEACHER	
Sarajevo, 25. listopada 2014. Marko Karamatić	

First and last name and title of main teacher	Dr. sc. Stjepan Duvnjak
The course he/she teaches in the proposed study programme	Patrology Pneumatology
Co-teachers of the course	
Associate teachers in the course	
53. GENERAL INFORMATION ON COURSE TEACHER	
53.1. Address	Franjevački samostan (Franciscan monastery) / 72244 Kraljeva Sutjeska
53.2. Telephone number	00387 32 771 710
53.3. e-mail address	duvstj@bih.net.ba
53.4. Personal web page	
53.5. Year of birth	1948.
53.6. Scientist ID	Professor 1984.
53.7. Research or art rank, and date of last rank appointment	
53.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
53.9. Area and field of election into research or art rank	Theological Sciences - Patrology
54. INFORMATION ON CURRENT EMPLOYMENT	
54.1. Institution where employed	Franciscan Theological School, University of Zagreb
54.2. Date of employment	15. 02. 1984.
54.3. Name of position (professor, researcher, associate teacher, etc.)	Professor
54.4. Field of research	The history of the early Church Fathers and Pneumatology
54.5. Function	
55. INFORMATION ON EDUCATION – Highest degree earned	
55.1. Degree	PhD in Theology
55.2. Institution	Catholic Theological Faculty – University of Zagreb
55.3. Place	Zagreb
55.4. Date	01. 06. 1990.
56. INFORMATION ON ADDITIONAL TRAINING	
56.1. Year	
56.2. Place	
56.3. Institution	
56.4. Field of training	
57. MOTHER TONGUE AND FOREIGN LANGUAGES	
57.1. Mother tongue	Croatian
57.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (4)
57.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4), Italian (3)
57.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin (4), Greek (3)
58. COMPETENCES FOR THE COURSE	
58.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
58.2. Authorship of university/faculty textbooks in the field of the course	
58.3. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	
58.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Pelegrination in the Patristic Period, in: Gospa Sinjska (Godišnjak svetišta), god. XXXVIII-XXXIX, Sinj 2012, str. 135-143. 2. Dogma about Jesus Christ, in: Isus iz Nazareta – u perspektivi međureligijskog dijaloga (poseban broj Svjetla riječi, Sarajevo 2012), str. 8-11. 3. Theological substance and aspects of Christian Spirituality, in: Zbornik radova sa znanstvenog skupa


	„Sto godina Franjevačke teologije u Sarajevu“, Sarajevo 2012., str. 451-461.
58.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
58.6. 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?	
59. PRIZES AND AWARDS, STUDENT EVALUATION	
59.1. Prizes and awards for teaching and scholarly/artistic work	
59.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	
60. COMPETENCES OF ASSOCIATE TEACHERS	
Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course	
61. Other comments (optional)	
PLACE, DATE AND SIGNATURE OF COURSE TEACHER:	
Kraljeva Sutjeska, 25. 09. 2014., Stjepan Duvnjak	

First and last name and title of main teacher	Mr. sc.Ivo Marković
The course he/she teaches in the proposed study programme	Introduction to Pastoral theology Homiletics Rhetoric
Co-teachers of the course	
Associate teachers in the course	
62. GENERAL INFORMATION ON COURSE TEACHER	
62.1. Address	Aleja Bosne Srebrene 111
62.2. Telephone number	+387 61 225 676
62.3. e-mail address	ivoirm@hotmail.com
62.4. Personal web page	
62.5. Year of birth	1950.
62.6. Scientist ID	
62.7. Research or art rank, and date of last rank appointment	Professor, 1984.
62.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
62.9. Area and field of election into research or art rank	Pastoral-theological sciences
63. INFORMATION ON CURRENT EMPLOYMENT	
63.1. Institution where employed	Franciscan Theological School Sarajevo
63.2. Date of employment	1984.
63.3. Name of position (professor, researcher, associate teacher, etc.)	Professor
63.4. Field of research	Teaching obliged and selective courses of lectures from Pastoral theology
63.5. Function	
64. INFORMATION ON EDUCATION – Highest degree earned	
64.1. Degree	MTh, science field of Pastoral theology
64.2. Institution	Catholic Theological Faculty Zagreb
64.3. Place	Zagreb
64.4. Date	1984
65. INFORMATION ON ADDITIONAL TRAINING	
65.1. Year	
65.2. Place	
65.3. Institution	
65.4. Field of training	
66. MOTHER TONGUE AND FOREIGN LANGUAGES	
66.1. Mother tongue	Croatian
66.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 4
66.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
66.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin 4
67. COMPETENCES FOR THE COURSE	
67.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	I taught Pastoral theology, Pastoral of migrants and Methodology of scientific work 1984-1994, and Rhetoric, Homiletics, Missiology, Introduction in practical-theological disciplines and Administration of parish 1984 to this day. 2012 I taught at Canadian School of Peacebuilding the course "Faith and Art in Inter-Ethnic Reconciliation".
67.2. Authorship of university/faculty textbooks in the field of the course	- Retorika, Franjevačka teologija, Sarajevo 2012. - Homiletika, Franjevačka teologija, Sarajevo, 2012. - Uvod u Praktično-teološke discipline, Franjevačka teologija, Sarajevo, 2013.
67.3. Professional, scholarly and artistic articles published in the last five years in the	- <i>Kulturni doprinos religija arhitekturi, slikarstvu i glazbi</i> (Ivo Marković Zilka Spahić Šiljak), u: Monoteističko troglasje, Uvod

