

# ACADEMIC CATALOGUE EuNC

**2025-2026**



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# I. INTRODUCTION

## A. THE MISSION OF EuNC

The mission of European Nazarene College (EuNC) 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 specific Christian service that requires deeper theological knowledge, awareness, and practical skills. The term “Christlike” expresses both the transformational character of education (bringing about change in the learners: content, competency, character, context) and the Wesleyan-Holiness theological tradition of the college.

**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.

The *EuNC Strategic Plan - 2030 Growing Together* outlines our vision and overarching strategic objective:

“European Nazarene College will become a more significant part of a growing church in the Kingdom of God in Eurasia, collaborating with local churches, districts, the region, and other church and ministry entities in fulfilling the mission of God – making Christlike disciples in the nations.” (p. 7)

## B. THE PROFILE OF EuNC

European Nazarene College is a postsecondary **vocational college of theology and ministry** that equips individuals to live out their calling and prepare for Christian service in churches and the world.

EuNC is a **Nazarene educational institution**. The educational programmes of EuNC reflect the **Wesleyan-Holiness theological heritage**, but not in an exclusive way. We emphasise that God’s grace is free for all and free in all, with the goal of renewing all creation and humanity in the image of God (personal and social

holiness). 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.

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 and participate in God's renewal of all creation.

EuNC is **decentralised, multinational, multicultural and multilingual**, with a common general administration and many different Learning Centres. It is an educational network composed of faculty members and administrators who live and minister in many different countries, and students who study part-time in one of the Learning Centres. EuNC is one school with a core curriculum, one faculty, and one student body, with both distance and on-site learning delivery modes. We embrace the fact that we are multinational, which is reflected in the organisational structure, the governance, and the administration of the college. We serve primarily the churches where we have established Learning Centres. EuNC offers its programmes in the languages of the countries. The curriculum is adapted to each cultural context where the college is at work.

These concepts are articulated further in our document *European Nazarene College Educational Philosophy*.

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

## **C. 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 – Father, Son and Holy Spirit.

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

## D. THE VALUES OF EuNC

Based on the mission, profile, and belief of European Nazarene College, the values of the College 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.

EuNC is committed to being a **community of gratitude**. We realise that we benefit 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. CODE OF CONDUCT**

EuNC has a Code of Conduct that outlines the behavioural and academic expectations for all students, faculty, and staff, reflecting our commitment to Christlike character and a learning community. It covers key areas including spiritual life, respect for diversity, academic integrity, intellectual property, academic freedom, class participation, and conflicts of interest. The Code also defines prohibited behaviours and details procedures for complaints, disciplinary actions, and restoration. It applies to all interactions—both in person and online—and is grounded in the values of the Church of the Nazarene and the mission of EuNC to enable Christlike disciples for ministry.

## **F. 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 on 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 began offering 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.



Realising that the rapidly changing environment in the countries that EuNC serves demanded a drastic review of the way it 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 college 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 cultures in Eurasia. In 2007–08, a new contextualised outcomes-based curriculum was launched. That same year, the college also adopted the European Credit Transfer and Accumulation System (ECTS).

During the final years of the timeline of the strategic plan, in 2010–11, the college found itself in a different position than anticipated, even though all objectives had been realised. EuNC was confronted with unforeseen developments such as a significant drop in 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 college. The sale of the campus property was completed in 2015. EuNC has fully become one school in many nations with Learning Centres in different countries and a general administration to fulfil the mission of the college. The *Vision 2020* strategic plan was developed in response to this emphasis.

In addition to these changes, in November 2012, the college received its initial accreditation from the European Council for Theological Education (ECTE) for the Certificate in Spiritual Formation (60 ECTS) and the Diploma in Christian Ministry (120 ECTS). The accreditation for the Advanced Diploma in Applied Theology (180 ECTS), comparable to a Vocational Bachelor of Theology, was received in April 2020.

