

ACADEMIC CATALOGUE EuNC

2019-2020



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CONTENTS

I.	INTRODUCTION	5
	A. THE PROFILE OF EuNC	5
	B. STATEMENT OF BELIEF	6
	C. THE MISSION OF EuNC	6
	D. THE VALUES OF EuNC	7
	E. THE MOTTO, UNIQUENESS AND DISTINCTIVENESS OF EuNC	8
	F. THE CHARACTER OF THE EDUCATION OF EuNC	10
	G. THE HISTORY OF EuNC	10
	H. ACCREDITATION, RECOGNITION, AND COLLABORATIVE AGREEMENTS	12
	I. LEARNING CENTRES AND TEACHING LOCATIONS	13
	J. THE BOARD OF TRUSTEES	16
II.	ACADEMIC POLICIES	18
	A. ADMISSION AND REGISTRATION	18
	1. Entry Requirements	18
	2. Non-Traditional Entry Requirements	19
	3. Student Responsibility	20
	4. Applicable Catalogue	20
	5. Transfer Credits	20
	6. Study Length	21
	7. Graduation Clearance	21
	8. Definitions of School Year	22
	B. COURSE WORK	22
	1. Academic Load	22
	3. Academic Integrity	23
	4. Intellectual Property	24

5.	Language Proficiency	24
6.	Class Attendance	24
7.	Policy for Handing in Work Late	25
8.	Course Evaluations	25
9.	Course Delivery	25
C.	GRADES	26
1.	Grading System	26
2.	Auditing Classes	28
3.	Withdrawal from a Course	28
4.	Failing – Repeat Option	28
5.	Incomplete Grade	28
6.	Academic Probation	29
7.	Graduation Honours	29
8.	Transcripts	30
D.	ACADEMIC APPEALS POLICY AND PROCEDURE	30
III.	FINANCES	32
IV.	INTENDED EDUCATIONAL OUTCOMES	34
V.	THE CURRICULUM OF EuNC	37
A.	INTRODUCTION	37
B.	CURRICULUM FRAMEWORK	37
C.	DESCRIPTION OF THE FIVE CLUSTERS	37
D.	EuNC AND THE BOLOGNA PROCESS	39
E.	STUDENT DEVELOPMENT AT EuNC	42
1.	Purpose and function	42
2.	Overview	43
VI.	THE PROGRAMMES OF EuNC	46
A.	CERTIFICATE IN SPIRITUAL FORMATION (CSF)	46
B.	DIPLOMA IN CHRISTIAN MINISTRY (DCM)	48
C.	ADVANCED DIPLOMA IN APPLIED THEOLOGY (ADAT)	51

VII. EDUCATIONAL REQUIREMENTS FOR ORDINATION	54
VIII. COURSE NUMBERS	55
IX. COURSE DESCRIPTIONS	58
X. FACULTY DIRECTORY	75
XI. GENERAL LEADERSHIP AND ADMINISTRATION	86
XII. LEARNING CENTRES	89
XIII. GENERAL INFORMATION	94

I. INTRODUCTION

A. THE PROFILE OF EuNC

European Nazarene College (EuNC) is a **vocational school of ministry** that offers postsecondary vocational education. This means that EuNC intends to help individuals live out their vocation and prepare for Christian service in churches and the world.

EuNC is a **Nazarene educational institution**. This means that the educational programmes of EuNC reflect the Wesleyan theological heritage, but not in an exclusive way. It also implies that the education provided by EuNC meets the educational requirements of the Church of the Nazarene for ordained ministry on the Eurasia Region.

EuNC offers **accredited programmes**. The Certificate in Spiritual Formation (60 ECTS), and the Diploma in Christian Ministry (120 ECTS) are accredited and the Advanced Diploma in Applied Theology (180 ECTS) is in the process of accreditation by the European Council for Theological Education (ECTE, formerly EEAA) and provide entry to the next level of tertiary education.

EuNC is a **multi-site school** with a general administration and many different learning centres. The faculty members live and minister in many different countries, and the students study part-time in one of the learning centres. EuNC is not confined to a building or a particular location; it is an educational network of people living and working in different countries.

EuNC serves primarily the churches in **continental Europe and the Commonwealth of Independent States (CIS)**, giving them a common, acknowledged, educational programme. In these countries, churches face particular challenges in ministry, and the curriculum of EuNC is developed with these challenges in mind, trying to balance common European and CIS developments with regional and national issues.

B. STATEMENT OF BELIEF

European Nazarene College is an institution of the Church of the Nazarene and reflects its core values: we are a Christian people; we are a holiness people; we are a missional people. As such, its curriculum, teaching and standards of conduct are guided by the agreed Statement of Belief of the Church of the Nazarene. EuNC welcomes students from other Christian persuasions who feel that they can benefit from the nature and quality of the education provided by EuNC.

We believe:

1. In one God – the Father, Son and Holy Spirit.
2. That the Old and New Testament Scriptures, given by plenary inspiration, contain all truth necessary to faith and Christian living.
3. That man is born with a fallen nature, and is, therefore, inclined to evil, and that continually.
4. That the finally impenitent are hopelessly and eternally lost.
5. That the atonement through Jesus Christ is for the whole human race; and that whosoever repents and believes on the Lord Jesus Christ is justified and regenerated and saved from the dominion of sin.
6. That believers are to be sanctified wholly, subsequent to regeneration, through faith in the Lord Jesus Christ.
7. That the Holy Spirit bears witness to the new birth, and also to the entire sanctification of believers.
8. That our Lord will return, the dead will be raised, and the final judgment will take place.

C. THE MISSION OF EuNC

The mission of European Nazarene College expresses the “why” and “what” we do. This is best articulated in the statement: ***Enabling Christlike Disciples for Ministry.***

Enabling: The education of the learner is never the final goal; it is a means that enables the learner to grow into a person who is of service to others.

Christlike Disciples: The education provided by EuNC seeks to build upon foundational discipleship; it intends to further equip those who have already grown (and are growing) as disciples of Christ, so that they may be prepared for more specific Christian service which requires further theological knowledge, awareness, and more specific skills. The term “Christlike” expresses both the transformational character of education (bringing about change in the learners: content, competency, character, in context) and the Wesleyan-Holiness theological tradition of the school.

For Ministry: We serve God (by participating in His redemptive activity in the world) and people (proclaiming the gospel in word and deed) in context.

D. THE VALUES OF EuNC

Based on the profile, belief, and mission of European Nazarene College, the values of the school are expressed in the following four statements:

EuNC is a **community of learners**. As an institution of higher education, it is attended by scholars and by those who seek knowledge for use in God’s kingdom. Whatever role or title its members hold, they are expected to learn from one another, to be teachable, and to be growing in their faith and identity in Christ.

As a learning community, EuNC is committed to **authenticity and integrity**. We believe that no faith journey, nor any academic pursuit of value, is taken alone. We are accountable to one another in our studies and in our lives. Eventually, what affects one of us will affect us all. In light of this, we view academic dishonesty as a direct violation of our community, and we believe that a wasteful, half-hearted pursuit of

knowledge and truth damages both the individual and the community of learners as a whole.

EuNC is a **faith community**. Our members do their utmost to respect and value one another. We do our best, as individuals and as a community, to pursue a closer relationship with God and to reflect His likeness. The lives we live are not divided into the “sacred” and the “secular”. All that we do, we do in front of God, and we encourage one another to seek Him wholeheartedly.

Blessed in so many ways, EuNC is, and is committed to be, a **community of gratitude**. We realize that few in the world have access to this opportunity of community and this level of academic study. We also realize that we are benefiting from the sacrifices and commitments of many others. As we are entrusted with knowledge, we seek to share it and to use it in service. Grateful for the influence of one another, we invite others to join, and we hope to more effectively touch the world around us. Offered an opportunity to learn and grow, we desire to extend this blessing into other lives, other places.

E. THE MOTTO, UNIQUENESS AND DISTINCTIVENESS OF EuNC

The motto of European Nazarene College is “***making a difference through education***”. The motto expresses our goal and reflects our mission (the “why” and “what” we do). At the same time, it can be related to the uniqueness and distinctiveness of EuNC (the “how” we do what we do). The uniqueness and distinctiveness is best expressed in the following four terms:

Transformative: We believe that education is transformative. It is an integral part of the renewal in the image of God in order to make a difference. Therefore, the educational endeavour must focus its outcomes on a holistic transformation of the learning community to make an impact on society.

Application: “Making a difference through education” means that we believe that change is possible – in the lives of the believers, in the societies and for all of creation. God is at work to reach his ultimate goal of renewing his creation and we are invited to participate in this mission.

Contextual: EuNC has teaching locations in eighteen different countries across Europe and Central Asia and offers its programmes in the languages of the countries. The curriculum is also adjusted to each cultural context where the school is at work. In addition, EuNC works very closely with local churches and districts of the Church of the Nazarene and with other Wesleyan partners in the different countries.

Application: “Making a difference through education” must happen contextually. As EuNC we aim at that by coming to each country we are invited to and working together with different partners to provide theological education in an appropriate form.

Multinational: EuNC is one school with one curriculum, one faculty, and one student body. We embrace the fact that we are multinational which is reflected in the organizational structure, the governance and the administration of the school. English is the language of communication at the level of general administration and governance.

Application: “Making a difference through education” is happening not only locally, it has multinational implications. We recognize, appreciate and celebrate the multinational character of our school. We want to learn with each other and from each other. That makes us all richer and helps us to accomplish the mission of the school.

Wesleyan: EuNC is part of the Wesleyan-Holiness tradition. We emphasize that God’s grace is free for all and free in all with the goal to renew all of creation and humanity in the image of God (personal and social holiness).

Application: “Making a difference through education” is part of our theological heritage and approach. We believe that the gospel is for every human being and that Christ can change people’s lives and impact societies.

F. THE CHARACTER OF THE EDUCATION OF EuNC

In its educational programmes, European Nazarene College strives for academic excellence, ongoing spiritual formation, and the practice and development of ministerial skills and abilities which are excellent and relevant to the context and which reflect a Christ-like attitude of "servant ministry". Focusing on the whole person in a certain context, EuNC's curriculum is designed to help students reach the four educational outcomes as defined by the Church of the Nazarene for ministerial preparation. The four outcomes, or "four C's", relate to areas of knowledge or content, competencies, personal character development, and sensitivity for contextual issues as they relate to effective ministry.

G. THE HISTORY OF EuNC

The college began as a vision in 1963 in the minds and hearts of Jerald Johnson, serving in Germany, and Bob Cerrato, of Italy. The vision was to serve continental Europe by training persons for ministry. A building was found in a little German village surrounded by Switzerland, the village of Büsingen. The mandate of the college was to be international in scope, with English as the medium of instruction, and to prepare persons for ordination and Christian service. The school was called European Nazarene Bible College (ENBC) and was established in 1965 with Rev. John B. Nielson as its first rector; classes began 10 January 1966.

Throughout its existence, the college has stayed focused on fulfilling its original purpose. In 1977, the school affiliated itself with MidAmerica Nazarene University (MNU), through which it was able to offer a fully accredited Bachelor of Arts degree. In the early 1990's, as an immediate result of the fall of Communism and the lifting of the Iron Curtain, the school started theological education by extension and, through this, expanded its mission to include many students from various countries who were not able to study at the campus in Büsingen and/or study in the English language. In 2001, the name was changed to European Nazarene College (EuNC). This change had been several years in

coming, and it was accepted in the hope that the new name would reflect the institution's educational profile more accurately.

Realizing that the rapidly changing European and CIS environment demanded a drastic change in the way EuNC provided theological education for ministry, the school started a 7-year self-change project in autumn 2004. In January 2006, the Board of Trustees accepted the new strategy *Moving Forward* that emerged out of this project. The strategy reaffirmed the mission and vision statement of EuNC and outlined the organizational priorities for the future of being "one multicultural and multinational school with one campus and administrative centre and many teaching locations in various European and CIS countries" and aiming at "a high mobility of faculty and students between the campus and the various locations, with the goal of exposing them to the best of residential and extension education."

In the following years EuNC implemented the *Moving Forward* strategy. The school adapted its academic and administrative structures to better support a multi-site school with one overall faculty and student network, living and studying in different countries, and one curriculum with room for contextualization within the various European and CIS cultures. In 2007/08 a new, outcomes-based curriculum, relevant to the diverse European and CIS context was launched. That same year, the school also adopted the European Credit Transfer and Accumulation System (ECTS).

During the final year of the timeline of the strategic plan, 2010-11, the school found itself in a different position than anticipated, even though all objectives had been realized. EuNC was confronted with unforeseen developments such as a significant drop of student enrolment at the campus, challenges in accrediting all learning centres through the existing affiliate relationship with MNU, and decreased financial and personnel resources. In response to these challenges, EuNC decided to close the residential programme in the summer of 2011 and fully concentrate on the learning centres of the school. The sale of the Büsingen property was completed in 2015. EuNC has now fully become one school in many nations with learning centres in different countries

and a general administration to fulfil the mission of the school. The *Vision 2020* strategic plan was developed in response to this emphasis.

In addition to these changes, in November 2012, the school received its initial accreditation from the European Council for Theological Education (ECTE formerly EEAA) for the Certificate in Spiritual Formation (60 ECTS) and the Diploma in Christian Ministry (120 ECTS).

H. ACCREDITATION, RECOGNITION, AND COLLABORATIVE AGREEMENTS

Programmes Accredited by the European Council for Theological Education (ECTE, formerly EEAA)

The Certificate in Spiritual Formation (60 ECTS) and the Diploma in Christian Ministry (120 ECTS) are accredited, and the Advanced Diploma in Applied Theology (180 ECTS) is in the process of accreditation by the ECTE, formerly EEAA (ecte.eu).

Recognised Nazarene Educational Institution

European Nazarene College is listed by the International Board of Education (IBOE) of the Church of the Nazarene as one of the official educational institutions of the Church of the Nazarene and is a member of the Eurasia Educational Council (EEC) of the Church of the Nazarene (www.nazarene.org).