field of the course (5 works at most)	<p>u judaizam, kršćanstvo i islam (izd. Zilka Spahić Šiljak i Dino Abazović), Rabic, Sarajevo, 2009, str. 139-155.</p> <ul style="list-style-type: none"> - <i>Refleks franjevačkog pastoralnog djelovanja na pučku vjeru Lašvanske doline</i>, u: Franjevački samostan u Gučkoj Gori: Zbornik radova sa znanstvenog skupa u povodu 150.obljetnice samostana u Gučkoj Gori, (ur. Velimir Valjan), Kulturno-povijesni institut Bosne Srebrene, Sarajevo 2010, str. 567-594. - <i>Interreligious Culture and Relations in Bosnia</i>, in Forum Bosnae, 55/12, str. 5-12. - <i>Friedensaufbau durch Religion (Bosnien und Herzegowina)</i>, u: Religionen und Weltfrieden, Friedens- und Konfliktlösungspotenziale von Religionsgemeinschaften (R. Mokrosch, T. Held, R. Czada, Hrsg.), Kohlhammer, Stuttgart 2013, str. 326-338. - <i>Građanska hrabrost, Dietrich Bonhoeffer, svjedok vjere i pravednik</i>, u: Imam petlju (izd. Svetlana Broz) Gariwo, Sarajevo 2014, str. 83-93.
67.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
67.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
67.6. 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?	
68. PRIZES AND AWARDS, STUDENT EVALUATION	
68.1. Prizes and awards for teaching and scholarly/artistic work	1998 Peacemaker in Action Award of Tanenbaum Centre for Interreligious Understanding in New York
68.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	
69.	
Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course	
70. Other comments (optional)	
PLACE, DATE AND SIGNATURE OF COURSE TEACHER:	
In Sarajevo 25 th October 2014	Ivo Markovic

First and last name and title of main teacher	Dr. sc. Anto Popović
The course he/she teaches in the proposed study programme	1) General Introduction to the Bible 2) Biblical Greek language 3) Introduction and Exegesis of the Old Testament I 4) Introduction and Exegesis of the Old Testament III 5) Introduction and Exegesis of the New Testament I 6) Introduction and Exegesis of the New Testament II 7) Introduction and Exegesis of the New Testament III 8) Principles and Methods for the Interpretation of the Bible 9) Primeval Biblical History (Genesis 1,1–11,26) 10) Passion and Death of Jesus According to Mark's Gospel (Mc 14,1–15,47)
Co-teachers of the course	
Associate teachers in the course	
71. GENERAL INFORMATION ON COURSE TEACHER	
71.1. Address	Aleja Bosne Srebrene 111; 71000 Sarajevo; Bosna and Hercegovina
71.2. Telephone number	0038733453266
71.3. e-mail address	anto.popovic@gmail.com
71.4. Personal web page	
71.5. Year of birth	1956.
71.6. Scientist ID	
71.7. Research or art rank, and date of last rank appointment	
71.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
71.9. Area and field of election into research or art rank	
72. INFORMATION ON CURRENT EMPLOYMENT	
72.1. Institution where employed	Franciscan Theological School - Sarajevo
72.2. Date of employment	25. IX. 1987.
72.3. Name of position (professor, researcher, associate teacher, etc.)	Professor
72.4. Field of research	Biblika - Scripture: Lectures compulsory and optional subjects and Bible seminars
72.5. Function	
73. INFORMATION ON EDUCATION – Highest degree earned	
73.1. Degree	Doctor <i>in Re Biblica</i>
73.2. Institution	Pontifical Biblical Institute
73.3. Place	Rim - Italija
73.4. Date	23.X. 1992 (thesis defense); 07.VI.1994 (publication of the thesis dissertation)
74. INFORMATION ON ADDITIONAL TRAINING	
74.1. Year	
74.2. Place	
74.3. Institution	
74.4. Field of training	
75. MOTHER TONGUE AND FOREIGN LANGUAGES	
75.1. Mother tongue	Croatian
75.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (proficient)
75.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (proficient)
75.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (proficient)
76. COMPETENCES FOR THE COURSE	
76.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study)	Visiting Professor Exegesis of the Old Testament Graduate

programme)	Studium Biblicum Franciscanum, Jerusalem The second semester of the academic year 2008.-2009. The second semester of the academic year 2011.-2012.
76.2. Authorship of university/faculty textbooks in the field of the course	1) POPOVIĆ, A., <i>Biblijske teme</i> , Teološki radovi 40, Kršćanska sadašnjost, Zagreb, 2004. 2) POPOVIĆ, A., <i>Načela i metode za tumačenje Biblije</i> . Komentar Papina govora i dokumenta Biblijske komisije <i>Tumačenje Biblije u Crkvi</i> , Biblica 1, Kršćanska sadašnjost, Zagreb, 2005. 3) A. POPOVIĆ, <i>Novozavjetno vrijeme</i> . Povijesno-političko i religiozno-kulturno okruženje, Biblica 6, Kršćanska sadašnjost, Zagreb, 2007. 4) POPOVIĆ, A., <i>Od slike Božje do Božjeg sinovstva</i> , Biblica 8, Kršćanska sadašnjost, Zagreb, 2008. 5) POPOVIĆ, A., <i>Isusova muka i smrt prema Markovu evanđelju</i> , Biblica 12, Kršćanska sadašnjost, Zagreb, 2009. 6) A. POPOVIĆ, <i>Uvod u knjige Staroga zavjeta 1: תורה - Torah; Pentateuh - Petoknjžje</i> , Biblica 16, KS, Zagreb, 2012. 7) A. POPOVIĆ, <i>Uvod u knjige Staroga zavjeta 2: Povijesne knjige</i> , Biblica 20, KS, Zagreb, 2014. (u tisku)
76.3. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	A. POPOVIĆ, "Biblija i moral - prema dokumentu Papinske biblijske komisije", u: <i>Bogoslovska smotra</i> 79/2 (2009) 371-392; A. POPOVIĆ, „Biblija – Kanon. Kanon biblijskih knjiga kod Židova, katolika, pravoslavnih, protestanata“, u: M. VUGDELJA, (ur.), <i>Biblija – knjiga Mediterana par excellence</i> , Biblioteka knjiga Mediterana 61, Književni krug, Split, 2010., 53-81; A. POPOVIĆ, "Verbum Domini - Riječ Gospodnja. Prikaz postsinodalne pobudnice pape Benedikta XVI.", u: <i>Bogoslovska smotra</i> 81/ (2011) 397-422; A. POPOVIĆ, "'Savez - Berit' u knjizi proroka Ezekijela: Ez 16-17; 36,16-37,28", u: D. TOMAŠEVIĆ (ur.), <i>Tvoja Riječ nozi je mojoj svjetiljka</i> , Studia Vrhbosnensia 16, Katolički bogoslovni fakultet, Sarajevo, 2012., 119-161; A. POPOVIĆ, "The Christian Faith as Struggle and as Renunciation According to the First Letter to the Corinthians 9:24-27", in: <i>Antonianum</i> 89/1 (2014) 9-42.
76.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
76.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
76.6. 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?	
77. PRIZES AND AWARDS, STUDENT EVALUATION	
77.1. Prizes and awards for teaching and scholarly/artistic work	
77.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