The newest strategic plan, *EuNC Strategic Plan - 2030 Growing Together*, was developed in 2019. Both the pandemic and geopolitical conflicts delayed but also

changed and strengthened some directions of the plan to make stronger initiatives moving forward. This plan was adopted in January 2023 by the EuNC Board of Trustees.

## **G. ACCREDITATION, VALIDATION, AND COLLABORATIVE AGREEMENTS**

### **1. Accreditation by the European Council for Theological Education (ECTE)**

European Nazarene College is accredited by ECTE as an alternative provider of higher education, compliant with the European Standards and Guidelines (ESG) for quality assurance in higher education.

The Certificate in Spiritual Formation (60 ECTS), corresponding to a Short-Cycle, partial, qualification in the Qualifications Framework for the European Higher Education Area (QF-EHEA), and partial Level 5 in European Qualifications Framework (EQF), the Diploma in Christian Ministry (120 ECTS, QF-EHEA Short Cycle, EQF Level 5), and the Advanced Diploma in Applied Theology (180 ECTS, QF-EHEA First Cycle, EQF Level 6) are accredited programmes by the ECTE ([www.ecte.eu](http://www.ecte.eu)).

### **2. Validated Curriculum for Ordained Ministry in the Church of the Nazarene**

European Nazarene College is recognised 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. EuNC provides a validated course of study for ordination and is a member of the Eurasia Educational Council (EEC) of the Church of the Nazarene ([nazarene.org](http://nazarene.org)).

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 academic 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 academic requirements that either follow the minimum requirements or exceed those established by ICOSAC. Some districts require the ADAT programme or have additional coursework to complete the minimum academic requirements for ordination. It is important to note that the individual districts set these criteria - not the college - and variations between the districts are possible.

### **3. Agreements and Associations with Institutions and Organisations**

- Akademie für Weltmission, Korntal, Germany
- Methodist-related Theological Schools in Europe

- *Nazarene Bible College*, Colorado Springs, CO, United States of America
- *Nazarene Theological College*, Manchester, England, United Kingdom
- *Northwest Nazarene University*, Nampa, ID, United States of America
- *One Mission Society*, Greenwood, IN, United States of America
- *Seminário Teológico Baptista*, Queluz, Portugal
- *The International Association of Methodist Schools, Colleges, and Universities*
- *The Salvation Army* (Hungary, Spain)

## II. ACADEMIC POLICIES

### A. ADMISSION AND REGISTRATION

#### 1. *Types of Admissions*

Applicants can be admitted as EuNC students with different statuses. The specific process for admissions can be found on the EuNC website (<https://www.eunc.edu>).

##### 1) **Programme Applicants**

These are applicants who intend to pursue one of EuNC's programmes.

##### 2) **Occasional Course (formerly Non-Degree) Applicants**

These are applicants who want to be admitted as students at EuNC but do not want to pursue a programme, and as such, they just take occasional accredited courses, as long as their course prerequisites are met.

Students may take as many occasional courses as they wish; however, if they would like to earn a certificate/diploma, they must formally apply to a programme. Students taking occasional courses should note that there is no tracking of their progress relating to programmes if they, at some point, want to graduate, and they are subject to the current catalogue and curriculum of each academic year. It is, therefore, strongly advised to declare a programme, if there is an intent to graduate with one, as soon as that is known. After being accepted into a programme, students need to be aware of the expectations on study length and academic load (see II. A.8. and B.1.).

#### 2. *Entry Requirements*

European Nazarene College is a vocational college of theology and ministry that offers educational programmes that meet the requirements of EQF levels 5 and 6 and correspond to a Short Cycle and First Cycle qualification in the QF-EHEA.

The educational entry requirement for admission at EuNC is 18 years of age and completion of upper secondary general or vocational education with direct access to higher education (ISCED levels 3 or 4).

Each Learning Centre has specific guidance on how the above general entry requirements apply to the specific schools in their countries.