Approved Curriculum for Ordained Ministry in the Church of the Nazarene

The Diploma in Christian Ministry of European Nazarene College has been approved by the International Course of Study Advisory Committee (ICOSAC) of the Church of the Nazarene as the programme that fulfils the minimum requirements for ordained ministry within the districts of the Church of the Nazarene for which EuNC is the educational provider. Each district has clearly defined ordination requirements that either follow the minimum requirements or exceed these established by ICOSAC. In other words, EuNC students who are candidates for ordination are required by their districts to complete the Diploma in Christian Ministry programme.

Some districts require additional coursework. It is important to realize that the individual districts set these criteria—not the school—and variations between the districts are possible; however, the requirements of the Diploma in Christian Ministry are what all district programmes have in common.

Collaborative Agreements with Other Institutions

- Nazarene Theological College, Manchester, England, United Kingdom
- Nazarene Bible College, Colorado Springs, Colorado, United States of America
- Northwest Nazarene University, Nampa, Idaho, United States of America
- Trevecca Nazarene University, Nashville, Tennessee, United States of America
- Korea Nazarene University, Chonan City, South Korea
- Akademie für Weltmission, Korntal, Germany
- Seminário Teológico Baptista, Queluz, Portugal
- One Mission Society, Greenwood, Indiana, United States of America
- Evangelisch College, Zwijndrecht, the Netherlands

I. LEARNING CENTRES AND TEACHING LOCATIONS

European Nazarene College is one school with numerous learning centres in multiple European and CIS countries. EuNC offers part-time studies generally in the language of the hosting country in the following learning centres, divided over the following fields:

Central Europe

Albania-Kosova, Bulgaria,
Croatia, Hungary, Romania,
Scandinavia*

Commonwealth of Independent States	Armenia, Central Asia (Kazakhstan, Kyrgyzstan), Russia, Ukraine-Moldova
Northern Europe	Germany, the Netherlands
Western Mediterranean	France*, Italy, Portugal, Spain
Digital Campus*	Serving all Fields and Centres

*In the centres or countries marked with an * a limited number of courses are offered; a full programme is not available.*

Profile of an Active Learning Centre

1. Regular course offering that will allow all students to take a minimum of 15 ECTS per year.
2. Curriculum for the Certificate in Spiritual Formation (60 ECTS), Diploma in Christian Ministry (120 ECTS).
3. Clear administrative structures and capable personnel to provide quality service to the students.
4. Courses are offered according to the syllabus templates as developed by the Curriculum Committee of EuNC and all quality assurance and assessment tools are used.
5. Its faculty meets the qualifications established by EuNC and comply with all faculty procedures.
6. Students have the possibility to organize themselves into a learning centre student body and to become part of the international network of EuNC students.

Teaching Locations

Courses are offered in the following teaching locations:

Albania Tirana (ALB1), Gorre (ALB2)

Armenia	Akhuryan (ARM1), Online Education (CIS1)
Bulgaria	Sofia (BUL1), Razgrad (BUL2), Montana (BUL3)
Croatia	Zagreb (CRO1)
Denmark	Copenhagen (DEN1)
France	Paris (FRA1)
Germany	Online Education (GER1); Gelnhausen (GER2)
Hungary	Budapest (HUN1)
Italy	Online Education (ITA4)
Kazakhstan	Borovoe (KAZ1), Online Education (CIS1)
Kosova	Prishtina (KOS1), Suharekë (KOS2)
Kyrgyzstan	Bishkek (KYR1), Online Education (CIS1)
Portugal	Mercês (POR7)
Romania	Bucharest (ROM1), Sighisoara (ROM2), Tigmandru (ROM3)
Russia	St Petersburg (RUS2), Online Education (CIS1)
Spain	Online education (SPA5)
the Netherlands	Vlaardingen (NET1), Zaanstad (NET3), Amersfoort (NET4), Dordrecht (NET5), Online Education (NET6)
Ukraine-Moldova	Mariupol (UKR2), Online Education (CIS1)

J. THE BOARD OF TRUSTEES

The permanent control of European Nazarene College is vested in a board of trustees elected or appointed according to the constitution of EuNC e.V., representing the districts of continental Europe and the CIS of the Church of the Nazarene, as defined by the Eurasia Region of the Church of the Nazarene and as organized into Fields. The Board meets at least once a year and elects the officers of the executive committee. The executive officers are the official representatives of the incorporation (EuNC e.V.).

Officers

Chairman	Mr. Piet Boekhoud, the Netherlands
Vice-Chairman	Mr. Peter Ullinger, Germany
Secretary	Rev. Imre Gusztin, Hungary

The Executive Committee

Chairman	Mr. Piet Boekhoud
Vice-Chairman	Mr. Peter Ullinger
Secretary	Rev. Imre Gusztin
Rector	Dr. Klaus Arnold (ex officio)
Eurasia Regional Director	Rev. Arthur Snijders (ex officio)
Eurasia Education Coordinator	Rev. Stéphane Tibi (ex officio)

Members of Board of Trustees by Fields and Districts

Central Europe Field:

Albania-Kosova, Bulgaria, Croatia, Hungary, Romania, Scandinavia

- Rev. Imre Gusztin, Hungary
- Signe Bollerup, Scandinavia

Commonwealth of Independent States Field:

Russia North, Russia South, Ukraine-Moldova, Central Asia, Armenia

- Mrs. Olga Kupchyk, Russia North
- Rev. Svetlana Kleshchar, Ukraine

Northern Europe Field:

Germany, the Netherlands, Switzerland

- Rev. Martin Wahl, Germany
- Mr. Peter Ullinger, Germany
- Rev. Antonie Holleman, the Netherlands
- Mr. Piet Boekhoud, the Netherlands

Western Mediterranean Field:

France, Italy, Portugal, Spain

- Mr. Brian Ketchum, France
- Rev. Walter Azevedo, Portugal

Members Ex-Officio

Dr. Klaus Arnold, Rector

Rev. Arthur Snijders, Eurasia Regional Director

Rev. Stéphane Tibi, Eurasia Education Coordinator

II. ACADEMIC POLICIES

A. ADMISSION AND REGISTRATION

1. *Entry Requirements*

European Nazarene College (EuNC) is a vocational school of ministry. According to the International Standard Classification of Education (ISCED) of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), EuNC offers “short cycle tertiary vocational education” at the bachelor’s level. According to the 1997 ISCED classification this is level 5B, and according to the new 2011 ISCED classification this is level 554.

The educational entry requirement for admission into the first level of EuNC is 18 years of age and completion of upper secondary general or vocational education with direct access to tertiary education (ISCED levels 3A; 3B or levels 344 or 354 of the new ISCED 2011 classification), or completion of post-secondary general or vocational education with direct access to tertiary education (ISCED level 4A, or levels 444 and 454 of the new ISCED 2011 classification).

Each learning centre has specific information of how the above general guidelines apply to the specific schools in their countries.

For specific information regarding ISCED and UNESCO we refer to the following website: <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>

Exceptions can be made on an individual basis to students still enrolled in level 3A or 3B (/or levels 344 or 354) of secondary education who have not yet reached their 18th birthday.

Students enrolled in courses other than their native language need to communicate with the learning centre coordinator to verify their language proficiency.

2. Non-Traditional Entry Requirements

Non-traditional entry requirements are for applicants who wish to pursue an EuNC programme, are at least 21 years of age, and either do not have a high-school diploma (or equivalent) or cannot provide proof of having received a diploma and have not attempted to achieve standard entry qualifications in the last 5 years. Any candidate under 21 years of age, needs to strive for excellence, and needs to complete his/her high school education (or equivalency) before beginning at EuNC. Any exceptions to this procedure need to be recommended in writing by the Learning Centre to the Leadership Team.

Beyond the usual admission documents needed (application, statement of intent, pastoral/district superintendent reference), the “non-traditional” entry applicant will be enrolled as a “non-degree” student for a probationary period, during which the following steps need to be accomplished:

- 1) The student will have to take and pass ACP1000 EuNC Orientation and two of the following introductory courses: ACP11 Introduction to Academic Skills, BIB11 Introduction to the Old Testament, BIB12 Introduction to the New Testament, MIS11 God’s Mission and the Church and THE11 Introduction to Theology.
- 2) The student will be assigned a personal mentor (by the Learning Centre), who will assist him/her in any academic difficulties or needed adjustments.
- 3) After the probationary period (completion of the three courses), the Learning Centre Coordinator will write a summary of how the student has been doing in his/her studies and send it to the Registrar for review by the Leadership Team. The Leadership Team will then make a final decision on whether the probationary period is complete, needs to be extended, or the student is no longer able to take classes. The student is not allowed to take other courses beyond those three before that assessment is done by the Leadership Team.

3. Student Responsibility

The administration and faculty of European Nazarene College attempt to clearly outline and consistently advise students concerning requirements for graduation and their progress in meeting these requirements. Part of the students' personal development, however, is the recognition and acceptance of their responsibility in meeting all graduation requirements. *The student is expected to take the initiative and to follow through in the completion of all requirements and details of the academic programme.* Any questions the student has regarding his or her academic progress or course of study should be directed first to the Learning Centre Coordinator, the Registrar, and ultimately to the Rector of EuNC.

4. Applicable Catalogue

Students will graduate under the requirements of the catalogue in effect at the beginning of their first year, provided they graduate within the study length limitations specified in section 6. Programme additions or deletions required by outside agencies apply as soon as they are approved. If a student's academic career is interrupted for longer than three years, the student will graduate under the current catalogue at time of readmission. Students may choose the most recent catalogue, provided that they submit the Student Record change form to their LC and complete all requirements of that catalogue. Academic or non-academic regulations other than academic programme requirements apply to all students as soon as they are adopted by the college. In case of discrepancies in translation, the English version of the catalogue shall be decisive.

5. Transfer Credits

Students wanting transfer credits to be accepted by EuNC need to submit an official transcript from their previous school to the Registrar or the Learning Centre Coordinator, indicating which courses to evaluate for transfer credits. This should be done at the beginning of a student's studies at EuNC. If necessary, further information on the school and the

courses should be provided as well, so that EuNC can properly assess the transfer credit.

General Guidelines

- EuNC only accepts transfer courses that fulfil the programmes' requirements.
- A maximum of 49% of the required number of credits can be transferred into any of the programmes.
- Grades from transfer courses will not be included in the student's GPA.
- In certain situations, credit for prior learning can be granted by EuNC to the student.
- Credit from High School programmes (ISCED 3A and 3B, or 344 and 354) will NOT be accepted in any of the programmes.

6. Study Length

Students enrolled in a programme are expected to earn a minimum of 15 ECTS per academic year. This will allow for the certificate programme to be completed in four years, the diploma programme to be completed in eight years, and the advanced diploma to be completed in twelve years.

Students must officially enrol in a programme before passing one third of their intended programme. After this point, without a declared programme, a student is ineligible to graduate with a programme but can continue to take individual courses. After enrolment in one of the programmes, students need to take the required academic load (see II. B. 1.).

7. Graduation Clearance

Each candidate for graduation is responsible for meeting all requirements for graduation. The Rector validates that the courses taken meet programme requirements. The Registrar reviews if candidates meet the following requirements:

1. All degree requirements for specific programmes as listed in the catalogue must be met.
2. All financial obligations must be satisfied.
3. Clearance must be given to each prospective graduate by the Learning Centre Coordinator, and the Rector.

No certificate or diploma will be awarded until the above criteria are met.

8. Definitions of School Year

The EuNC school year starts in September and ends in August of the following calendar year.

B. COURSE WORK

1. Academic Load

Generally speaking, EuNC students are part-time students. The annual academic load of a student varies and depends on the number of courses offered by the learning centres and/or taken by the students. For students enrolled in one of the programmes the annual load should generally be between 15 and 30 ECTS.

According to the Bologna criteria, the average full-time load for a student is 60 ECTS per academic year (1500-1800 student learning hours). For the EuNC programmes, one ECTS is equivalent to 30 student learning hours.

2. Leave of Absence

A programme student can be given a leave of absence for up to 12 months, per his/her request to the respective LC Coordinator/Administrator. This request needs to be sent to the Registrar by the LC Coordinator/Administrator by filling out the

Changes_To_Student_Record_Form, if possible, signed by the student or having an email interchange to document his/her agreement. If no response can be received from the student, the LC coordinator can fill out the form and add as an explanation what has been done and why this decision was made. They should clearly state the reason for the leave of absence based on the options: health, time constraints, finances, relational issues.

This leave of absence will be reviewed by the Registrar at the time of the programme students' progress checks. When the time frame of 12 months is reached, the Registrar will notify the LC Coordinator/Administrator, who will follow-up with the student on the reason for the leave of absence.

Depending on the result of that consultation and subsequent information from the LC Coordinator/Administrator to the Registrar, the student may:

- a) Start to take courses again and end the leave of absence.
- b) Be extended more time in the leave of absence if there is a good reason for that. This extension needs to be approved by the LT.
- c) If there is no foreseen date for him/her to resume studies, the student will be withdrawn using the appropriate form and signature of the student.

3. Academic Integrity

Honesty in all academic endeavours is vital as an expression of the Christian life. It is required that students at European Nazarene College will not participate in cheating, plagiarism (using someone else's words and ideas without giving credit to the original source), fabrication, or other forms of academic dishonesty (for example, working in groups when individual work is required).

It is the student's responsibility to learn the appropriate methods of citing the sources they have used. Guidelines will be provided in ACP1000 EuNC Orientation.

Any student who knowingly assists another student in dishonest behaviour is equally responsible.

Academic dishonesty is a serious ethical violation of academic integrity. The **minimum** penalty for academic dishonesty will be failure of the assignment. At the discretion of the teacher and the LC Committee, more stringent measures may be applied including failure of the course, academic probation, or academic suspension.

4. Intellectual Property

All teacher created syllabi and course materials are the property of EuNC. Other institutions may use material and components of the courses after permission has been asked of the Rector of EuNC, and with acknowledging EuNC and the course.

5. Language Proficiency

As a general rule, 10% of the grade for all written assignments (papers, reviews, and so on) is based upon language use: proficiency in grammar and spelling, as well as the ability to communicate clearly.