78. COMPETENCES OF ASSOCIATE TEACHERS	
Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course	
Other comments (optional)	
PLACE, DATE AND SIGNATURE OF COURSE TEACHER	
Sarajevo, 31. X. 2014.	Anto Popović
	

First and last name and title of main teacher	Dr. sc. Ivan Šarčević
The course he/she teaches in the proposed study programme	Fundamental Pastoral Theology Special Pastoral Theology Fundamental Catechetics Special Catechetics
Co-teachers of the course	
Associate teachers in the course	
79. GENERAL INFORMATION ON COURSE TEACHER	
79.1. Address	Franjevačka 6, Sarajevo
79.2. Telephone number	00387 61 217 805
79.3. e-mail address	ivansarst@gmail.com
79.4. Personal web page	
79.5. Year of birth	1963
79.6. Scientist ID	
79.7. Research or art rank, and date of last rank appointment	
79.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
79.9. Area and field of election into research or art rank	
80. INFORMATION ON CURRENT EMPLOYMENT	
80.1. Institution where employed	Franciscan Theological School Sarajevo
80.2. Date of employment	25 th September 1995
80.3. Name of position (professor, researcher, associate teacher, etc.)	
80.4. Field of research	Curriculum with compulsory and optional courses in Pastoral Theology and Catechetics
80.5. Function	
81. INFORMATION ON EDUCATION – Highest degree earned	
81.1. Degree	Doctor of Theology (specializing in pastoral theology and catechetics)
81.2. Institution	Università Pontificia Salesiana
81.3. Place	Rome
81.4. Date	20 th May 1995
82. INFORMATION ON ADDITIONAL TRAINING	
82.1. Year	
82.2. Place	
82.3. Institution	
82.4. Field of training	
83. MOTHER TONGUE AND FOREIGN LANGUAGES	
83.1. Mother tongue	Croatian
83.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 4
83.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 3
83.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French 2
84. COMPETENCES FOR THE COURSE	
84.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	General Methodology Pastoral Theology seminars
84.2. Authorship of university/faculty textbooks in the field of the course	

84.3. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ul style="list-style-type: none"> - "Totalitarizam, teologija i simboli. Sakralizirana politika i nacionalizirana vjera: primjer Bosne i Hercegovine", in: <i>Nova prisutnost</i> VIII (2010) 1, 87-97. - "Teologija na jugoistoku Europe: Stanje, izazovi i zadaće", in: <i>Concilium</i> 2 (2011) 135-143. - "Dijalog s ateistima", in: <i>Vrhbosnensia</i> 1 (2012) 5-31. - "Opraštanje neznanja", in: Dražen Živić (ur.), <i>Victor quia victima. Nada za Hrvatsku</i>, Proceedings from the meeting held in Vukovar 15 November 2010, Ivo Pilar, Zagreb-Vukovar 2012, 30-40. - "Crkva – promicateljica kulture dijaloga i zajedništva", in: <i>Diacovensia</i> 1 (2013) 11-27. - "Stvarno stanje vjere: raskorak između nominalne i življene vjere", in: <i>Bogoslovska smotra</i> 83 (2013) 3,529-558.
84.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
84.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
84.6. 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?	Within the primary field of study
85. PRIZES AND AWARDS, STUDENT EVALUATION	
85.1. Prizes and awards for teaching and scholarly/artistic work	
85.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	
86. COMPETENCES OF ASSOCIATE TEACHERS	
Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course	
87. Other comments (optional)	
PLACE, DATE AND SIGNATURE OF COURSE TEACHER:	
Sarajevo, November 24, 2014	Ivan Šarčević