Students enrolled in courses other than in their native language need to communicate with the Learning Centre Coordinator to verify their language proficiency.

### **3. *Special Access Provisions***

Special access provisions are for applicants who are over 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 her/his 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, the non-traditional entry applicant will be admitted as an occasional course student (see section II.A.1.2) for a probationary period, during which the following requirements must be fulfilled:

- 1) The student will have to take and pass *ACP1000 EuNC Orientation* and then two of the following introductory courses: *ACP12 Academic Skills 1*, *BIB11 Introduction to the Old Testament*, *BIB12 Introduction to the New Testament*, *MIS11 God's Mission and the Church*, *MIS12 Vocation and Personal Ministry*, *MIS13 Spiritual Formation* and *THE11 Introduction to Theology*.
- 2) The LC Coordinator, Administrator, or a designated faculty member will assist the student in any academic difficulties or needed adjustments.
- 3) The Registrar will regularly review the status of these students and communicate with the Learning Centre Coordinator about moving them to regular student status after the successful completion of the two introductory courses. If a student has three course failures (including repeating a course), the case will need to be assessed between the LC and the LT to determine whether the student can continue to progress or be withdrawn.

### **4. *Withdrawal from EuNC***

Students may withdraw from EuNC at any point by filling out the respective form. For those who do not enrol in a course during two consecutive academic years, the College has the right to automatically withdraw them.

## **5. Student Responsibility**

For learning to happen in a college context, there is a partnership that must happen between the student and the institution. The institution makes every effort to offer good quality courses that are needed by the student and meet his/her learning needs to complete his/her programme in a reasonable timeframe. It is then important for the student to allocate enough time in his/her schedule to take the courses as they are offered, to devote to learning the material and submit the necessary assignments to complete the course's learning activities in order to successfully complete his/her programme. While progression through a programme is regularly checked by the LC Coordinator and EuNC Registrar, it is also important for the student to be aware of his/her progress, both for his/her own benefit and to see if there are any challenges he/she foresees in completing the respective programme.

## **6. Applicable Academic Catalogue**

Students will graduate under the requirements of the curricula applied in the catalogue in effect at the beginning of their first year, provided they graduate within the study length expectations specified in section 8. Programme additions or deletions required by outside agencies apply as soon as they are approved. At times, during the quality improvement cycle of the curriculum, a course may be substituted for one in the student's programme. If a student has withdrawn from EuNC for longer than three years, the student will graduate under the current curriculum of the catalogue at the time of readmission.

Students may choose the most recent curriculum, provided that they consult with their LC Coordinator and follow the appropriate procedure and complete all requirements of the chosen one.

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.

## **7. Transfer Credits**

Applicants and students may decide to request recognition for learning received prior to, or simultaneously with, their EuNC studies. This learning could be formal (offered by other accredited institutions of higher education), non-formal (e.g., offered by institutions that are not accredited), or informal (e.g., practice-based

learning). For details on procedure and requirements, please see the document titled EuNC Policy and Process for Credit Transfer and Acceptance of Prior Learning.

### **8. Study Length**

Students enrolled in a programme are recommended to earn a minimum of 20 ECTS per academic year. This allows the Certificate programme to be completed in three years, the Diploma programme to be completed in six years, and the Advanced Diploma to be completed in nine years.

### **9. 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 verifies whether candidates meet the following requirements:

- 1) All specific programme requirements as listed in the catalogue must be met a minimum of two months before the graduation event.
- 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.

### **10. Definition of School Year**

The EuNC school year begins 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 depending 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 20 and 30 ECTS.

If a student makes a decision not to take a course being offered, it may be several years before the course will be offered again, impacting the study length for completion of the student's studies.

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 of 12 months, upon the student's request to the respective LC Coordinator/Administrator. If the student is hindered in presenting the request, the LC coordinator can submit the form with an explanation of what has been done, why this decision was made, and follow the appropriate procedure. The reason for the leave of absence will need to be stated based on the options: health, time constraints, finances, and relational issues.