6. Class Attendance

Students are expected to attend all class sessions except for serious illness or because of other unavoidable circumstances. They are responsible directly to the teacher to see that course requirements are met.

Absenteeism above 10% will be penalised according to the syllabus of each individual class. If a student misses 25% or more of the class sessions, for any reason, the student will be dropped from the course and awarded a grade of "W". This rule applies to all absences, including those caused by unavoidable circumstances.

For online/hybrid courses, specific participation rules will be specified in the syllabus.

The LC Committee, based upon a written petition submitted by the student, may grant exceptions to the attendance policy.

7. Policy for Handing in Work Late

In the syllabus, each teacher will include a clear policy for work that is handed in late. The policy will include the daily penalty for being late and at what point the assignment will no longer be accepted. The teacher has the freedom to give students extensions if they approach the teacher in time with valid reasons.

8. Course Evaluations

Part of the requirements for every course is that students complete the student course evaluation. This is important for ongoing assessment done by EuNC. For some Learning Centres, students who have not filled out their course evaluations will not be able to see their final grade in Sonis.

9. Course Delivery

- a. Learning Hours. The length of all EuNC courses need to be planned in such a way that students average a weekly workload of 12-15 hours including any real-time sessions.
- b. In-class courses. These are courses offered by a learning centre consisting of a series of class sessions at a teaching location of a particular learning centre with the teacher and all students present at that location. Generally, class sessions of these courses are held during an intensive period of 4 to 14 days, with pre- and post-class session assignments, or spread with regular intervals over a longer period of time. When planning for a course to be taught in in-class sessions; teachers and LCs should plan to not exceed the maximum of 6 hours of sessions per day. These courses can have

an online or video conference components to guide and assist students with their pre- and post-class session assignments.

- c. Online courses. This is a course delivered through the Internet without any class sessions at a particular location.
- d. Courses that utilize video conferencing. In videoconferencing courses, the class sessions happen with the teacher and students being in one or more locations using qualified, synchronous sound and video equipment. These courses can have an online component to guide and assist students with their pre- and post-class session assignments.
- e. Hybrid courses. These courses may use any of the above methods to deliver specific sessions (in-class sessions, online components, video conferencing sessions).
- f. Directed Study. A directed study is an individualized course offered for a particular student. The course plan is directed by a faculty member and involves significant independent study. The maximum number of credits allowed for directed study courses will be 15 ECTS per programme. All directed studies course numbers have the suffix "D."

C. GRADES

1. Grading System

The academic work of the student is graded in accordance with the system listed below. Most of the assignments have a specific grading rubric which is listed in the syllabus of the course.

PERCENT	LETTER GRADE	GRADE POINT	EXPLANATION
97-100%	A+	4.0	EXCELLENT WORK. The work of the student meets the expectations of the assignment with an excelling command of the material and no weaknesses.

93-96%	A	4.0	VERY GOOD WORK. The work of the student meets the expectations of the assignment with a thorough command of the material and no significant weaknesses.
90-92%	A-	3.7	
87-89%	B+	3.3	GOOD WORK. The work of the student meets the expectations of the assignment with good command of the material and minor weaknesses.
83-86%	B	3.0	
80-82%	B-	2.7	
77-79%	C+	2.3	ADEQUATE WORK. The work of the student meets the expectations of the assignment, but has certain apparent weaknesses.
73-76%	C	2.0	
70-72%	C-	1.7	
67-69%	D+	1.3	POOR WORK. The work of the student meets the minimal expectations of the assignment, but has significant deficiencies.
63-66%	D	1.0	
60-62%	D-	0.7	
0-59%	F	0.0	FAILURE. The deficiencies of the student's work do not justify a passing grade.

The grade-point average of a student is determined by dividing the total number of grade points earned in any term by the total number of ECTS attempted that term. Courses that are transferred into the programme or courses with a grade of "U" (Unsatisfactory) or "S" (Satisfactory) do not count in determining the grade-point average.

A grade of “F” or “U” indicates failure and necessitates a satisfactory repetition of the course before credit can be granted.

2. Auditing Classes

Upon payment of the fee, a student may enrol in most courses in the school year as an auditor. The only requirement for auditing a course is attendance. An “AU” (Audit) will appear on the grade report and transcript upon fulfilling the above requirement. If this student does not fulfil the attendance requirement for the course, he/she receives a “U” grade.

3. Withdrawal from a Course

Students may withdraw from a course with a “W” (Withdrawal), provided they withdraw within the first 55% of the entire duration of the course, and counted from the official starting date of the course as listed on the syllabus. Students who find it necessary to withdraw from a course must speak to the teacher and the Learning Centre Coordinator.

A portion of the tuition may be reimbursed to students withdrawing from a course according to the schedule on page 33.

4. Failing – Repeat Option

If students receive a grade of “D” or less, they may repeat that course. If students wish to repeat a course, they may petition the Registrar through the Learning Centre Coordinator. Only the repeated grade will be figured into the cumulative grade-point average. Grades of “W” and “I” cannot replace failing grades.

5. Incomplete Grade

A grade of “I” (Incomplete) indicates incomplete work and is given to a student to indicate that some part of the work, for good reason, has not

been done while the rest has been satisfactorily completed. The work for the incomplete grade must be completed within a timeframe established by the teacher and should not exceed three months from the original end date of the course. In case of an incomplete grade, an Incomplete Grade Form needs to be signed by teacher and student that documents the arrangement and provides the final grade if the requirements are not met. The teacher will submit this form to the Learning Centre Coordinator, who after signing it, needs to upload it on the student's Sonis file under the Courses Record and using the "Incomplete Form" category, which will notify the Registrar.

6. Academic Probation

EuNC strives to see that students excel in all areas of their lives, and as such, a procedure has been developed to assist students in their academic progression.

Any student whose cumulative Grade-Point Average (GPA) at the end of any year falls below 1.5 will be placed on probation. As such, the student will receive special guidance and will be mentored more closely to improve his or her academic performance. Probationary status will be determined annually by the Registrar based on the student's GPA.

Students should keep in mind that although a specific cumulative GPA is not required to graduate from EuNC, entry requirements for studies at other schools for continuing studies often require a certain minimum GPA. For this reason, maintaining a good GPA and good grades on a course by course basis is encouraged.

7. Graduation Honours

EuNC applies the following graduation honours, in the Diploma in Christian Ministry (DCM) and the Advanced Diploma in Applied Theology (ADAT) programmes, acknowledging the exceptional academic work of its graduates:

Summa Cum Laude	Grade Point Average between 3.90 and 4.00
Magna Cum Laude	Grade Point Average between 3.70 and 3.89
Cum Laude	Grade Point Average between 3.50 and 3.69

8. *Transcripts*

Students are entitled to one official transcript free of charge and one unofficial transcript issued to the student at the end of their education at EuNC. A fee of €7 is charged for additional transcripts. Transcripts are released only if all financial obligations are satisfied and the student has requested the transcript in writing.

D. ACADEMIC APPEALS POLICY AND PROCEDURE

The following process is put in place to provide a mechanism for students to appeal decisions that are related to their academic work.

1. First, the student should discuss the issue with the faculty member or administrator in question with a hope that this discussion can yield a valid resolution.
2. If this does not provide a mutually satisfactory resolution, or it is an issue that cannot be directly addressed to the faculty member due to it being a broader academic issue, language limitations, sensitivity, etc., the student should communicate with the Learning Centre Coordinator or Administrator about the issue.
3. If this meeting is still not able to resolve the situation, the student should make a formal statement of appeal to the Rector. The complaint can be written in the language of the student and should include:
 - a. Student Name
 - b. Learning Centre
 - c. Person(s) involved
 - d. Date of incident

- e. Description of the incident that occurred, and previous intervention/mediation that has not been satisfying to the student
- f. Defence of action/reason the student feels the action is not justified.
- g. Confirmation of the meetings and any pertinent details from the meetings with the faculty member and/or LC Coordinator/Administrator.

Students are strongly encouraged to make their initial appeal within 30 days of the action being addressed. Subsequent appeals of an issue should happen no later than 30 days after the decision of the previous appeal.

There will be an initial review of the appeal within 30 days of receipt to render a decision or request additional information. A formal decision will be rendered no later than 30 days upon receipt of the appeal at each level.

III. FINANCES

European Nazarene College does not have one tuition rate for all of its students. Because the school is subsidized by the Church of the Nazarene for the specific task of providing ministerial preparation in Europe and the CIS, students from outside Europe and the CIS will be charged a higher tuition that more accurately reflects the actual costs. Students in the different learning centres will be charged differently depending on the economic situation and the developmental stage of the district of the Church of the Nazarene in each country.

The tuition is divided between a course fee and a general fee. The course fee goes towards the expenditures of the learning centre, and the general fee contributes to the expenses of the general administration in providing all the academic services to the learning centres.

The tuition charges are based on the affiliation assigned to a student. EuNC's affiliations are defined as follows:

- E3 Students in the Italy learning centre
- E4 Students in the Portugal learning centre
- E5 Students in the learning centres in France and Hungary
- E6 Students in the learning centres in Albania-Kosova, Bulgaria, Croatia and Romania.
- E7 Students in the Armenia learning centre
- E8 Students in the Spain learning centre
- E9 Students in the learning centres in Germany, Scandinavia and Digital Campus
- EA Students in the learning centres in Central Asia, Russia and Ukraine
- EB Students in the Netherlands learning centre
- N2 Students from outside Europe or the CIS who take courses in one of the learning centres.

EuNC has a scholarship fund available for students in most of the learning centres who are not able to pay the full tuition. The Learning Centre Coordinators can provide more information.

The following charges are applied, based on a student's affiliation:

Affiliation	Application Fee	Course Fee per ECTS	General Fee per ECTS	Scholarship ¹	Actual Tuition/ECTS
E3	€23,00	€30,00 ²	€3,00	€10,00	€23,00
E4	€23,00	€35,00	€3,00	€16,00	€22,00
E5	€23,00	€25,00	€3,00	€11,00	€17,00
E6	€23,00	€25,00	€3,00	€18,00	€10,00
E7	€23,00	€22,00	€3,00	€19,00	€6,00
E8	€23,00	€25,00	€3,00	€15,00	€13,00
E9	€23,00	€45,00	€3,00	€0,00	€48,00
EA	€23,00	€22,00	€3,00	€18,00	€7,00
EB	€23,00	€47,00	€3,00	€0,00	€50,00
N2	€23,00	€129,00	€3,00	€0,00	€132,00

¹ Scholarship is not provided to any failing student.

² New amount has been approved by Executive Committee on 25 April 2019, and is to be presented for consideration of the Board of Trustees in February 2020.

- Students auditing classes pay 50% of the actual tuition per ECTS.
- Students taking online classes utilizing the EuNC/ NBC agreement will pay the E9 fee.
- Students withdrawing from a course, or changing from enrolled to auditing, after the course has begun can receive full or partial reimbursement. It is the responsibility of the student to notify in writing the Learning Centre Coordinator or Administrator when they wish to withdraw from a course. The refund will be based on the date they inform the Coordinator or Administrator. This reimbursement is based on the percentage of the course completed (calculated on the start and end dates on the course syllabus) according to the following schedule:
 - o 0-10% of the course is completed - 100% tuition refund;
 - o 11-25% completed - 50% tuition refund;
 - o 26% or more completed - no refund.
- Students requesting a transcript need to pay €7,00 in advance.

IV. INTENDED EDUCATIONAL OUTCOMES

The following twenty-three outcomes describe what European Nazarene College aims to accomplish through its educational programmes. They are divided into four main categories relating the outcomes to knowledge, competencies, personal character traits, and sensitivity for contextual issues necessary for effective ministry.

The individual courses offered by EuNC contribute to accomplishing certain of these educational outcomes as indicated in the syllabus.

Content

Knowledge of the content of the Old and New Testaments, the theology of the Christian faith, and history and mission of the Church is essential for ministry. Knowledge of how to interpret Scripture, the doctrine of holiness and our Wesleyan distinctives, and the history and polity of the Church of the Nazarene must be included in these courses.

- CN1 Bible. Students will know the content and theology of the Old and New Testaments, historical backgrounds and the various kinds of literature, as well as key issues of hermeneutics.
- CN2 Theology. Students will know the various topics of Christian theology, its history and specifically Wesleyan holiness theology and the doctrines of the Church of the Nazarene.
- CN3 Church. Students will know the history of the church and the surrounding culture and have a clear understanding of and vision for the mission of the church.
- CN4 Ministry. Students will have specific knowledge necessary for effective ministry in the different areas of the mission of the church.
- CN5 People. Students will have specific knowledge that will equip them to work with people in various circumstances and prepare them to foster community.
- CN6 Scientific Literacy. Students will develop an informed perspective and respect for the created order and use the methods of scientific inquiry to explore it.

Competency

Skills in oral and written communication, management and leadership, finance, and analytical thinking are also essential for ministry. In addition to general education in these areas, courses providing skills in preaching, pastoral care and counselling, worship, effective evangelism, Christian education, and church administration must be included. Graduation from the course of study requires the partnership of the educational provider and a local church to direct students in ministerial practices and competency development.

- CP1 Interpretation. Students will be able to interpret and apply Scripture in exegetically and theologically sound ways.
- CP2 Communication. Students will be able to communicate clearly to people in various ways and different settings, and they will be able to respectfully receive the message of others.
- CP3 Leadership. Students will be able to lead people closer to God, to lead the church in fruitful ministry, and be skilled in self and organizational management.
- CP4 Ministry. Students will be able to minister to the various needs of individuals and groups and provide pastoral care to these various needs.
- CP5 Analysis. Students will be able to analyse and address current situations in church and society in a historical, theological, and biblical way.
- CP6 Critical Thinking. Students will develop the ability to determine validity and reasonableness through an examination of information, argumentation, and experience.

Character

Personal growth in character, ethics, spirituality, and personal and family relationships is vital for the ministry. Courses addressing the areas of Christian ethics, spiritual formation, human development, the person of the minister, and marriage and family dynamics must be included.

- CH1 Integration. Students will be able to apply the knowledge they have received to their personal lives.
- CH2 Transformation. Students will have grown in their pursuit of living a holy life in all its various dimensions of daily life and personhood.