First and last name and title of main teacher	Dr. sc. Vili Radman
The course he/she teaches in the proposed study programme	Introduction to the Mystery of Christ and the History of Salvation Fundamental Theology Science of Religions
Co-teachers of the course	
Associate teachers in the course	
88. GENERAL INFORMATION ON COURSE TEACHER	
88.1. Address	Aleja Bosne Srebrene 111, 71 000 Sarajevo
88.2. Telephone number	033 453 266
88.3. e-mail address	vradman@gmail.com
88.4. Personal web page	
88.5. Year of birth	16. 1. 1968.
88.6. Scientist ID	
88.7. Research or art rank, and date of last rank appointment	
88.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
88.9. Area and field of election into research or art rank	
89. INFORMATION ON CURRENT EMPLOYMENT	
89.1. Institution where employed	Franciscan Theological School
89.2. Date of employment	25. 9. 1997.
89.3. Name of position (professor, researcher, associate teacher, etc.)	Professor
89.4. Field of research	Theology and Philosophy
89.5. Function	Dean
90. INFORMATION ON EDUCATION – Highest degree earned	
90.1. Degree	Doctor of Philosophy
90.2. Institution	Philosophical Faculty of the Society of Jesus, University of Zagreb
90.3. Place	Zagreb
90.4. Date	3.2.2005.
91. INFORMATION ON ADDITIONAL TRAINING	
91.1. Year	
91.2. Place	
91.3. Institution	
91.4. Field of training	
92. MOTHER TONGUE AND FOREIGN LANGUAGES	
92.1. Mother tongue	Croatian
92.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, very good 4
92.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, good 3
92.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
93. COMPETENCES FOR THE COURSE	
93.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
93.2. Authorship of university/faculty textbooks in the field of the course	

<p>93.3. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)</p>	<ol style="list-style-type: none"> 1. „Kritika simboličkog u filozofiji J. Zerzana“, <i>Bosna franciscana</i>, XVI (2008) 29 2. „Molitva u fundamentalno-teološkoj perspektivi“ u: Ž. Tanjić/T. Kovač/B. Murić (ur.), <i>Teologijom svjedočiti i naviještati: zbornik radova u čast profesoru emeritusu Tomislavu Ivančiću</i>, Kršćanska sadašnjost, Zagreb 2010. 3. „Filozofija kao način života: pojam filozofije kod P. Hadota“, <i>Bosna franciscana</i> XIX (2011) 34 4. „Susreću li se filozofija i teologija? Perspektiva katoličke teologije“ u I. Šarčević (ur.), <i>Znanstveni skup 100 godina Franjevačke teologije u Sarajevu: zbornik radova</i>, Franjevačka teologija, Sarajevo 2012. 5. „Filozofska hermeneutika, teologija i povijesnost objave“, <i>Bosna franciscana</i> XXIII (2014) 41
<p>93.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)</p>	
<p>93.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)</p>	
<p>93.6. 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?</p>	
<p>94. PRIZES AND AWARDS, STUDENT EVALUATION</p>	
<p>94.1. Prizes and awards for teaching and scholarly/artistic work</p>	
<p>94.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)</p>	
<p>95. COMPETENCES OF ASSOCIATE TEACHERS</p>	
<p>Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course</p>	
<p>Other comments (optional)</p>	

PLACE, DATE AND SIGNATURE OF COURSE TEACHER

Sarajevo, 24. 11. 20014.
Vili Radman

First and last name and title of main teacher	Dr. sc. Ivan Sesar
The course he/she teaches in the proposed study programme	Canon Law
Co-teachers of the course	
Associate teachers in the course	
96. GENERAL INFORMATION ON COURSE TEACHER	
96.1. Address	Omladinska 1, Konjic
96.2. Telephone number	+387 63 790 777
96.3. e-mail address	ivan.sesar@tel.net.ba
96.4. Personal web page	
96.5. Year of birth	October 7, 1967
96.6. Scientist ID	
96.7. Research or art rank, and date of last rank appointment	
96.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
96.9. Area and field of election into research or art rank	Human sciences; Theology
97. INFORMATION ON CURRENT EMPLOYMENT	
97.1. Institution where employed	Franciscan Theological School Sarajevo
97.2. Date of employment	October, 2008
97.3. Name of position (professor, researcher, associate teacher, etc.)	Professor
97.4. Field of research	Canon Law
97.5. Function	Lecturer
98. INFORMATION ON EDUCATION – Highest degree earned	
98.1. Degree	PhD in Canon Law
98.2. Institution	Pontifical University Antonianum, Canon Law Faculty
98.3. Place	Rome, Italy
98.4. Date	2000
99. INFORMATION ON ADDITIONAL TRAINING	
99.1. Year	
99.2. Place	
99.3. Institution	
99.4. Field of training	
100. MOTHER TONGUE AND FOREIGN LANGUAGES	
100.1. Mother tongue	Croatian
100.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 5
100.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 3
100.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 2
101. COMPETENCES FOR THE COURSE	
101.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Courses: Code of Canon Law, Books I-VII
101.2. Authorship of university/faculty textbooks in the field of the course	
101.3. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Sesar, I. Withdraw from institution when temporary vow come to end, <i>Hercegovina franciscana</i> 2, (2006) p. 55-63. Sesar, I. Juridical aspect of sacrament of penance, <i>Official gazette of Mostarsko-duvanjska i Trebinjsko-mrkanska dioceze</i> , (2011) p. 151-160.
101.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	

101.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	October 2014; 8th international scientific symposium of Church regulations: „Law in Particular Church Life“; Oral presentation Member of Croatian Canon Society
101.6. 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?	During under and post-graduate studies of Philosophy and Theology .
102. PRIZES AND AWARDS, STUDENT EVALUATION	
102.1. Prizes and awards for teaching and scholarly/artistic work	
102.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	
103. COMPETENCES OF ASSOCIATE TEACHERS	
Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course	
104. Other comments (optional)	
PLACE, DATE AND SIGNATURE OF COURSE TEACHER:	
Konjic, October 25, 2014. Ivan Sesar	