When the leave of absence time frame is reached, the Registrar will notify the LC Coordinator/Administrator, who will follow up with the student to know if the reason for the leave of absence has been resolved.

Depending on the result of that consultation and subsequent information from the LC Coordinator/Administrator to the Registrar, the student: a) will start to take courses again and end the leave of absence; b) will be extended more time in the leave of absence if there is a good reason for that. More than one extension needs to be approved by the LT; c) will be withdrawn if there is no foreseen date for her/him to resume studies (including non-responsiveness of the student).

## **3. Academic Integrity**

At EuNC, academic integrity is part of the behavioural expectations of our learning community, which is why it is also included in the *Code of Conduct*.

Honesty in all academic endeavours is vital as an expression of the Christian life. It is required that students at EuNC will not participate or aid others in cheating, plagiarism (using someone else's words and ideas without giving credit to the source), self-plagiarism (reusing work that a student has already submitted for a class), fabrication, or other forms of academic dishonesty (for example, working in groups when individual work is required, using artificial intelligence (AI) tools or



automated systems to generate significant portions or full work that are submitted as original work for an assignment without the proper attribution or acknowledgement).

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

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 are the property of EuNC. Other institutions may use material and components of courses after permission has been asked of the Rector of EuNC, and with the acknowledgement of EuNC as the source.

#### **5. Language Proficiency and Academic Style**

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

It is expected that students will follow the academic style adopted by their Learning Centre as they complete written assignments.

#### **6. Class Participation**

Education at EuNC is more than just learning facts – it is that, but also involves the building of character, deepening one's walk with Christ, and building skills for life and ministry. In order to achieve these goals, students are expected to actively participate in their classes. For in-class courses or those utilising video conferencing, this means both being in attendance at those sessions and actively being a part of the discussions. For online classes, this means connecting to the course regularly during the week and keeping up with the forums and assignments that have been developed.

If a student is unable to attend a class session or connect to the online component of their course, they need to communicate with the teacher, as much in advance as

possible, to explain the reason (illness or other unavoidable circumstances) and make up the work accordingly.

For an online or hybrid course, how often the student needs to connect to the course content each week and what constitutes that (logging in, watching a video, responding to a forum, etc.) will be defined in the specific attendance/participation requirements of the course. This will define the students' attendance/participation expectations.

Penalties may be assigned by the teacher for not meeting attendance/participation expectations. These specific penalties will be indicated in the syllabus.

Prospective students may be allowed to be present in a single class or attend a class video-conference session for recruitment purposes with the teacher's consent and the LC Coordinator's acknowledgement.

### ***7. Late Submission of Assignments***

All course assignments need to be submitted to the teacher by the stated due date and time. If a student contacts the teacher with valid reasons before the due date, the teacher may grant an extension and establish a new submission due date. For assignments submitted after the original or extended due date, 10% of the possible grade will be deducted for each day the assignment is late. Under no circumstances will assignments be accepted after the final due date and time. Forum-based assignments may follow a different late submission policy, as outlined in the course syllabus.

### ***8. Deferred Final Grade (formerly Incomplete Grade)***

Students may request an extension beyond the class end date to complete their academic work when there are exceptional circumstances that prevent the work from being submitted by that date. The extended deadline is determined in consultation with the teacher and the LC Coordinator, with a maximum limit of three months from the original class end date and no more than one month beyond the end of the academic year. The teacher will still enter the student's earned grade in the Student Information System (SIS) at the end date of the class, pending an update at the end of the extension period.

### ***9. Course Assessment***

At the end of every course, students are strongly encouraged to complete the course evaluation. The aggregated student evaluations, teacher evaluation, as well

as course data, may be used by the faculty member, LC administration and/or general administration of EuNC in various aspects of quality assurance and for the ongoing assessment of the college.