- CH3 Commitment. Students will be committed to give themselves as servants to God's mission in this world and commit to their specific ministries.
- CH4 Spirituality. Students will be immersed in the spiritual disciplines as personal resources for ministry.
- CH5 Self-Understanding. Students will accept themselves as persons of worth and will develop habits of living that are mentally and physically healthy.

Context

The minister must understand both the historical and contemporary context and interpret the worldview and social environment of the culture where the Church witnesses. Courses that address the concerns of anthropology and sociology, cross-cultural communication, missions, and social studies must be included.

- CT1 Relevance. Students will be able to communicate the Gospel in relevant ways to the people in a certain context, using sound hermeneutical principles.
- CT2 Cultural Responsiveness. Students will have sensitivity for different cultural contexts and will be able to minister effectively in and between them.
- CT3 Stewardship. Students will have a holistic view on the various responsibilities the church has for this world and its peoples.
- CT4 Integration. Students will be equipped to relate the Christian faith to all areas of life from the Wesleyan theological perspective.
- CT5 Culture and Society. Students will have general knowledge of the society and political situation of their country, as well as the history and culture that they share with neighbouring countries and regions.
- CT6 Social Responsibility. Students will become informed, concerned, and involved citizens in the world.

V. THE CURRICULUM OF EuNC

A. INTRODUCTION

European Nazarene College offers *one curriculum* with contextual variations, and three *programmes*: the Certificate in Spiritual Formation, the Diploma in Christian Ministry, and the Advanced Diploma in Applied Theology.

B. CURRICULUM FRAMEWORK

The curriculum of European Nazarene College consists of five clusters. All courses of the different programmes are divided over one of these clusters. Each programme is structured similarly according to these five clusters, but does not address all clusters evenly. All the courses are offered according to their place in the curriculum, providing a certain coherency to the curriculum.

C. DESCRIPTION OF THE FIVE CLUSTERS

The way the five clusters in the curriculum framework are related reflects what European Nazarene College sees as its primary mission; the education of ministers. In the description of the clusters below, the required number of ECTS for each of the programmes is also listed. These are the minimum requirements for each programme at every location.

Cluster A. Bible (All course numbers starting with BIB)

The foundational source that informs our view on God, the Church, the world and ministry is Scripture. Therefore, students need to become well-grounded in Scripture for receiving direction and inspiration.

Certificate in Spiritual Formation: 15 ECTS
Diploma in Christian Ministry: 25 ECTS
Advanced Diploma in Applied Theology: 35 ECTS

Cluster B. Theology, Tradition, and Identity (All course numbers starting with THE)

Flowing out of Scripture comes our theology, which compliments Scripture with information from tradition, reason and experience (Wesleyan quadrilateral). It is our distinctive Wesleyan theology that provides identity, and describes who we are as a church.

Certificate in Spiritual Formation: 6 ECTS
Diploma in Christian Ministry: 23 ECTS
Advanced Diploma in Applied Theology: 29 ECTS

Cluster C. God's Mission, the Church, Vocation (All course numbers starting with MIS, PAS, and some PRC)

The core of the curriculum is a biblical understanding of the heart of God and His mission in the world. Our understanding of the church and of our lives as vocation needs to be informed by this missiological understanding, and believers need to find their place in the missionary activity of God through the Church as the body of Christ.

Certificate in Spiritual Formation: 15 ECTS
Diploma in Christian Ministry: 23 ECTS
Advanced Diploma in Applied Theology: 30 ECTS

Cluster D. Ministerial Skills (All course numbers starting with MIN, and a few SOC)

Along with studying the essential ministries of the church and receiving the appropriate knowledge, the students will be exploring specific ministries or the roles of a minister and developing the needed competencies. The music courses EuNC offers are seen as supporting the ministry of the Church and have their place in this cluster.

Certificate in Spiritual Formation: 4 ECTS
Diploma in Christian Ministry: 21 ECTS
Advanced Diploma in Applied Theology: 31 ECTS

Cluster E. Academic Skills and General Studies (All course numbers starting with ACP, some GEN and a few SOC)

Students need to master competencies that will make them successful in their studies. They also need to show that they are able to integrate what they learn into an overall comprehensive view.

Certificate in Spiritual Formation: 2 ECTS
Diploma in Christian Ministry: 8 ECTS
Advanced Diploma in Applied Theology: 11 ECTS

Electives

Using electives, the learning centres may strengthen certain clusters by offering certain courses for more ECTS or adding courses beyond the required minimum. In a very limited way, it also gives individual students options from which to choose. All electives need to fall in one of the five clusters described above.

Certificate in Spiritual Formation: 18 ECTS
Diploma in Christian Ministry: 20 ECTS
Advanced Diploma in Applied Theology: 44 ECTS

D. EU NC AND THE BOLOGNA PROCESS

The face of education in Europe and CIS has drastically changed since 1999, when education ministers from 29 European and CIS countries signed the Bologna Declaration to establish a European and CIS area of higher education by 2010. The process originated from the recognition that, in spite of valuable differences, European and CIS higher education systems were facing common internal and external challenges related to the growth and diversification of higher education, the employability of graduates, the shortage of skills in key areas, and the expansion of private and public education across national boundaries. The European Higher Education Area (EHEA), as envisioned in this original meeting in

1999, was officially created in March 2010 with meetings in Budapest and Vienna. At that time, Kazakhstan also became a participating country in the EHEA. Of the current 48 members of the EHEA, twenty-seven are members of the European Union. With the exception of Kosova and Kyrgyzstan all of the countries where EuNC has learning centres are members of the Bologna Process. More information can be found about the EHEA and Bologna process at <http://www.ehea.info/>.

The original declaration involved six objectives.

- To adopt a common framework of readable and comparable degrees. A Diploma Supplement, which provides a judgment-free description of the education and a description of the national higher education system, needs to complement the Diploma and/or Degree granted to the student.
- To adopt a system based on two cycles—undergraduate and postgraduate levels—in all countries, which was later expanded with a third cycle at the PhD level. (The first cycle is equivalent to the American Bachelor’s degree, and the second cycle to the Master’s level.)
- To establish a European Credit Transfer and Accumulation System (ECTS) that is a student-centred system based on the student learning hours required to achieve the objectives of a programme.
- To promote a greater mobility of students, teachers, and researchers between the various European countries.
- To promote cooperation among educational institutions and organizations to assure high qualities of education.
- To promote a particularly European dimension in higher education in areas such as curricular development, co-operation between institutions, and mobility of students and faculty between educational institutions.

The most obvious characteristic of the Bologna Process is the European Credit Transfer and Accumulation System (ECTS), as it intends to develop a comparable educational system across national boundaries.

What is ECTS?

EuNC follows the European credit system, called European Credit Transfer and Accumulation System (ECTS). This is a student-centred system based on the student learning hours required to achieve the objectives of a course or programme. The ECTS system requires that every assignment states the estimated number of student work hours needed to fulfil this requirement.

Student Learning Hours

One ECTS represents 25-30 student learning hours. For EuNC, this is set to 30 student learning hours for all courses in order to satisfy ordination requirements. The student learning hours include all activities needed to accomplish the intended educational outcomes. These learning activities can be class sessions, reading, paper assignments, presentations, supervised learning activities, internships, mentoring, or any other activity that will help the student reach the intended educational outcomes.

Course Load, and Length of Programme

The criterion for a year of full-time studies is 60 ECTS (1800 Student Learning Hours). Each level at EuNC consists, therefore, of 60 ECTS. EuNC does not provide the opportunity to study full-time.

By focusing on the student's workload, rather than teaching time of the teacher, all courses can use a variety of learning activities to meet the course objectives which include teaching time, projects, reading, personal reflection, essays, etc. When planning the courses, teachers need to be make plans for an average of 12-15 hours of weekly workload and adjust the weekly course activities wisely within this timeframe.

Comparison with US College Credit System

The major difference between the ECTS and the US College Credit system is that the first is based on student load and the second on contact hours. (The ground rule for US credit system is that for every hour in class, students need to spend two outside of class.) While ECTS is more oriented towards the students (the time required for them to meet the intended outcomes), the U.S. system is more oriented towards the faculty (the time a faculty member needs to teach).

Technically, the ECTS has no co-curricular or extra-curricular activities because every activity needed to meet the intended outcomes of the programme is valued with a certain number of ECTS.

The conversion used by EuNC between ECTS and US College Credit is the following:

0.50 ECTS	=	0.30 US College Credit Hours
0.83 ECTS	=	0.50 US College Credit Hours
1.00 ECTS	=	0.60 US College Credit Hours
1.67 ECTS	=	1.00 US College Credit Hours
2.00 ECTS	=	1.20 US College Credit Hours
2.50 ECTS	=	1.50 US College Credit Hours
3.00 ECTS	=	1.80 US College Credit Hours
3.33 ECTS	=	2.00 US College Credit Hours
4.00 ECTS	=	2.40 US College Credit Hours
5.00 ECTS	=	3.00 US College Credit Hours
6.67 ECTS	=	4.00 US College Credit Hours
8.33 ECTS	=	5.00 US College Credit Hours

E. STUDENT DEVELOPMENT AT EuNC

1. Purpose and function

The educational philosophy of EuNC is focused upon preparation for mission and ministry through the pursuit of academic excellence, ongoing spiritual formation, and the practice and development of ministerial skills and abilities, which are professional, and which reflect a Christ-like attitude of “servant ministry”.

We realize that ministry preparation cannot be limited to what happens within the classroom, nor will it ever be completely measured by an official academic transcript. The function of Student Development at EuNC is to support, enhance, and supplement the academic learning environment, so that each student can gain as much as possible from their interaction with EuNC.

EuNC has adopted a list of Educational Outcomes. These are the Four C's (Content, Competency, Character, and Context), which are the intended outcomes for clergy preparation, as provided by the Church of the Nazarene.

Student Development activities and efforts directly support these intended Educational Outcomes, but in order to be truly beneficial, these efforts must engage students within the context of relationship and dialogue. Only within this context can Student Development efforts address key developmental issues at the crucial points where student needs and the desired Educational Outcomes intersect.

For students enrolled in one of the programmes of EuNC, student development includes, but is not strictly limited to, the following:

1. Orientation and Welcome Events
2. ACP1000 EuNC Orientation
3. Student Learning Communities
4. Mentoring

2. Overview

1. Orientation and Welcome Events

Purpose: To welcome new community members – students, faculty, and staff – into the local learning community and to give returning members a chance to remember, refocus, and renew their community connections and their purpose for being a part of EuNC education.

Description: To participate effectively, new community members need information about their new environment, and they need to be actively included in the fellowship of that community. At some locations, this may take the form of an evening of worship and fellowship. In other locations, orientation and welcome events may take place in the context of a retreat or a day-outing. Some of the orientation information may be delivered online or through email contact before any face-to-face meetings occur. Whatever the setting, whatever the format, this initial investment in community development

is, in the long run, a worthy investment in their academic endeavours together.

2. ACP1000 EuNC Orientation

Purpose: To orient students to the academic environment and academic expectations of EuNC and to make sure that they are introduced to key academic information and systems needed to successfully pursue their studies.

Description: This is an online orientation that is to be taken as a first course. It provides essential information for the student to be successful in the academic “culture” of EuNC courses. There is no cost for this course or any credit received.

3. Student Learning Communities

Purpose: Create an environment where students can develop holistically and where their academic studies can be supported as part of that development.

Description: Building relationships with other students, living with an awareness and concern for others, and enjoying the fellowship of community are opportunities for personal development. We encourage students, whatever their setting, to intentionally take advantage of such opportunities.

4. Mentoring

Purpose: To provide formational experiences that invest in the character formation, life skills, and spiritual formation of the students. By supporting the students holistically, personal mentors and mentoring activities also support the student’s academic development.

Description: Mentoring formats may vary greatly from location to location, but the purpose of mentoring does not change: to invest in the holistic development of the student. Mentoring hours may include one-on-one mentoring with a faculty member or another approved

ministry mentor, small group experiences, spiritual formation retreats or activities, or focused seminars or activities that stress holistic development and/or the development of particular life skills. Students receive academic credit for mentoring. The students are highly recommended to continue their mentoring relationships, after having earned the minimum credits required (1 ECTS for CSF, 2 ECTS for DCM and 3 ECTS for ADAT).

VI. THE PROGRAMMES OF EuNC

EuNC offers two different programmes accredited by the European Council for Theological Education (ECTE, formerly EEAA). The Advanced Diploma in Applied Theology programme is currently in process of accreditation. The accreditation guarantees the college level of the education and secures the possibility of continued studies at other educational institutions.

On the following pages, the general outcomes and minimum requirements for these programmes are described. For the detailed ordination requirements at each location, please see the supplementary document entitled Ordination Requirements. For the specific course descriptions refer to page 58 and onward of this catalogue.

A. CERTIFICATE IN SPIRITUAL FORMATION (CSF)

Description

This programme consists of 60 ECTS. Its purpose is to deepen the knowledge of students in the Bible and the Christian faith, and it is designed to help students grow spiritually and to encourage greater involvement in the local church.

The certificate programme is accredited by the ECTE (formerly EEAA), and is equivalent to the first year of a Vocational Bachelor.

Programme Outcomes

Students who graduate with the Certificate in Spiritual Formation will have

- a foundational knowledge of Scripture (CN1)* and aspects of the Christian faith, especially from a Wesleyan perspective (CN2).
- a clear understanding of and vision for the mission of the Church (CN3), and the church's responsibility to the world and its people (CT3).

- started to apply the knowledge they have learnt to their personal lives (CH1).
- grown in their pursuit of holy living in all its various dimensions of daily life (CT4) and personhood (CH2) through acquaintance with different spiritual disciplines (CH4).
- an increased awareness of who they are as persons (CH5) and as servants involved in God’s mission in the world (CH3).

Note: The curriculum is designed with the understanding that no educational programme is complete, but needs to be seen as laying a foundation for lifelong learning.

* The abbreviations refer to the intended educational outcomes, as described on page 34 and following of this Catalogue.