First and last name and title of main teacher	Mr. sc. Miro Jelečević
The course he/she teaches in the proposed study programme	Sacraments God Creator
Co-teachers of the course	
Associate teachers in the course	
105. GENERAL INFORMATION ON COURSE TEACHER	
105.1. Address	Franjevačka teologija, Aleja Bosne Srebrene 111, 71000 Sarajevo
105.2. Telephone number	00387 63 816 245
105.3. e-mail address	simbolik@gmail.com
105.4. Personal web page	
105.5. Year of birth	1972.
105.6. Scientist ID	
105.7. Research or art rank, and date of last rank appointment	Professor 2005.
105.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
105.9. Area and field of election into research or art rank	Humanities - Theology
106. INFORMATION ON CURRENT EMPLOYMENT	
106.1. Institution where employed	Franciscan Theological School, University of Zagreb
106.2. Date of employment	24. rujna 2005.
106.3. Name of position (professor, researcher, associate teacher, etc.)	Professor
106.4. Field of research	Dogmatics: Sacramentology, God Creator
106.5. Function	
107. INFORMATION ON EDUCATION – Highest degree earned	
107.1. Degree	MTh. – Dogmatics
107.2. Institution	Papal University Antonianum
107.3. Place	Rome (Italy)
107.4. Date	28. 02. 2002.
108. INFORMATION ON ADDITIONAL TRAINING	
108.1. Year	
108.2. Place	
108.3. Institution	
108.4. Field of training	
109. MOTHER TONGUE AND FOREIGN LANGUAGES	
109.1. Mother tongue	Croatian
109.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (4)
109.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (4)
109.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
110. COMPETENCES FOR THE COURSE	
110.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
110.2. Authorship of university/faculty textbooks in the field of the course	
110.3. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	
110.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and	1) Štovanje euharistije izvan euharistijskog slavlja, u: Služba Božja 1 (2011), 109-115; 2) H. HAAG, Oproštaj od đavla. O kršćanskom ophođenju sa zlom, Sarajevo 2011. (prijevod); 3) P. P. KASPAR,

teaching quality (5 works at most)	Sakramenti – jezik znakova, Sarajevo 2011. (prijevod); 2) Isusovi susreti, u: Isus iz Nazareta – u perspektivi međureligijskog dijaloga (poseban broj Svjetla riječi, Sarajevo 2012), str. 23-25;
110.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
110.6. 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?	
111. PRIZES AND AWARDS, STUDENT EVALUATION	
111.1. Prizes and awards for teaching and scholarly/artistic work	
111.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	
112. COMPETENCES OF ASSOCIATE TEACHERS	
Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course	
Other comments (optional)	
PLACE, DATE AND SIGNATURE OF COURSE TEACHER	
Sarajevo, 28. 10. 2014., Miro Jelečević	

First and last name and title of main teacher	Dr. sc. Marinko Pejić
The course he/she teaches in the proposed study programme	Spiritual Theology
Co-teachers of the course	
Associate teachers in the course	
113. GENERAL INFORMATION ON COURSE TEACHER	
113.1. Address	Franjevačka 6, 71000 Sarajevo, BiH
113.2. Telephone number	063 908 787
113.3. e-mail address	063 908 787
113.4. Personal web page	
113.5. Year of birth	1972
113.6. Scientist ID	
113.7. Research or art rank, and date of last rank appointment	
113.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Spiritual Theology
113.9. Area and field of election into research or art rank	
114. INFORMATION ON CURRENT EMPLOYMENT	
114.1. Institution where employed	Franciscan Theological School
114.2. Date of employment	25. 09. 2009
114.3. Name of position (professor, researcher, associate teacher, etc.)	Professor
114.4. Field of research	Spiritual Theology
114.5. Function	Professor
115. INFORMATION ON EDUCATION – Highest degree earned	
115.1. Degree	PhD in Theology
115.2. Institution	Pontifical University Antonianum
115.3. Place	Rome
115.4. Date	Novembar,2006
116. INFORMATION ON ADDITIONAL TRAINING	
116.1. Year	2000-2005
116.2. Place	Rome
116.3. Institution	Pontifical University Antonianum
116.4. Field of training	Spiritual Theology and Ecumenical Theology
117. MOTHER TONGUE AND FOREIGN LANGUAGES	
117.1. Mother tongue	Croatian
117.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (5)
117.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
117.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Russian (3)
118. COMPETENCES FOR THE COURSE	
118.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
118.2. Authorship of university/faculty textbooks in the field of the course	
118.3. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	
118.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching	

quality (5 works at most)	
118.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
118.6. 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?	
119. PRIZES AND AWARDS, STUDENT EVALUATION	
119.1. Prizes and awards for teaching and scholarly/artistic work	
119.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	
120. COMPETENCES OF ASSOCIATE TEACHERS	
Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course	
Other comments (optional)	
PLACE, DATE AND SIGNATURE OF COURSE TEACHER	
Sarajevo, 18.10.2014.	
Marinko Pejić	

First and last name and title of main teacher	Dr. sc. Danimir Pezer
The course he/she teaches in the proposed study programme	History of Liturgy Theology of Liturgy
Co-teachers of the course	
Associate teachers in the course	
121. GENERAL INFORMATION ON COURSE TEACHER	
121.1. Address	Aleja Bosne Srebrene 111
121.2. Telephone number	033/453 266 (lok. 241)
121.3. e-mail address	pezer@libero.it
121.4. Personal web page	
121.5. Year of birth	1973.
121.6. Scientist ID	
121.7. Research or art rank, and date of last rank appointment	
121.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
121.9. Area and field of election into research or art rank	Humanities and Theology
122. INFORMATION ON CURRENT EMPLOYMENT	
122.1. Institution where employed	Franciscan Theological School
122.2. Date of employment	25. IX. 2009.
122.3. Name of position (professor, researcher, associate teacher, etc.)	Professor
122.4. Field of research	Liturgical
122.5. Function	
123. INFORMATION ON EDUCATION – Highest degree earned	
123.1. Degree	PhD in Theology
123.2. Institution	Pontifical Liturgy University
123.3. Place	Rome
123.4. Date	9. XII. 2011.
124. INFORMATION ON ADDITIONAL TRAINING	
124.1. Year	
124.2. Place	
124.3. Institution	
124.4. Field of training	
125. MOTHER TONGUE AND FOREIGN LANGUAGES	
125.1. Mother tongue	Croatian
125.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (5)
125.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish (3)
125.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
126. COMPETENCES FOR THE COURSE	
126.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
126.2. Authorship of university/faculty textbooks in the field of the course	
126.3. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	
126.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching	