## **10. Course Delivery**

The length of all EuNC courses is generally planned in such a way that students average a weekly workload of 12–15 hours per course, including any real-time sessions.

- 1) 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 out at 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.
- 2) Online courses. These are courses delivered through the Internet without any class sessions at a particular location.
- 3) Videoconferencing Courses. 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. When planning for a course to be taught in this delivery method, teachers and LCs should plan not to exceed a maximum of 6 hours of sessions per day. These courses can have an online component to guide and assist students with their pre- and post-class session assignments.
- 4) Hybrid courses. These courses may use any of the above methods to deliver specific sessions (in-class sessions, online components, videoconferencing sessions).
- 5) Directed Study. Directed study is an individualised course offered for one student. The course plan is directed by a faculty member and involves significant independent study.
- 6) Praxis. This mode of delivery provides students with real-life work experiences to aid their learning and improve their ministry skills. Ministry involvement is integrated into the curriculum to allow students to experience theories in practice.

## 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 (GPA) 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. 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

## **3. Transcripts**

Students are entitled to one official transcript free of charge at the end of each programme 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. ENROLMENT**

To participate in a class at EuNC, a student must be officially enrolled.

For any academic status changes, students are directed to communicate with their Learning Centre Coordinator/Administrator, who will work with the student on the appropriate form to be submitted for the change to the Registrar.

## **1. Auditing a Course**

A student may choose to enrol in a course from an accredited programme on an audit basis. In addition to payment of the respective fee, they are only required to fulfil the 'participation' learning activity according to the criteria established in the syllabus by the faculty member. If fulfilled, the grade report and transcript will show "AU" (audit completed); otherwise, "AI" (audit incomplete). Auditing a course does not count towards the student's programme requirements, and no credit is earned.

Praxis and capstone courses cannot be audited. Auditing a class does not require the student to meet any specific course prerequisites.

Students auditing a course can attend lectures, take notes, and participate in class discussions as guided by the teacher. No other learning activity will be graded by the teacher except for participation.

Students enrolled in a course as an audit may request to change to regular enrolment, or vice versa, only up to 25% of its entire duration and will be charged for the tuition fee according to the new status.

## ***2. Dropping a Course***

Students may drop a course, provided they request this within the first 10% of its entire duration. The dropped course will not show on the grade report or transcript.

## ***3. Withdrawing from a Course***

Students may withdraw from a course, provided they submit the request within the first 50% of its entire duration, counting from the official starting date of the course as listed on the syllabus. A “W” will appear on the grade report and transcript.

A portion of the tuition may be reimbursed to students withdrawing from a course according to the schedule in the Finances section (III.).

## ***4. Repeating a Course***

If a student wishes to have a repeated course’s grade replace the previous one, they may petition the Registrar through the Learning Centre Coordinator. Only the repeated grade will be calculated into the cumulative grade point average.

## **E. STUDENT APPEALS POLICY AND PROCEDURE**

The following procedure provides a mechanism for students to appeal decisions that are related to their academic work or disciplinary matters.

1. The student should first discuss the issue with the faculty member or administrator in question, in the hope that this discussion can yield a valid resolution.
2. If this does not result in 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/Administrator about the issue.

3. If the situation remains unresolved, the student may submit a formal written appeal to the Rector. The appeal complaint may be written in the language of the student and must include the following information:

- 1) Student Name
- 2) Learning Centre
- 3) Person(s) involved
- 4) Date of the incident
- 5) Description of the incident, and any previous intervention/mediation attempted
- 6) Defence of the action/reason the student feels the action is not justified.
- 7) Confirmation and pertinent details of the meetings with the faculty member and/or LC Coordinator/Administrator.