Minimum Academic Requirements for Graduation

- Only courses with passing grades will be counted toward the programme
- The student must complete 60 ECTS, distributed as follows:

Cluster	Course	ECTS
A. Bible 15 ECTS	Introduction to the Old Testament	5
	Introduction to the New Testament	5
	Foundations for Biblical Studies	5
B. Theology, Tradition, and Identity 6 ECTS	Introduction to Theology	3
	Holiness and Identity	3
C. God’s Mission, the Church, Vocation 15 ECTS	God’s Mission and the Church	3
	Vocation and Personal Ministry	2
	Spiritual Formation	3
	Mentoring	1
	Evangelism and the Church or Christian Worship	3
	Faith Development in the Local Congregation	3

D. Ministerial Skills 4 ECTS	Elective Courses: Preaching; Foundations of Youth and Fam. Ministry; Pastoral Care and Counselling; Church Leadership Practicum	3 1
E. Academic Skills and General Studies 2 ECTS	EuNC Orientation Introduction to Academic Skills	0 2
<i>Electives</i>		18
Total		60

B. DIPLOMA IN CHRISTIAN MINISTRY (DCM)

Description

This programme consists of 120 ECTS and intends to prepare students for ministry in the local church. Depending on the precise criteria established by each district, this programme can fulfil the minimum requirements for ordained ministry in the Church of the Nazarene. In many cases, a district will require additional credits beyond the 120 of this programme.

The Diploma programme is accredited by the European Council for Theological Education (ECTE, formerly EEAA), and corresponds to the Minimum Qualification at Level 5, subcategory 554 in the ISCED framework (2011 International Standard Classification of Education) of the UNESCO. The level of this programme is equivalent to the first two years of the Vocational Bachelor.

Programme Outcomes

Students who graduate with the Diploma in Christian Ministry will have:

- a basic knowledge of Scripture (CN1)* and of the Christian faith, especially from a Wesleyan perspective (CN2), and a basic knowledge of the history of the church (CN3).

- a clear understanding of, and vision for, the mission of the Church (CN3), and the church’s responsibility to the world and its people (CT3).
- the basic knowledge necessary for effective ministry (CN4) and for working with people (CN5).
- the basic skills to interpret Scripture (CP1) and communicate effectively (CT1) within different cultural contexts (CT2).
- the basic skills to communicate clearly with people (CP2), provide leadership (CP3), and provide pastoral care to people (CP4).
- the skills to apply Christian understanding to their personal lives (CH1).
- grown in their pursuit of holy living in all its various dimensions of daily life (CT4) and personhood (CH2) through acquaintance with different spiritual disciplines (CH4).
- an increased awareness of who they are as persons (CH5) and as servants involved in God’s mission in the world (CH3).

Note: The curriculum is designed with the understanding that no educational programme is complete but needs to be seen as laying a foundation for lifelong learning.

* The abbreviations refer to the intended educational outcomes, as described on page 34 and following of this Catalogue.

Minimum Academic Requirements for Graduation

- Only courses with passing grades will be counted toward the programme
- The student must complete 120 ECTS, distributed as follows:

<i>Cluster</i>	<i>Course</i>	<i>ECTS</i>
A. Bible 25 ECTS	Introduction to the Old Testament	5
	Introduction to the New Testament	5
	Foundations for Biblical Studies	5
	Pentateuch and/or Old Testament Prophets	5

	Synoptic Gospels and/or Pauline Literature	5
B. Theology, Tradition, and Identity 23 ECTS	Introduction to Theology Holiness and Identity Christian Doctrines Nazarene History and Polity Church History Christian Ethics	3 3 6 3 5 3
C. God's Mission, the Church, Vocation 23 ECTS	God's Mission and the Church Vocation and Personal Ministry Spiritual Formation Mentoring Evangelism and the Church Intercultural Missions Faith Development in the Local Congregation Christian Worship	3 2 3 2 3 4 3 3
D. Ministerial Skills 21 ECTS	Elective courses: Preaching; Pastoral Care and Counselling; Foundations for Youth and Family Ministry; Church Leadership. Practicum Internship Ministry Integration Interpersonal Communication Electives: Additional Practicum(s)/Internship(s)	10 1 3 3 2 2
E. Academic Skills and General Studies 8 ECTS	EuNC Orientation Introduction to Academic Skills Language and Written Expression Human Growth and Development	0 2 3 3
<i>Electives</i>		20
Total		120

C. ADVANCED DIPLOMA IN APPLIED THEOLOGY (ADAT)

Description

This programme consists of 180 ECTS and builds on the Diploma in Christian Ministry, providing a deeper understanding of the discipline of theology as applied to the context of the practice of Christian ministry in contemporary society. Students will engage in practical activities designed to develop ministerial skills as well as reflect critically on what they are learning through their experience and engagement with contemporary issues of society.

The Advanced Diploma programme is in the process of being accredited by the European Council for Theological Education (ECTE, formerly EEAA), and corresponds to the Minimum Qualification at Level 6, subcategory 655 in the ISCED framework (2011 International Standard Classification of Education) of the UNESCO. The level of this programme is at the Vocational Bachelor level. NOTE: For legal reasons, the term Bachelor cannot be used for this programme.

This programme may not be offered at all locations. Contact the specific Learning Centre for availability.

Programme Outcomes

Students who graduate with the Advanced Diploma in Applied Theology will have:

- a deeper knowledge of Scripture (CN1)* and of the Christian faith, especially from a Wesleyan perspective (CN2), and a basic knowledge of the history of the church (CN3).
- a clear understanding of, and vision for, the mission of the Church (CN3), and the church's responsibility to the world and its people (CT3).
- the thorough knowledge necessary for effective ministry (CN4) and for working with people (CN5).
- the skills to interpret Scripture (CP1) and communicate effectively (CT1) within different cultural contexts (CT2).

- the skills to communicate clearly with people (CP2), provide leadership (CP3), and provide pastoral care to people (CP4).
- the skills to apply Christian understanding to their personal lives (CH1).
- grown in their pursuit of holy living in all its various dimensions of daily life (CT4) and personhood (CH2) through acquaintance with different spiritual disciplines (CH4).
- an increased awareness of who they are as persons (CH5) and as servants involved in God’s mission in the world (CH3).
- The ability to critically reflect and engage with contemporary issues in society, Bible and Theology (CP5, CP6).
- The ability to put into practice their learning (CP4), reflecting critically on the outcomes of their experience (CP5, CP6).

Note: The curriculum is designed with the understanding that no educational programme is complete but needs to be seen as laying a foundation for lifelong learning.

* The abbreviations refer to the intended educational outcomes, as described on page 34 and following of this Catalogue.

Minimum Academic Requirements for Graduation

- Only courses with passing grades will be counted toward the programme
- The student must complete 180 ECTS, distributed as follows:

Cluster	Course	ECTS
A. Bible 35 ECTS	Introduction to the Old Testament	5
	Introduction to the New Testament	5
	Foundations for Biblical Studies	5
	Pentateuch and/or Old Testament	
	Prophets	5
	Synoptic Gospels and/or Pauline	
	Literature	5
	2 Cluster Electives	10

B. Theology, Tradition, and Identity 29 ECTS	Introduction to Theology	3	
	Holiness and Identity	3	
	Christian Doctrines	6	
	Nazarene History and Polity	3	
	Church History	5	
	Christian Ethics	3	
	2 Cluster Electives	6	
C. God's Mission, the Church, Vocation 30 ECTS	God's Mission and the Church	3	
	Vocation and Personal Ministry	2	
	Spiritual Formation	3	
	Mentoring	3	
	Evangelism and the Church	3	
	Intercultural Missions	4	
	Faith Development in the Local Congregation	3	
	Christian Worship	3	
	The Holistic Wellbeing of the Minister	3	
	1 Cluster Elective	3	
	D. Ministerial Skills 31 ECTS	Elective courses:	15
Preaching; Pastoral Care and Counselling; Foundations for Youth and Family Ministry; Church Leadership.			
Practicum		1	
Internship		3	
Ministry Integration		3	
Interpersonal Communication		2	
Senior Review		5	
Electives: Additional Practicum(s)/ Internship(s); Theological Reflections		2	
E. Academic Skills and General Studies 11 ECTS		EuNC Orientation	0
		Introduction to Academic Skills	2
	Language and Written Expression	3	
	Human Growth and Development	3	
	1 Cluster Elective	3	
<i>Electives</i>		44	
Total		180	

VII. EDUCATIONAL REQUIREMENTS FOR ORDINATION

The Diploma in Christian Ministry programme of European Nazarene College meets the minimum requirements for ordination within the Church of the Nazarene. The four outcomes of Content, Competency, Character, and Context that EuNC uses in its curriculum are identical to the outcomes the Church of the Nazarene uses to describe a validated course of study for ordination (Manual Church of the Nazarene). The 120 ECTS of the Diploma in Christian Ministry programme indicate a total of 3600 student learning hours, which meets the standards established by the Eurasia Regional Course of Study Advisory Committee (RCOSAC) for approved curriculum.

In developing the programme, each learning centre has followed the minimum requirements as established on page 48 and onward of this catalogue, and each learning centre has used the 20 elective credits to either strengthen certain courses by offering them for more ECTS or by adding courses to the curriculum. This option for expansion allows each learning centre to be sensitive to some of the contextual challenges and concerns. For a description of the Diploma in Christian Ministry programme offered in each learning centre, see the separate document Ordination Requirements.

A district of the Church of the Nazarene may also decide to go beyond the minimum requirements of 120 ECTS for ordination. The courses beyond the Diploma in Christian Ministry that are needed for ordination in each district are listed separately, following the requirements of each learning centre. Because of the various requirements among the European and CIS districts, it is important to understand that a candidate for ordination always needs to comply with the requirements established by the district where he or she will be ordained.

VIII. COURSE NUMBERS

Course codes contain letters and numerals. Letters identify the area and/or cluster in which the course is offered. The two-digit number signifies the course in the cluster. Example: BIB11 = Introduction to Old Testament. The first numeral indicates how far into the studies a course will be taken. Courses with a lower number will be taken earlier within a programme; courses with higher numbers will preferably be taken later in your study.

The course numbers below are not the full course codes. Full course codes have four digits. The third numeral indicates if the course is divided into certain parts. THE231x is the first part and THE232x the second part of Church History. A fourth numeral signifies the number of ECTS students receive after successful completion of the course. These normally vary between 0 and 6 credits. THE2323 indicates that the second part of Church History is offered for 3 ECTS. In certain cases, a suffix completes the course number, indicating the course being taken as "Directed Study" (D) rather than a regular course.

The list of courses represents all courses offered by EuNC. Some may be offered in certain learning centres only. Some courses may not be required for any of the programmes but could be offered as electives or directed studies when necessary and if faculty is available.

Cluster A: Bible

BIB11	Introduction to the Old Testament
BIB12	Introduction to the New Testament
BIB14	Foundations for Biblical Studies
BIB21	Pentateuch
BIB22	Synoptic Gospels
BIB23	Pauline Literature
BIB24	Old Testament Prophets
BIB25	Johannine Literature
BIB34	Old Testament Historical Writings
BIB42	Psalms and Wisdom Literature

BIB46 Advanced Biblical Studies

Cluster B: Theology, Tradition and Identity

THE10 Theology Conference
THE11 Introduction to Theology
THE13 Holiness and Identity
THE21 Christian Doctrines
THE22 Nazarene History and Polity
THE23 Church History
THE24 Special Studies in Theology and Church History
THE25 Christian Ethics
THE31 John Wesley's Theology
THE32 Christian Apologetics
THE34 A Christian Approach to Islam
THE42 Contemporary Wesleyan Holiness Theology

Cluster C: God's Mission, the Church, Vocation

MIS10 Mentoring
MIS11 God's Mission and the Church
MIS12 Vocation and Personal Ministry
MIS13 Spiritual Formation
MIS14 Introduction to Mentoring
MIS41 The Holistic Wellbeing of the Minister
PAS11 Faith Development in the Local Congregation
PAS21 Christian Worship
PAS22 Church Development
PAS23 Special Studies in Pastoral Ministry
PRC21 Evangelism and the Church
PRC23 Urban Ministry
PRC24 Intercultural Missions

Cluster D: Ministerial Skills

MIN10 Ministry Conference
MIN11 Practicum
MIN20 Introduction to Church Music
MIN22 Preaching
MIN23 Foundations for Youth and Family Ministry
MIN24 Pastoral Care and Counselling

MIN25	Church Leadership
MIN26	Internship
MIN27	Ministry Integration
MIN28	Special Studies in Christian Ministry
MIN2901	Introduction to Theological Reflection
MIN291	Theological Reflection on Life and Ministry
MIN30	Summative Review
SOC23	Marriage and the Family
SOC24	Interpersonal Communication
SOC32	Introduction to Social Problems

Cluster E: Academic Skills and General Studies

ACP10	EuNC Orientation
ACP11	Introduction to Academic Skills
ACP20	Language and Written Expression
ACP25	Public Speaking and Storytelling
GEN20	Introduction to Philosophy
GEN22	World Religions
GEN25	Development of Western Thought
SOC22	Human Growth and Development
SOC31	General Sociology

IX. COURSE DESCRIPTIONS

Cluster A: Bible

BIB11 Introduction to the Old Testament

This course is an introduction to the literature of the Old Testament. It examines the themes, history, and literary character of the Old Testament's books and reflects upon the relevance of their messages for contemporary society.

This course has no prerequisites.

BIB12 Introduction to the New Testament

This course is an introduction to the literature of the New Testament. It examines the themes, historical, social and cultural background, and literary character of the New Testament's books and reflects upon the relevance of their witness to Jesus Christ for contemporary society.

This course has no prerequisites.

BIB14 Foundations for Biblical Studies

This course provides a foundation for Biblical Studies. It is designed for developing an understanding and appreciation for hearing God's Word for today through Scripture. It will focus on learning the appropriate tools and the process of Biblical exegesis, understanding the principles of interpretation that are specific to the various types of literature in the Bible, and engaging the various issues and hermeneutical problems that affect how Scripture is interpreted in the church.