quality (5 works at most)	
126.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
126.6. 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?	
127. PRIZES AND AWARDS, STUDENT EVALUATION	
127.1. Prizes and awards for teaching and scholarly/artistic work	
127.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	
128. COMPETENCES OF ASSOCIATE TEACHERS	
Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course	
Other comments (optional)	
PLACE, DATE AND SIGNATURE OF COURSE TEACHER	
U Sarajevu, 12. studenog 2014. Danimir Pezer	

First and last name and title of main teacher	Dr. sc. Petar Jeleč
The course he/she teaches in the proposed study programme	General History of the Church I – II The Relationship between the Croatian Independent State (NDH) and the Catholic Church in Bosnia and Herzegovina The Attitude of the Ustashi Government towards Different Religious Groups in the NDH
Co-teachers of the course	
Associate teachers in the course	
129. GENERAL INFORMATION ON COURSE TEACHER	
129.1. Address	Aleja Bosne Srebrene 111, 71000 Sarajevo
129.2. Telephone number	033-453-266; 062-326-952
129.3. e-mail address	petar.jelec@gmail.com
129.4. Personal web page	
129.5. Year of birth	
129.6. Scientist ID	
129.7. Research or art rank, and date of last rank appointment	
129.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
129.9. Area and field of election into research or art rank	
130. INFORMATION ON CURRENT EMPLOYMENT	
130.1. Institution where employed	Franciscan Theological School, University of Zagreb
130.2. Date of employment	25. 9. 2006.
130.3. Name of position (professor, researcher, associate teacher, etc.)	
130.4. Field of research	Church history
130.5. Function	
131. INFORMATION ON EDUCATION – Highest degree earned	
131.1. Degree	Doctor of Historical Sciences
131.2. Institution	Pontifical University Gregoriana
131.3. Place	Rome
131.4. Date	15. 11. 2006.
132. INFORMATION ON ADDITIONAL TRAINING	
132.1. Year	
132.2. Place	
132.3. Institution	
132.4. Field of training	
133. MOTHER TONGUE AND FOREIGN LANGUAGES	
133.1. Mother tongue	Croatian
133.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (5)
133.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
133.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (2)
134. COMPETENCES FOR THE COURSE	
134.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
134.2. Authorship of university/faculty textbooks in the field of the course	
134.3. Professional, scholarly and artistic articles published in the last five years in	Sarajevski nadbiskup Josip Stadler i bosanski franjevci“, u: <i>Bosna franciscana</i> , Sarajevo, 19/2011, br. 35, 2011, str. 23-65.

the field of the course (5 works at most)	<p>„Ustaška vlast i nadbiskup Ivan Ev. Šarić“, u: <i>Prilozi Instituta za istoriju</i>, Sarajevo, br. 41/2012, str. 107-128.</p> <p>„Protužidovski tekstovi u dijecezanskom i franjevačkom tisku 1941-1945“, u: <i>Bosna franciscana</i>, 20/2012, br. 36, 2012, str. 51-72.</p> <p>„Filmska umjetnost o Isusu Kristu“, u: <i>Zbornik radova sa Znanstvenog skupa u povodu 100 godina Franjevačke teologije održanog u Sarajevu 6. i 7. listopada 2009.</i>, (ur. I Šarčević), Sarajevo 2012, str. 495-499.</p> <p>„Fra Anđeo Kaić u ratnom vihoru“, u: <i>Fra Anđeo Luka Kaić (1894.-1983.)</i>, <i>Zbornik radova</i>. Znanstveni skup o fra Anđelu Luki Kaiću, 28. studenog 2008, (ur. M. Karaula), Livno 2009, str. 97-110.</p>
134.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
134.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
134.6. 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?	
135. PRIZES AND AWARDS, STUDENT EVALUATION	
135.1. Prizes and awards for teaching and scholarly/artistic work	
135.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	
136. COMPETENCES OF ASSOCIATE TEACHERS	
Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course	
137. Other comments (optional)	
PLACE, DATE AND SIGNATURE OF COURSE TEACHER:	
Sarajevo, 25. 9. 2014., Petar Jeleč	