Students are strongly encouraged to submit their initial appeal within 30 days of the action they are appealing. Appeals submitted more than 12 months after the action will not be considered. Any subsequent appeals must be submitted within 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 has a variable rate for tuition based on the economic situation within the countries it serves. The tuition is comprised of a course fee, a general fee, and a scholarship amount (as a cost-of-living adjustment that is automatically applied). The course fee and scholarship amount go towards the operational budget of the Learning Centre, and the general fee is used by the general administration to help with services provided centrally for the entire College. The scholarship is used to provide a reasonable tuition rate for students in the various countries that EuNC serves, and is not provided to any failing student.

Annually, Nazarene churches give a percentage of their raised funds (designated as Education Funds) through their district to the college. This is one way each local church and district participates in the mission of the college. This faithful financial support is essential to the College’s sustainability and an expression of the local churches and districts believing in its mission.

The tuition charges are generally based on the country of residence of the student.

- E3 Italy
- E4 Portugal
- E5 France, Hungary
- E6 Albania, Bulgaria, Croatia, Kosova, North Macedonia, Poland, Romania
- E7 Armenia
- E8 Spain
- E9 Denmark, Norway, Sweden, those assigned directly to the Digital Campus from non-listed countries
- EA Central Asia, Georgia, Moldova, Russia, Ukraine
- EB Belgium, Luxembourg, the Netherlands
- EC Egypt, Iraq, Israel, Jordan, Lebanon, Syria
- ED Germany, Switzerland
- N2 Countries not defined in the other Billing Rates<sup>1</sup>

The following charges are applied, based on the student’s billing code:

Billing Code	Tuition per ECTS*	Scholarship per ECTS	Actual Tuition per ECTS
E3	€33,00	€10,00	€23,00
E4	€38,00	€16,00	€22,00
E5	€28,00	€11,00	€17,00



E6	€28,00	€18,00	€10,00
E7	€25,00	€19,00	€6,00
E8	€28,00	€15,00	€13,00
E9	€48,00	€0,00	€48,00
EA	€25,00	€18,00	€7,00
EB	€60,00	€0,00	€60,00
EC	€10,00	€0,00	€10,00
ED	€58,00	€0,00	€58,00
N2	€60,00 <sup>1</sup>	€0,00	€60,00 <sup>1</sup>

\*It includes the fixed general fee of €3,00 per ECTS.

<sup>1</sup>. To be ratified by the Board of Trustees

- Students are required to pay a one-time application fee of €23,00.
- Students auditing classes pay 50% of the actual tuition per ECTS.
- Students taking online courses utilising the EuNC/NBC agreement will pay the E9 course fee.
- Students dropping or withdrawing from a course, after the course has begun, may receive a full or partial refund. The refund will be based on the date they inform the Coordinator/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 0–25% of the course is completed - 100% tuition refund.
  - o 26–50% completed - 50% tuition refund.
  - o No refund after 50% completed.
- Students requesting a transcript need to pay €7,00 in advance.
- Learning Centres may restrict the enrolment of students who have not paid their debts based on local LC policies.
- Learning Centres will inform students of any BoT-approved additional fees that may be applied at the Learning Centre level.

## 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 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 the 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 organisational 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 giving 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, listed in the different programmes, belong over one of five clusters (A-E).

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 complements 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 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.)

Along with studying the essential ministries of the church and receiving the appropriate knowledge through the courses in the other clusters, the students will be exploring specific ministries or the roles of a minister and developing the needed competencies.

Certificate in Spiritual Formation: 4 ECTS

Diploma in Christian Ministry: 19 ECTS

Advanced Diploma in Applied Theology: 29 ECTS

**Cluster E. Academic Skills and General Studies** (All course numbers starting with ACP, GEN and 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: 5 ECTS

Diploma in Christian Ministry: 10 ECTS

Advanced Diploma in Applied Theology: 13 ECTS

**General Electives**

Using electives, the Learning Centres may strengthen certain clusters by offering courses for more ECTS or adding courses beyond the required minimum. In a 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: 15 ECTS

Diploma in Christian Ministry: 20 ECTS

Advanced Diploma in Applied Theology: 44 ECTS

## **C. EuNC AND THE BOLOGNA PROCESS**

“The Bologna Process, launched with the Bologna Declaration of 1999, is one of the main voluntary processes at European level, as it is nowadays implemented in 49 States, which define the European Higher Education Area (EHEA).”