This course has either Introduction to Old or Introduction to New Testament as a prerequisite. It is preferred that both biblical introduction courses are completed before this course.

BIB21 Pentateuch

This course is a study of the first five books of the Old Testament, with attention given to the narrative thread that runs from Genesis through Deuteronomy, the theological themes that arise from this material, and

the manner in which Torah shapes the identity of the Hebrew people. The course also includes a brief introduction to the study methods of these books.

This course has Introduction to Old Testament and Foundations for Biblical Studies as prerequisites.

BIB22 Synoptic Gospels

This course is a study of the first three Gospels, with attention to their context, literary structure, and theological message, as well as their similarities and differences. The course will feature exegetical study of these Gospels based on a modern translation. This course provides opportunities to develop exegetical and expositional skills that are necessary for effective Bible study, preaching, and ministry. These books are studied in the framework of their significance for the community of faith.

This course has Introduction to New Testament and Foundations for Biblical Studies as prerequisites.

BIB23 Pauline Literature

A study of Paul's life and epistles, the course will focus both on a study of Paul's background and a consequential exegetical study of part of his letters. This course provides opportunities to develop exegetical and expositional skills that are necessary for effective Bible study, preaching, and ministry. These letters are studied in the framework of their significance for the edification of the community of faith.

This course has Introduction to New Testament and Foundations for Biblical Studies as prerequisites.

BIB24 Old Testament Prophets

This course is a study of the message and background of the OT prophets. The purpose is to acquaint the student with the major principles of the interpretation of OT prophecy, the context of the prophets, and the contemporary significance of their message. Special emphasis will be given to some of the 8th and 7th century B.C. prophets.

This course has Introduction to Old Testament and Foundations for Biblical Studies as prerequisites.

BIB25 Johannine Literature

This course is a study of the Gospel of John, 1, 2 & 3 John, and Revelation. Attention will be given to their context, literary structure, and theological message, and contemporary interpretation. The course will focus on inductive study of the texts based on a modern translation. These books are studied in the framework of their significance for the community of faith.

This course has Introduction to New Testament and Foundations for Biblical Studies as prerequisites and Introduction to Old Testament as a preferred prerequisite.

BIB34 Old Testament Historical Writings

This course consists of a study of the Old Testament narrative literature in the books of Joshua, Judges, Samuel, and Kings. It will particularly explore the manner in which the language and theology of Deuteronomy is expressed through the narrative retelling of ancient Israel and Judah's history.

This course has Introduction to the Old Testament and Foundations for Biblical Studies as prerequisites. The course Pentateuch is a preferred prerequisite.

BIB42 Psalms and Wisdom Literature

This course consists of a study of Psalms and Old Testament wisdom literature (Job, Proverbs and Ecclesiastes), with emphasis upon the literary and devotional characteristics of these genres.

This course has Introduction to the Old Testament and Foundations for Biblical Studies as prerequisites.

BIB46 Advanced Biblical Studies

This course studies a specific book from the Bible or a biblical theme.

This course requires that students have completed all the required courses in the Bible Cluster.

Cluster B: Theology, Tradition and Identity

THE10 Theology Conference

This course involves participation in a conference for people in ministry or preparing for ministry and subsequent reflection/application.

This course is open to all students, and depending on the conference may have certain prerequisites.

THE11 Introduction to Theology

This course explores the need for theological reflection in the Christian community and personal life, and introduces the students to the discipline of theological reflection, the basic terminology and the organization of theology as an academic discipline.

Ideally, this course needs to be among the first courses a student enrolls in.

THE13 Holiness and Identity

This course explores the biblical concept of holiness, the doctrine of Christian perfection as articulated by John Wesley in the 18th century, and the doctrine of entire sanctification as expressed by the Wesleyan-Arminian tradition. Through this biblical, theological, and historical survey the question will be raised how the Wesleyan-holiness denominations need to articulate their identity in contemporary culture.

This course has no specific prerequisites.

THE21 Christian Doctrines

This course is an exploration of the major doctrines of the Christian Church, from the viewpoint of the Wesleyan-Holiness tradition, giving attention to the doctrine of God, the Trinity, the doctrine of man, God the Saviour, God the Spirit, the Church, and the last things. The treatment of

Christian Theology has been split in two courses (Christian Doctrines 1 and Christian Doctrines 2).

This course has Introduction to Theology as its prerequisite.

THE22 Nazarene History and Polity

This course introduces the student to the historical heritage and organizational structure of the Church of the Nazarene. Attention is given to historical, theological, and personal factors, which gave rise to the denomination, and to the functions of the church at the local and district levels.

This course has no prerequisites, although it would be beneficial if the students have completed both Holiness and Identity and Church History prior to taking this course.

THE23 Church History

This course is an introduction to the history of the Church and its theology from the early period to the present time, as expressed in Western and Eastern Christianity.

Church History serves as a historical background for theology and ministry courses. Depending on the location, certain periods in the history of the church will be emphasized more than others.

THE24 Special Studies in Theology and Church History

This course has no specific course description, as it depends on its specific offering.

THE25 Christian Ethics

This course aims at helping the students form a personal approach to ethics and ethical issues that is faithful to the witness of Scriptures and the doctrines of the Church as expressed in the Wesleyan tradition. Thus, the course will overview the ethical teachings of Scriptures, analyse the relationship between theology and ethics, and examine the teachings of major ethical systems. If appropriate to the context, relevant ethical issues will be examined in detail.

This course has Christian Doctrines 2, Foundations for Biblical Studies, and Introduction to Philosophy as its preferred prerequisites.

THE31 John Wesley's Theology

This course is a historical study of John Wesley; his spiritual journey and the development of his theological thinking. Major themes of his theology will be studied with special emphasis on his proclamation of Christian Perfection.

This course has Church History and Christian Doctrines as its prerequisites.

THE32 Christian Apologetics

This course explores the theological discipline of Apologetics and the various apologetic issues that challenge contemporary Christianity as well as Christian responses to support the missional task of the church.

This theology course has Introduction to Philosophy and Christian Doctrines as its prerequisites.

THE34 A Christian Approach to Islam

This course provides a comprehensive introduction to the beliefs and practices of Islam with a specific emphasis on explaining the Christian faith to Muslims and laying the foundations for ministering to Muslim communities in non-Muslim majority cultures.

This course has Introduction to Theology, Christian Doctrines 1 and 2 as prerequisites, and World Religions and Christian Apologetics as preferred prerequisites.

THE42 Contemporary Wesleyan Holiness Theology

This course studies developments in contemporary Wesleyan-Holiness theological discussions with special attention given to the doctrine of holiness.

This theology course has Holiness and Identity, Christian Doctrines and John Wesley's Theology as its prerequisites.

Cluster C: God's Mission, the Church, Vocation

MIS10 Mentoring

This activity is designed to assist students in their studies and personal development. Mentoring may include a wide range of activities, which are all intended to help guide student development, whether through academic advising, corporate worship, spiritual direction, or small group discussion of relevant issues connected to their studies.

Mentoring is a requirement for both the Spiritual Formation and Christian Ministry programmes. A minimum of 0.5 mentoring ECTS should be earned for every 30 ECTS of the curriculum. The first mentoring course should be taken at the beginning of the student's studies at EuNC.

MIS11 God's Mission and the Church

This course is an introductory course exposing students to a missional view on ministry. Through a biblical-theological exploration of the mission of God (*Missio Dei*) students will explore the essential nature of the church as the body of Christ in the world, called into existence to cooperate with God in fulfilling his mission on earth.

It is preferred that this course is among the first courses that new students take, because it introduces the missional heart of the curriculum of EuNC.

MIS12 Vocation and Personal Ministry

Vocation and Personal Ministry is an introductory level course that exposes students to concepts of personal vocation, and it connects with the context of material presented in a previous course, God's Mission and the Church. This course explores what it means to find a personal place of ministry and meaning within God's plan and His Kingdom, given one's gifts, abilities, and heritage. Theological and historical concepts of vocation will be explored, but this course is also largely a reflection on one's own personhood and an attempt to become more comfortable with one's own unique potential contribution to God's mission and the Church.

This course has God's Mission and the Church as preferred prerequisite.

MIS13 Spiritual Formation

This course seeks to communicate an understanding of the means of grace and to establish spiritual disciplines in the lives of students preparing for ministry to a broken world in need of holy transformation. Time is given to the classical spiritual disciplines, and opportunities are given throughout the course for application of learning in both personal and corporate spiritual formation.

This course has God's Mission and the Church as preferred prerequisite.

MIS14 Introduction to Mentoring

This course introduces the students to the concept of mentoring and serves as a preparation for EuNC's curricular course of mentoring.

MIS41 The Holistic Wellbeing of the Minister

This course explores the various challenges the minister will face in his or her ministry, and explores ways to remain well in ministry. It seeks to build upon the principles and disciplines learned and practiced in the lives of students preparing for ministry to and in a broken world in need of holy transformation.

This course has Vocation and Personal Ministry and Spiritual Formation as preferred prerequisites.

PAS11 Faith Development in the Local Congregation

This is an introductory course that explores the place, significance, and role of Christian Education (Discipleship) in the context of the total ministry of the local church, and focuses on faith development for believers of all ages. Theological foundations and educational principles and practices will be studied and applied throughout the course.

This course has Holiness and Identity, God's Mission and the Church, as well as Human Growth and Development as preferred prerequisites.

PAS21 Christian Worship

The focus of this course is to help students develop a theology of worship and a clear understanding of the relationship between the believer's daily worship lifestyle and the congregation's weekly worship activities. Special

attention is given to the biblical basis for worship, the historical development of worship and liturgy, the spiritual life of the minister, the various elements of a worship service and the exploration of models of worship that are relevant for today's Church.

This course has God's Mission and the Church as a preferred prerequisite

PAS22 Church Development

This course examines how the local congregation can organize itself to grow as a missional church and develop the appropriate ministries to reach the people outside and to shepherd its own people.

This course has God's Mission and the Church, Evangelism and Church, and Church Leadership as its preferred prerequisites.

PAS23 Special Studies in Pastoral Ministry

This course has no specific course description, as it depends on its specific offering.

PRC21 Evangelism and the Church

This course explores how people can be reached with the Gospel who live in the post-modern/communist and post-Christian context of Europe and the CIS, and how missional churches can be planted. Various ways of reaching people with the Gospel and planting faith communities will be examined and evaluated. A biblical missiological focus within the unique European and the CIS context will serve to foster a passion in each student to reach their generation and others through planting communities of Christian faith.

This course has God's Mission and the Church and Introduction to Philosophy as preferred prerequisites.

PRC23 Urban Ministry

This course will focus on the city, its people who live with challenges and the opportunities there available to the church for mission. It will explore the call of God upon the church to be a witness for Christ and the

kingdom of God in the city and the methods and perspectives that might facilitate a healthy ministry with the people who live there.

This course has God's Mission and the Church as preferred prerequisite.

PRC24 Intercultural Missions

This course examines the importance of intercultural missions both abroad and within our community. It will supply the students with an understanding and awareness of important terms and practices related to intercultural missions as well as strengthen their calling to serve others and teach them about Christ. The cultural context for communication is also a significant area of theory/practical application.

This course has God's Mission and the Church as well as Interpersonal Communication as preferred prerequisites.

Cluster D: Ministerial Skills

MIN10 Ministry Conference

This course involves participation in a conference for people in ministry or preparing for ministry and subsequent reflection/application.

This course is open to all students and depending on the conference may have certain prerequisites.

MIN11 Practicum

Practicum credits allow students to gain supervised, practical experience by participating in the ministry of their local church or local context during the course of study. Practicum hours are earned by joining and participating in an ongoing, active ministry team or group. The student's participation within the team and the contribution of the ministry to those being served must be evaluated for the practicum hours to be earned.

This course helps fulfil the requirements of practical ministry involvement built in all EuNC programmes. It is recommended that students will take this course during their first 60 ECTS and prior to taking the course Internship.

MIN20 Introduction to Church Music

This course gives a basic and practical introduction into staff notation, musical instruments and church music (congregational singing, hymnology, instrumental music, accompaniment, choir). The student will be equipped with a basic understanding of written music, which can assist him/her in a variety of settings including worship preparation. The course focuses on liturgy skills, such as selecting songs fitting for worship, leading congregational singing, knowing the repertoire of Christian songs and basic parameters of good church music.

This course has Christian Worship as a preferred prerequisite.

MIN22 Preaching

This course introduces the students to the fundamentals of sermon construction and delivery, focusing especially on expository sermons.

Prerequisites for this course are Introduction to the Old and the New Testament, and Foundations for Biblical Studies. God's Mission and the Church and Christian Worship are preferred prerequisites.

MIN23 Foundations for Youth and Family Ministry

This course is an exploration of various theological, sociological, and educational aspects of youth and family ministry, with an emphasis on cultural and formational influences on ministry. Students will be exposed to a comprehensive view of various models of youth ministry, while developing their own particular approach to the practice of youth ministry.

This course has Faith Development in the Local Congregation as its prerequisite and Human Growth and Development as its preferred prerequisite.

MIN24 Pastoral Care and Counselling

This is an introductory level course addressing the theory and practice of pastoral care and counselling. The focus is on the various theoretical approaches in counselling as applied to human concerns in both individual and group counselling, and on the integration of learning and application of counselling principles within the parish setting.

This has no required prerequisites, but it has Human Growth and Development as preferred prerequisite.

MIN25 Church Leadership

This course introduces the student to the theory of leadership and administration in the local congregation. The course challenges each student to become a Christ-like leader/pastor in a local church setting and to give leadership according to his or her gifts.

The preferred prerequisites for the course are Interpersonal Communication, God's Mission and the Church, and Vocation and Personal Ministry.

MIN26 Internship

The internship exposes students to the practices of ministry. Under the supervision of a minister/staff member the student develops basic skills for ministry and will gain understanding of his/her own vocation and the responsibilities it entails.

MIN27 Ministry Integration

This course is intended to integrate the various ministry related courses into a model for local church ministry, and it also evaluates the student's aptitude for ministry.

This course serves as a sort of "exit course" for the Christian Ministry programmes. Prerequisites for this course are all BIB, MIS, PAS and MIN courses that are required for the Christian Ministry programmes.