First and last name and title of main teacher	Dr. sc. Josip Jozić
The course he/she teaches in the proposed study programme	Introduction to Philosophy Ontology Theory of Knowledge Cosmology Theodicy Logic General Psychology General Methodology
Co-teachers of the course	
Associate teachers in the course	
138. GENERAL INFORMATION ON COURSE TEACHER	
138.1. Address	Franjevačka teologija, Aleja Bosne Srebrene 111, 71000 Sarajevo
138.2. Telephone number	+387 63 980 023
138.3. e-mail address	josipjozic77@gmail.com
138.4. Personal web page	
138.5. Year of birth	1977.
138.6. Scientist ID	Professor 2011.
138.7. Research or art rank, and date of last rank appointment	
138.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
138.9. Area and field of election into research or art rank	Philosophy and Theology
139. INFORMATION ON CURRENT EMPLOYMENT	
139.1. Institution where employed	Franciscan Theological School Sarajevo, University of Zagreb
139.2. Date of employment	February 15, 2011.
139.3. Name of position (professor, researcher, associate teacher, etc.)	Professor
139.4. Field of research	Philosophy
139.5. Function	
140. INFORMATION ON EDUCATION – Highest degree earned	
140.1. Degree	PhD in Philosophy
140.2. Institution	Hochschule für Philosophie, Philosophische Fakultät, SJ
140.3. Place	München, (German)
140.4. Date	03. 12. 2010.
141. INFORMATION ON ADDITIONAL TRAINING	
141.1. Year	
141.2. Place	
141.3. Institution	
141.4. Field of training	
142. MOTHER TONGUE AND FOREIGN LANGUAGES	
142.1. Mother tongue	Croatian
142.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (4)
142.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
142.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
143. COMPETENCES FOR THE COURSE	
143.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
143.2. Authorship of university/faculty textbooks in the field of the course	

143.3. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	H. KÜNG, Uvod u kršćansku vjeru. Apostolsko vjerovanje protumačeno našim suvremenicima, Sarajevo 2011. (prijevod); W. B. DREES, Kreacionizam i evolucija i M. H. SUCHOCKI, Procesna teologija i evolucija, u: Jukić, br. 40-41, Sarajevo 2010/2011, str. 45-64, (prijevodi).
143.4. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
143.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
143.6. 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?	
144. PRIZES AND AWARDS, STUDENT EVALUATION	
144.1. Prizes and awards for teaching and scholarly/artistic work	
144.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	
145. COMPETENCES OF ASSOCIATE TEACHERS	
Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course	
Other comments (optional)	
PLACE, DATE AND SIGNATURE OF COURSE TEACHER	
Sarajevo, 30. 10. 2014., Josip Jozić	

First and last name and title of main teacher	Mr. sc. Stipo Alandžak
The course he/she teaches in the proposed study programme	Pedagogy
Co-teachers of the course	
Associate teachers in the course	
146. GENERAL INFORMATION ON COURSE TEACHER	
146.1. Address	Bosne Srebrene 4, 17300 Visoko
146.2. Telephone number	063 448 117
146.3. e-mail address	stipoa@gmail.com
146.4. Personal web page	
146.5. Year of birth	1974
146.6. Scientist ID	
146.7. Research or art rank, and date of last rank appointment	Professor
146.8. Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Professor
146.9. Area and field of election into research or art rank	Humanities, Theology
147. INFORMATION ON CURRENT EMPLOYMENT	
147.1. Institution where employed	Franciscan Theological School
147.2. Date of employment	September 2013
147.3. Name of position (professor, researcher, associate teacher, etc.)	Professor
147.4. Field of research	Pedagogy
147.5. Function	Head of Department
148. INFORMATION ON EDUCATION – Highest degree earned	
148.1. Degree	M. Phil. in science education
148.2. Institution	Università Pontificia Salesiana
148.3. Place	Rome, Italy
148.4. Date	2006
149. INFORMATION ON ADDITIONAL TRAINING	
149.1. Year	
149.2. Place	
149.3. Institution	
149.4. Field of training	
150. MOTHER TONGUE AND FOREIGN LANGUAGES	
150.1. Mother tongue	Croatian
150.2. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 5
150.3. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 3
150.4. Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 2
151. COMPETENCES FOR THE COURSE	
151.1. Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
151.2. Authorship of university/faculty textbooks in the field of the course	
151.3. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	
151.4. Professional and scholarly articles published in the last five years in	

subjects of teaching methodology and teaching quality (5 works at most)	
151.5. Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
151.6. 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?	
152. PRIZES AND AWARDS, STUDENT EVALUATION	
152.1. Prizes and awards for teaching and scholarly/artistic work	
152.2. Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	
153. COMPETENCES OF ASSOCIATE TEACHERS	
Name competences of associate teachers in the course (if necessary) which are complementary to the competences of the course teacher, and are important for the field of the course	
154. Other comments (optional)	
PLACE, DATE AND SIGNATURE OF COURSE TEACHER:	
Visoko, 07 November 2014	Stipo Alandžak

8.6. Description of premises and equipment

2. DESCRIPTION OF PREMISES AND EQUIPMENT

**As needed, add rows to the table.*

2.1. Buildings of the constituent part (name existing buildings, buildings under construction, and planned buildings)

Identification of the building	Location of the building	Date of completion (year)	Date of adaptation or reconstruction (year)	Total square area in m2
Aleja Bosne Srebrenje 111 Sarajevo	Sarajevo	1966-68.	1996-97.	4.356

2.2. Classrooms

Identification of the building	Number or designation of the classroom	Square area in m2	Number of seats for students	Number of hours used per week	Assessment of equipment* (1-5)
					(od 1 do 5)
Aleja Bosne Srebrenje 111	Classroom I	80 m2	58	96 hours per week (including recommended programme)	5
Aleja Bosne Srebrenje 111	Classroom II	40 m2	30	61 hours per week (including recommended programme)	5
Aleja Bosne Srebrenje 111	Classroom III	50 m2	30	52 hours per week (including recommended programme)	4

**classroom equipment includes quality of furniture, and of technical and other equipment*

2.3. Laboratories / practicums used in instruction

Identification of the building	Designation of the laboratory/practicum	Square area (in m2)	Number of work stations for students	Number of hours used per week	Assessment of equipment
					(od 1 do 5)

2.4. Teaching facilities for practical instruction

Identification of the building	Name of the teaching station	Number of students attending a teaching station	Number of hours of instruction (per week) at a teaching station