MIN28 Special Studies in Christian Ministry

This course studies specific theological topics relevant to Christian ministry or specific practical issues that ministers face in ministry.

Examples: Compassionate Ministries (Child Development, Crisis Relief Response), Refugee Ministries (Refugee Response); Community Development

A foundation of ministry related courses is required as well as courses such as Practicum and/or Internship for students of this course.

MIN2901 Introduction to Theological Reflection

This course introduces students to the discipline of theological reflection, exploring individual and corporate experience in conversation with the wisdom of a religious heritage and the need for theological reflection in the Christian community and one's personal life.

The nature of the course is such that the process of theological reflection is embedded in the student's development in content, competency, character and context throughout the studies, thus, students will do the reflections in relation to the praxis and knowledge gained through the praxis courses and the content-oriented courses.

This introductory course has no prerequisites. Students are encouraged to take a Theological Reflection praxis course shortly after taking this course, possibly in the same academic year.

MIN29 Theological Reflection on Life and Ministry

This course provides students praxis opportunity in the discipline of theological reflection, exploring individual and corporate experience in conversation with the wisdom of a religious heritage and the need for theological reflection in the Christian community and personal life.

The nature of the course is such that the process of theological reflection is embedded in the student's development in content, competency, character and context throughout the studies, thus, students will do the reflections in relation to the praxis and knowledge gained through the praxis courses and the content-oriented courses.

Students are encouraged to take this course multiple times during their studies, therefore this course has varying content courses as its prerequisites, depending on when the praxis course is taken. The course Introduction to Theological Reflection is required before the student takes this course for the first time.

MIN30 Summative Review

The summative review has the purpose of helping students synthesize the information they have gained through their coursework, spiritual growth, and praxis to more effectively apply it to their life and ministry in context.

This course serves as an “exit course” for the advanced Diploma in applied Theology programme, and should be one of the last courses that students take. Prerequisites for this course are all the core curriculum courses that are required for the Advanced Diploma in Applied Theology programme.

SOC23 Marriage and the Family

Marriage and the Family is an introductory level course with the goal to provide students with knowledge about marriage and family relationships. The concept that marriage and families are *systems* of relationships functioning both within themselves and with other systems in their environment is stressed.

This course has no prerequisites.

SOC24 Interpersonal Communication

This course is primarily a study of communication theory and its application to interpersonal relationships. Topics covered in this course include: the nature of communication, self-identity, perception, language, listening, nonverbal communication, conflict resolution, emotional expression, and computer-mediated communication (CMC).

No specific courses are required as prerequisites.

SOC32 Introduction to Social Problems

This course gives an introduction to current social problems that a Wesleyan church may face in the context of society. The social studies in this course help students to understand the issues from both theoretical and practical aspects, and consider various Christian responses in the local context of the student.

This course has General Sociology as a prerequisite, and God’s Mission and the Church, Human Growth and Development as preferred prerequisite courses.

Cluster E: Academic Skills and General Studies

ACP10 EuNC Orientation

This orientation provides students with the necessary information needed to take their first EuNC course and deals with the topics of the culture of EuNC, the online systems that EuNC uses, the syllabus, writing style guides, mentoring, local learning centre information, and course evaluations.

EuNC Orientation is the required entry course for all students and should be taken prior to any other course.

ACP11 Introduction to Academic Skills

Introduction to Academic Skills focuses on the essential college skills necessary for successful academic performance at EuNC.

Introduction to Academic Skills follows EuNC Orientation and should be taken before subsequent EuNC courses.

ACP20 Language and Written Expression

This course is intended to develop college level writing skills and to stimulate students to think critically, express themselves clearly, and develop an appreciation for language through a variety of writing experiences. In this course, students improve their writing ability and expand their writing range through guided practise (both in and out of class) and class time interchange with both the teacher and fellow students. The purpose of the course is to focus on the use of written language, to help students acquire and develop essential writing skills which will enable them to be successful students and, when they leave this community, successful communicators in their ministry. Instruction will focus on two major aspects of writing: the process leading to effective composition (prewriting, writing, and revision) and the correct and effective use of important language conventions (punctuation, spelling, usage, sentence structure) which enhance readability of their writing.

This course has Introduction to Academic Skills as prerequisite.

ACP25 Public Speaking and Storytelling

This course is intended to develop public speaking skills and help students find their own voice as well as establish credibility and develop self-confidence as speakers. Major focus is on speech preparation, organisation and speech delivery, with additional components covering audience analysis, ethical issues, and an introduction to storytelling techniques. Students will apply the content and enhance their skills by delivering a number of speeches throughout the course.

This course has Introduction to Academic Skills and Interpersonal Communication as preferred prerequisites.

GEN20 Introduction to Philosophy

This course introduces students to the most important schools of philosophy that have interacted with Christian theology and to the philosophical terminology and concepts used in those dialogues. Primary attention is given to the dominant influence of modern philosophies on western culture and/or in post-communist countries. If suitable for the context, attention will be given to the rise of postmodernism or to other relevant philosophical trends that may help students come to a better understanding of the world in which we live.

This course has Introduction to Theology as its prerequisite.

GEN22 World Religions

The course examines several major world religions, ideologies, and folk (traditional) religions. Particular focus will be on world religions that are of impact in the local context. The course studies their founders, sacred writing, beliefs, rituals, and history in order to gain an understanding and appreciation of them.

This course has Introduction to Philosophy as its preferred prerequisites.

GEN25 Development of Western Thought

(Course is currently under development)

SOC22 Human Growth and Development

This course is an introductory level Developmental Psychology Course. The goal of this course is to acquaint students with the development of human beings through the life cycles. The value of the developmental perspective as a useful way to view human behaviour will be stressed, viewing human development through the physical, cognitive, social, & personality contexts. The role of the family, peers, media, church & schools will also be emphasized.

This course has no prerequisites.

SOC31 General Sociology

This course is an introduction to the discipline of sociology. It is a study of the basic elements of human interaction, culture, socialization, organization, collective behaviour, stratification, urbanization, populations, social change and societal institutions.

There are no prerequisites for this course.

X. FACULTY DIRECTORY

The faculty of EuNC is very diverse. All faculty members are academically qualified to teach the courses assigned to them. The majority of our faculty are involved in church ministry in the various countries where EuNC has learning centres, guaranteeing a close relationship between education and ministerial practice.

The entire faculty forms a network of people who live, primarily, in Europe and the CIS and who teach at various locations. Technology provides the possibility of communication between these people who live and teach far apart, yet who operate as one collective. A group of administrators and academic support staff work closely with the faculty. These persons are listed in the Leadership and General Administration Directory (p. 85 and following) and the Learning Centres Directory (p. 88 and following).

Faculty Roles

Teacher

Qualification: A person who has completed, at minimum, a Master's programme in the area in which they are teaching and is preferably involved in an active ministry.

Responsibility: Able to teach and supervise courses up to and including the Bachelor's level.

Teacher Assistant

Qualification: A person who has completed a Bachelor's degree and who is enrolled in a Master's programme in the area in which they are teaching and is preferably involved in an active ministry.

Responsibility: Able to teach under the supervision of a Teacher.

- The teacher assistant should meet with the supervisor before the course starts and discuss what will happen in the class.
- Consideration should be given at the possibility for the supervisor to teach one or two sessions. This could happen through videoconferencing with the use of translation if needed.

- The teacher assistant needs to meet with the supervisor in the middle of the course and report on its progress.
- The teacher assistant needs to meet with the supervisor and discuss grades, the contents of reports, and essays in particular.
- If the supervisor speaks the language of the students, he/she needs to do the majority of the grading.

Administrator

Qualification: A person with the appropriate skills for the assigned administrative responsibility.

Responsibility: Assist with various aspects of administration, curriculum and course development, and/or providing leadership to EuNC through the general administration, field or learning centre.

Any exceptions to the qualifications of faculty in their specific roles need to a) conform to the section “Faculty qualifications” in the relevant version of the ECTE Manual and b) needs the approval of the Rector.

FACULTY LIST

The faculty list is reviewed annually and includes qualified individuals that have taught within the last two years or who are scheduled to teach in the present academic year.

Fernando Almeida, M.A., M.B.A. (Northwest Nazarene University, U.S.A.)
Director of Curriculum Development and Quality Assurance,
Spain Learning Centre Coordinator, Teacher

Liliana Almeida, B.A. (Universidade Nova de Lisboa, Portugal)
Spain Learning Centre Administrator, Teacher Assistant

Klaus Arnold, M.Div., Ph.D. (University of Manchester, U.K.)
Rector, Teacher (Germany Learning Centre)

Edgar Baldeón, M.A., D.Min. (Nazarene Theological Seminary, U.S.A.)
Teacher (Spain Learning Centre)

Tanja Baum, D.C.M. (European Nazarene College, Germany)
Germany Learning Centre Administrator,

Steve Beiler, M.Div. (Nazarene Theological Seminary, U.S.A.)
Teacher (Albania-Kosova Learning Centre)

Edlira Biti, B.A., C.M.C. (European Nazarene College, Albania-Kosova)
Albania-Kosova Learning Centre Administrator

Kaj Ove Bollerup, M.A. (London Bible College, U.K.)
Scandinavia Learning Centre Administrator, Teacher

Michael Brent, M.Div. (Gordon-Conwell Theological Seminary, U.S.A.)
Teacher (Croatia Learning Centre)

Deirdre Brower-Latz, M.A., Ph.D. (Manchester University, U.K.)
Teacher (Portugal Learning Centre)

Roberta Bustin, M.S., Ph.D. (Louisiana State University, U.S.A.)
Teacher (Romania Learning Centre)

Azzurra Caltabiano, M.A. (University of Catania, Italy)
Teacher (Italy Learning Centre)

Blake Campbell, M.A., M.Div. (Moody Theological Seminary, USA)
Teacher (Romania Learning Centre)

Susana Campos, M.A. (Nazarene Theological Seminary, U.S.A.)
Teacher (Spain Learning Centre)

Davide Cantarella, M.A. (Nazarene Theological Seminary, U.S.A.)
Teacher (Russia Learning Centre)

Tatiana Cantarella, M.A. (Nazarene Theological Seminary, U.S.A.)
Teacher (Russia Learning Centre)

Joel Castro Bueno, M.A. (Seminario Nazareno de las Américas, Costa Rica)

Teacher (Spain Learning Centre)

Giovanni Cereda, M.Div., Th.D. (Pontifical Faculty of Theology, Italy)

Teacher (Italy Learning Centre)

Pavel Chiritescu, M.A., Ph.D. (University of Bucharest, Romania)

Teacher (Romania Learning Centre)

Danilo Consiglio, M.A. student (North West University, South Africa)

Teacher Assistant (Italy Learning Centre)

Oana Cristurean, B.A. (Lucian Blaga University of Sibiu, Romania)

Romania Learning Centre Administrator

István Csernák, M.A. (Lutheran Theological Academy, Hungary)

Teacher (Hungary Learning Centre)

Howard Culbertson, M.A., D.Min. (Denver Seminary, U.S.A.)

Teacher (Italy Learning Centre)

Cynthia Downey, M.A. (Nazarene Theological Seminary, U.S.A.)

Teacher (Spain Learning Centre)

Olga Druzhinina, M.A., Ph.D. (University of Manchester, U.K.)

Russia Learning Centre Administrator, Teacher

Natanael Duarte, M.Div., M.A. (University of Massachusetts, U.S.A.)

Teacher (Portugal Learning Centre)

Dean Flemming, M.Div., Ph.D. (University of Aberdeen, Scotland)

Teacher (Portugal Learning Centre)

Georgi Gardev, M.Div (Baylor University, U.S.A.)

Teacher (Bulgaria Learning Centre)

Çezarina Glendenning, M.A. (Northwest Nazarene University, U.S.A.)
Learning Centre Coordinator for Bulgaria and Scandinavia, Teacher

Joseph Gorman, M.Div, D.Min. (Fuller Theological Seminary, U.S.A.)
Teacher (the Netherlands Learning Centre)

Billy Grigory, M.A., D.Min (Nazarene Theological Seminary, U.S.A.)
Teacher (Bulgaria Learning Centre)

Theresa Grigory, B.A. (MidAmerica Nazarene University, U.S.A.)
Bulgaria Learning Centre Administrator

Erik Groeneveld, M.A., D.Min. (Sydney College of Divinity, Australia)
the Netherlands Learning Centre Coordinator, Teacher

Dorothea Gschwandtner, M.Sc., M.A. student (University of Manchester
U.K.)
Teacher (Germany Learning Centre)

Hermann Gschwandtner, M.A., D.D. (Southern Nazarene University,
U.S.A.)
Teacher (Germany Learning Centre)

Priscila Guevara, M.A. (University of Manchester, U.K.)
Portugal Learning Centre Administrator, Teacher

Imre Gusztin, M.A. student (University of Manchester, U.K.)
Assistant Teacher (Hungary Learning Centre)

Mária Gusztinné-Tulipán, M.A. (London School of Theology, U.K.)
Hungary Learning Centre Administrator, Teacher

Dónat Gyurko, M.A. (Evangelical-Lutheran Theological University,
Hungary)
Teacher (Hungary Learning Centre)

Joshua Herndon, M.A. (Nazarene Theological Seminary, U.S.A.)
Teacher (Romania Learning Centre)

Antonie Holleman, Drs. (Leiden University, the Netherlands)
Teacher (the Netherlands Learning Centre)

Wilhelmina Holleman, M.Div. (Northwest Nazarene University, U.S.A.)
Teacher (the Netherlands Learning Centre)

Artak Hovhannisyan, Ph.D. (Yerevan University, Armenia)
Teacher (Armenia Learning Centre)

Miguel Jerónimo, M.A. student (Seminário Teológico Baptista, Portugal)
Assistant teacher (Portugal Learning Centre)

Edwin de Jong, M.A. (Northwest Nazarene University, U.S.A.)
Teacher (the Netherlands Learning Centre)

Gideon de Jong, M.A. (Northwest Nazarene University, U.S.A.)
the Netherlands Learning Centre Administrator, Teacher

László Khaled, M.A., Ph.D. (University of Pecs, Hungary)
Teacher (Hungary Learning Centre)

Andrey Khobnya, M.A. (Nazarene Theological Seminary, U.S.A.)
CIS Learning Centres Coordinator, Teacher

Svetlana Khobnya, M.A., Ph.D. (University of Manchester U.K.)
Teacher (Russia Learning Centre)

Svetlana Kleshchar, M.A. (Nazarene Theological Seminary, U.S.A.)
Teacher (Ukraine Learning Centre)

Wolfgang Köhler, M.A., Ph.D. candidate (Ruprecht-Karls-Universität
Heidelberg, Germany)
Germany Learning Centre Coordinator, Teacher

David Kovacevic, M.A., Ph.D. candidate (Gordon-Cornwell Theological
Seminary, U.S.A.)
Teacher (Croatia Learning Centre)

Olga Kupchik, M.A. student (Moscow Evangelical Christian Seminary, Russia)

Teacher Assistant (Russia Learning Centre)

Trijnie Lukassen-Beije, M.A. (Catholic University Nijmegen, Netherlands)

Teacher (the Netherlands Learning Centre)

Mark Maddix, M.Div, M.A., PhD (Trinity Evangelical Divinity School, U.S.A.)