2.5. Equipment of IT classrooms (provide data on computers in IT labs or practicums used in instruction)

Number of new computers (no more than 3 years old)	Number of computers older than 3 years	Assessment of functionality (1 - 5)	Assessment of maintenance (1 - 5)	Assessment of possibility of use outside instruction

2.6. Teacher offices

Identification of the building	Number of teacher offices	Average square area in m ²	Assessment of equipment (1 - 5)	Average square area in m ² per full time teacher / part time teacher*

** or number of full-time teachers / part-time teachers who share an office*

2.7. Space used only for science/research work or professional work

Identification of the building	Designation of the room or the laboratory	Square area in m ²	Number of hours used per week	Assessment of equipment (1 - 5)

2.8. Library space and its equipment

a. Data on library space

Total square area in m ²	Number of staff	Number of seats	Number of students using the library	Is there a computer database of books and journals
170 m ²	1		70	yes

b. data on equipment of library space

Number of book titles	Number of textbooks	Assessment of whether books and textbooks are up to date (on the scale of 1 to 5)	Number of titles of foreign journals	Number of titles of Croatian journals	Assessment of functionality of the book and journal catalogue (1-5)	Assessment of equipment (1-5)**	Assessment of quality and availability of electronic content***
42953		3	600	150	3	3	

** Photocopying capacities for teachers and students, obtaining photocopied material from other libraries, catalogues of teacher bibliographies, etc.

*** Electronic content refers to electronic editions of books and journals, databases, as well as the library catalogue and catalogues of other libraries

2.9. Office for Student service

Total area (in m2)	Number of staff	Office hours
9 m2	1	Monday, Tuesday, Thursday 10:00-13:00

2.10. Capital equipment (provide data on available capital equipment of the higher education institution whose purchase price exceeds 200000 kuna)

Name of the instrument (equipment)	Purchase price	Age

2.11. Other (provide data on other premises)

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8.7. Quality assurance plan of the study program

GENERAL INFORMATION OF THE STUDY PROGRAMME			
1.7. Name of the study programme	Integrated undergraduate and graduate university philosophical and theological studies		
1.8. Provider(s) of the study programme	Franciscan Theological School in Sarajevo		
1.9. Type of study programme	Vocational study programme <input type="checkbox"/>	University study programme <input checked="" type="checkbox"/>	
1.10. Level of study programme	Undergraduate	Graduate <input type="checkbox"/>	Integrated <input checked="" type="checkbox"/> Postgraduate specialist <input type="checkbox"/>
1.11. Manner of implementation of the study programme	Classical <input type="checkbox"/>	Mixed (Classical + online) <input checked="" type="checkbox"/>	Online in entirety <input type="checkbox"/>
1.12. Academic/vocational title earned at completion of study	Master of Theology		

In keeping with the European standards and guidelines for internal quality assurance in higher education institutions (according to “Standards and Guidelines of Quality Assurance in the European Higher Education Area”) on the basis of which the University of Zagreb defines procedures for quality assurance, the proposer of the study programme is obliged to draw up a plan of procedures of study programme quality assurance.

1. Documentation on which the quality assurance system of the constituent part of the University is based:

Regulations on the quality assurance system of the constituent part (enclose if existing)

Handbook on the quality assurance system of the constituent part (enclose if it exists)

2. Description of procedures for evaluation of the quality of study programme implementation

- For each procedure the method needs to be described (most often questionnaires for students or teachers, and self-evaluation questionnaire), name the body conducting evaluation (constituent part, university office), method of processing results and making information available, and timeframe for carrying out evaluation
- If procedure is described in an attached document, name the document and the article.

a. Evaluation of the work of teachers and part-time teachers	Self-evaluation of lecturers, student surveys. Contactor and data processing: constituent/university office. Implementation time schedule: during the last two weeks of lectures each semester.
b. Monitoring of grading and harmonization of grading with anticipated learning outcomes	Student evaluation conducted for each subject based on previously released criteria, regulations and procedures that are implemented continuously and then evaluated and adapted at the end of each academic year. Public advertisement of examination periods and scheduled term tests. Ensuring timely feed-back of results and grades that students achieved at examinations written and oral, in writing or via electronic mail in keeping with regulations regarding confidentiality of personal information.
c. Evaluation of availability of resources (spatial, human, IT) in the process of learning and instruction	Described in Form 2 – Course Description
d. Availability and evaluation of student support (mentorship, tutorship, advising)	Accessibility to and securing sufficient copies of all compulsory literature; securing availability of lecturers for consultations and facilitating several channels of communication with lecturers; supporting the activities of the Student Corps; awarding Dean's Prizes to excellent students based on the criteria set in the Ordinance on Awards; counselling service for students; student co-ordinator for handicapped student; accessibility to information on courses via the Faculty's web site.
e. Monitoring of student pass/fail rate by course and study programme as a whole	Information available on ISVU. Regular periodical analysis and discussion of success rates for each department and at the Faculty Council.
f. Student satisfaction with the	Conducting final survey to evaluate study programme completed by

programme as a whole	students
g. Procedures for obtaining feedback from external parties (alums, employers, labour market and other relevant organizations)	Permanent training/life-long learning and periodical survey with an analysis of experience in fields of employment and on the labour market.
h. Evaluation of student practical education (where this applies)	Regular communication with mentors who monitor student work and an analysis information with the aim of improving lecturing and teaching process.
i. Other evaluation procedures carried out by the proposer	Permanent communication with arch/dioceses offices for Religious Education in schools and the Education and Teacher Training Agency
3. Description of procedures for informing external parties on the study programme (students, employers, alums)	Via the Web Site and professional periodical literature.