Teacher (Portugal Learning Centre)

Alex Magloire, M.A., M.B.A. (Institute Léonard de Vinci, France)

France Learning Centre Coordinator/Administrator, Teacher

Radostin Marchev, M.A., M.Div. student (TCM International, Austria)

Teacher (Bulgaria Learning Centre)

Sylvia Masyuk, M.Div. (Nazarene Theological Seminary, U.S.A.)

Ukraine Learning Centre Administrator, Teacher

Vladimir Masyuk, M.A., M.Div. student (Nazarene Theological Seminary, U.S.A.)

Teacher Assistant (Ukraine Learning Centre)

Dalia Matjevic, M.A. student, Ph.D. candidate (Zagreb University, Croatia)

Croatia Learning Centre Administrator

Andrii Meleshko, M.A. (International Baptist Theological Seminary, Csech Republic)

Teacher (Ukraine Learning Centre)

Hans-Günter Mohn, M.Div. (Northwest Nazarene University, U.S.A.)

Teacher (Germany Learning Centre)

Andrew Morgan, M.B.A., Ph.D. candidate (Regent University, U.S.A.)

Teacher (Hungary Learning Centre)

Jessica Morris-Ivanova, M.Div. (Nazarene Theological Seminary, U.S.A.)
Teacher (Bulgaria Learning Centre)

Valeri Munelski, M.A. History and Psychology (University of Veliko
Turnovo, Bulgaria)
Teacher (Bulgaria Learning Centre)

Eunice Overduin, M.A. (Northwest Nazarene University, U.S.A.)
Teacher (the Netherlands Learning Centre)

Stephen Overduin, M.A. (Vrij Universiteit, the Netherlands)
Teacher (the Netherlands Learning Centre)

Tamara Patterson, M.A. (Wheaton College Graduate School, U.S.A.)
Teacher (Germany Learning Centre)

João Pedro Pereira, M.A. (University of Manchester, U.K.)
Portugal Learning Centre Coordinator, Teacher

Raquel Pereira, M.A. (Northwest Nazarene University, U.S.A.)
Registrar, Teacher (Portugal Learning Centre)

Jonathan Phillips, M.Div. (Nazarene Theological Seminary, U.S.A.)
Romania Learning Centre Coordinator, Teacher

Oksana Pomazova, M.A., Ph.D. candidate (Kharkiv National Pedagogical
University, Ukraine)
Teacher (Ukraine Learning Centre)

Jose Quinatoa Cevallos, M.A., D. Min. (Nazarene Theological Seminary,
U.S.A.)
Teacher (Spain Learning Centre)

James Read, M.A., Ph.D. (University of California, U.S.A.)
Teacher (Hungary Learning Centre)

Matteo Ricciardi, M.A., Ph.D. candidate (Universidade Estadual de Campinas, Brazil)
Italy Learning Centre Administrator, Teacher

Edgardo Rosado, M.A., Ph.D. (Interamerican University of Puerto Rico)
Teacher (Spain Learning Centre)

Viktor Rózsa, M.Div. (Asbury Theological Seminary, U.S.A.)
Teacher (Hungary Learning Centre)

Michelle Satterlee, M.A., Psy.D. (George Fox University, U.S.A.)
Teacher (Portugal Learning Centre)

Betsy Scott, M.A. (Fuller Theological Seminary, U.S.A.)
Croatia Learning Centre Coordinator, Teacher

Jon Scott, M.A. (Nazarene Theological Seminary, U.S.A.)
Teacher (Romania Learning Centre)

Alan Schrock, M.S. (Western Illinois University, U.S.A.)
Director of Information Technology and Library Services; Digital Campus Coordinator, Italy Learning Centre Coordinator, Teacher

William (Bill) Selvidge, M.Div., D.Miss (Trinity Evangelical Divinity School, U.S.A.)
Teacher (Portugal Learning Centre)

Alexey Shipovalov, M.A. (University of Manchester, U.K.)
Teacher (Russia Learning Centre)

Elena Simeonova, M.A. (Northwest Nazarene University, U.S.A.)
Teacher (Bulgaria Learning Centre)

Jay Sunberg, M.Div., D.Min. (Nazarene Theological Seminary, U.S.A.)
Teacher (Bulgaria Learning Centre)

Teanna Sunberg, M.A. (Northwest Nazarene University, U.S.A.)
Teacher (Bulgaria Learning Centre)

András Szalai, M.A. Ph.D. (Lutheran Theological University, Hungary)
Teacher (Hungary Learning Centre)

Kristóf Sztupkai, M.A. student (Lutheran Theological University, Hungary)
Teacher (Hungary Learning Centre)

Gábor Szuhánszky T., M.A. (Eotvos Loránd University, Hungary)
Hungary Learning Centre Coordinator, Teacher

Gil Thibault, M.Div. (Nazarene Theological Seminary, U.S.A.)
Albania-Kosova Learning Centre Coordinator, Teacher

Sara Thibault, M.A. (University of Kansas, U.S.A.)
Teacher (Albania-Kosova Learning Centre)

Sara van der Vaart, M.A. (Trevecca Nazarene University, U.S.A.)
Teacher (the Netherlands Learning Centre)

Seyran Vardanyan, M.A. (Moscow Evangelical Christian Seminary,
Russia)
Armenia Learning Centre Administrator, Teacher

Jason Veach, M.Div (Nazarene Theological Seminary, U.S.A.)
Teacher (Digital Campus Learning Centre)

Enikő Vecseyné Fulmer, M.A. (Baptist Theological Seminary, Hungary)
Teacher (Hungary Learning Centre)

M. Manuela Vera-Cruz, B.A. (Universidade de Coimbra, Portugal)
Teacher Assistant (Portugal Learning Centre)

Colleen Weaver, M.Div, M.A., Ph.D. candidate (University of Manchester,
U.K.)
Teacher (Spain Learning Centre)

Carl Winderl, M.A., Ph.D. (New York University, U.S.A.)
Teacher (Croatia Learning Centre)

Jessica Wolst, M.A. (Nazarene Theological Seminary, U.S.A.)
Teacher (the Netherlands Learning Centre)

Zhanetta Yugai, University Degree (Leninegrad University, Russia)
Central Asia Learning Centre Administrator, Teacher

XI. GENERAL LEADERSHIP AND ADMINISTRATION

The overall leadership and administration of EuNC is divided over the following different entities:

LEADERSHIP TEAM

The Leadership Team (LT) gives leadership to EuNC and is accountable to the Board of Trustees as well as to the Eurasia Region of the Church of the Nazarene. The Rector is the chairperson of the LT. The LT consists of the following positions:

Rector

*Official Representative of the College,
Management Services, Faculty Assembly,
Curriculum Committee*

Klaus Arnold

Director of Curriculum Development and Quality Assurance

Curriculum Committee

Fernando Almeida

Director of Information Technology, and Library Services

Information Technology, Library

Alan Schrock

Registrar

*Course Registration, Academic Records,
Admissions*

Raquel Pereira

FACULTY ASSEMBLY

The Faculty Assembly meets annually for the purpose of faculty development, community, worship and fellowship.

CURRICULUM COMMITTEE

The Curriculum Committee (CC) is responsible for the curriculum at EuNC. Members of the committee have responsibility over a certain cluster of the curriculum or over certain areas of quality assurance. The committee consists of the following persons:

Committee Chair (Director of Curriculum Development and Quality Assurance)	Fernando Almeida
Cluster Chairs	
Cluster A (Bible)	Wolfgang Köhler
Cluster B (Theology, Tradition and Identity)	Fernando Almeida
Cluster C (God's Mission, the Church, Vocation)	Gideon de Jong
Cluster D (Ministerial Skills)	Mária Guszstinné-Tulipán
Cluster E (Academic Skills and General Studies)	Dorothea Gschwandtner
Rector (<i>ex-officio</i>)	Klaus Arnold
Registrar	Raquel Pereira
Mentoring Overall Coordinator	Olga Druzhinina

ADDITIONAL POSITIONS OF GENERAL ADMINISTRATION

Administrative Assistant and Office Manager Martina Arnold
Record Keeping, File Management, Office Management, Event Management

Administrative Centre Library Branch
Circulation, Materials Processing Martina Arnold
Cataloguing Debra Schrock

Data Protection Officer Tanja Baum

Financial Services Tanja Baum
Accounting, Payment of College Bills,

Miscellaneous Financial Concerns

Legal Services

*Visa Issues, Contracts, Incorporation,
Miscellaneous Legal Concerns*

Tanja Baum and
Martina Arnold

Mentoring Overall Coordinator

*Contact and work with LCs
Mentoring Coordinators, Reports Collection*

Olga Druzhinina

Outcomes Assessment

Course Evaluations

Raquel Pereira

Public Relations Coordinator

Publicity; Communications

Dennis Lieske

XII. LEARNING CENTRES

The educational programmes of EuNC and the educational services to the students are delivered through its Learning Centres (LC). Each LC has three basic administrative entities: LC Coordinator, LC Administrator, LC Committee (including a student body representative).

LC Coordinator: Is responsible for providing the necessary leadership to the Learning Centre in order to implement the delivery of the approved ordination curriculum.

LC Administrator: Is responsible for assisting the LC Coordinator in the administrative processes of the Learning Centre.

Learning Centre Committee: Is responsible to oversee the LC operations.

Albania-Kosova Learning Centre

Coordinator: Gil Thibault

Administrator: Edlira Biti [Xhakollari]

Teaching Locations: Albania: Tirana (ALB1)
Albania: Gorre (ALB2)
Kosova: Prishtina (KOS1)
Kosova: Suhareka (KOS2)

Armenia Learning Centre

Coordinator: Andrey Khobnya

Administrator: Seyran Vardanyan

Teaching Location: Armenia (ARM1)
CIS online (CIS1)

Bulgaria Learning Centre

Coordinator: Cezarina Glendenning

Administrator: Theresa Grigory

Teaching Locations: Sofia (BUL1)
Razgrad (BUL2)
Montana (BUL3)

Central Asia Learning Centre

Coordinator: Andrey Khobnya

Administrator: Zhanetta Yugai

Teaching Locations: Kazakhstan: Borovoe (KAZ1)
Kyrgyzstan: (KYR1)
CIS online (CIS1)

Croatia Learning Centre

Coordinator: Betsy Scott

Administrator: Dalia Matijević

Teaching Locations: Zagreb (CRO1)

Digital Campus

Coordinator/Administrator: Alan Schrock

Teaching Locations: Digital Campus Online (DIG1)

France Learning Centre

Coordinator/Administrator: Alex Magloire

Teaching Locations: Paris (FRA1)

Germany Learning Centre

Coordinator: Wolfgang Köhler

Administrator Tanja Baum
Teaching Locations: Germany Online (GER1)
Gelnhausen (GER2)

Hungary Learning Centre

Coordinator: Gábor Szuhánszky T.
Administrator: Mária Gusztinné Tulipán
Teaching Location: Budapest (HUN1)

Italy Learning Centre

Coordinator: Alan Schrock
Administrator: Matteo Ricciardi
Teaching Locations: Italy Online (ITA4)

Portugal Learning Centre

Coordinator: João Pedro Pereira
Administrator: Priscila Guevara
Teaching Locations: Mercês (POR7)

Romania Learning Centre

Coordinator: Jonathan Phillips
Administrator: Oana Cristurean
Teaching Locations: Bucharest (ROM1)
Sighisoara (ROM2)
Tigmandru (ROM3)

Russia Learning Centre

Coordinator: Andrey Khobnya

Administrator: Olga Druzhinina

Teaching Locations: Saint Petersburg (RUS2)
CIS online (CIS1)

Scandinavia Learning Centre

Coordinator: Cezarina Glendenning

Administrator: Kaj Ove Bollerup

Teaching Location: Copenhagen (DEN1)

Spain Learning Centre

Coordinator: Fernando Almeida

Administrator: Liliana Almeida

Teaching Locations: Spain Online (SPA5)

the Netherlands Learning Centre

Coordinator: Erik Groeneveld

Administrator: Gideon de Jong

Teaching Locations: Vlaardingen (NET1)
Zaanstad (NET3)
Amersfoort (NET4)
Dordrecht (NET5)
the Netherlands Online (NET6)

Ukraine Learning Centre

Coordinator: Andrey Khobnya

Administrator: Sylvia Masyuk

Teaching Locations: Mariupol (UKR2)
CIS online (CIS1)

XIII. GENERAL INFORMATION

Address: Lagerhausstrasse 7-9
63589 Linsengericht, Germany

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Fax: (+49) (0) 6051 5387332
E-mail: office@eunc.edu

Website: www.eunc.edu

EuNC Bank Account VR Bank Main-Kinzig-Buedingen (Germany)
IBAN: DE13 5066 1639 0003 4573 03
BIC: GENODEF1LSR

Privacy Policy <https://www.eunc.edu/privacy-policy/>