([www.ehea.info](http://www.ehea.info))

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.

### **European Credit Transfer and Accumulation System (ECTS)**

EuNC follows the European credit system, called the 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.

### **Conversion from the Non-EHEA College Credit System**

The conversion used by EuNC is

- ECTS and US College Credit (Carnegie system) is: 1 ECTS = 0.60 US College Credit Hours.
- ECTS and UK CATS (Credit Accumulation and Transfer Scheme) is 1 ECTS = 3 CATS.
- For other credit systems, learning hours are used to determine credit transfers at the ratio of 1 ECTS = 30 learning hours.

## **D. 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 reflect a Christlike attitude of *servant ministry*.

We realise 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 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 students’ 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. EuNC Orientation
3. Student Learning Communities
4. Mentoring
5. Active involvement in the local church
6. Graduation ceremony and celebration

## **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) 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 pursue their studies successfully.

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 the 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 students’ 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. Students are strongly encouraged 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).

### **5) Active Involvement in the Local Church**

**Purpose:** To contribute toward the holistic development of the students, the education programme is designed to help them grow spiritually and to encourage greater involvement in the local church. Through a partnership of the educational provider and a local church, students are encouraged to engage in a community of faith so that character and competencies are developed in ways that support the students' academic development. Through the local church, they will receive pastoral care which will contribute to the spiritual, emotional and social welfare and development of the students.

**Description:** Since students study part-time in their local area, it is important for them to be an active part of a congregation/district that provides for spiritual growth, ministerial practice, leadership, character and personal development opportunities. The programme's curriculum is adjusted to each local context, which enhances the students' development.

### **6) Graduation Ceremony and Celebration**

**Purpose:** To celebrate the completion of programmes as a communal event with students, faculty, staff, alumni, leaders and church members, providing the opportunity for the graduating students to experience a sense of community and to build the ethos of the college.

**Description:** To complete the studies the same way as students started, namely as active participants of the community, they need to be allowed to experience the graduation in a Christian ceremony and/or a communal celebration that involves the local college and church communities. This public event serves as an investment in community development, providing students with an opportunity to celebrate their educational achievements.

## VI. THE PROGRAMMES 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 Christlike 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.

EuNC offers three different programmes accredited by the European Council for Theological Education (ECTE). The accreditation guarantees the higher education level of the programmes and secures the possibility of continued studies at other educational institutions. All programmes build on one another: the Advanced Diploma in Applied Theology (ADAT, 180 ECTS) builds on the Diploma in Christian Ministry (DCM, 120 ECTS); the DCM builds on the Certificate in Spiritual Formation (CSF, 60 ECTS).

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

On the following pages, the general outcomes and minimum requirements for these programmes are described. The abbreviations in parentheses refer to the intended educational outcomes, as described in Section IV. For the detailed ordination requirements at each location, please see the supplementary document entitled *Ordination Requirements*. For the specific course descriptions, refer to Section IX.

### 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 European Council for Theological Education (ECTE), partially meeting the requirements of EQF level 5 and corresponds to a Short Cycle (partial) qualification in the QF-EHEA. This

programme corresponds to the Certificate level in the ICETE Qualification Framework.

### **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).

### **Minimum Academic Requirements for Graduation**

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

<b>Cluster</b>	<b>Course</b>	<b>ECTS</b>
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 Ministry, Pastoral Care and Counselling, Church Leadership Practicum	3 1
E. Academic Skills and General Studies 5 ECTS	EuNC Orientation Academic Skills 1 Academic Skills 2	0 3 2
<i>General Electives</i>		15
<b>Total</b>		<b>60</b>

## **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 requires additional credits beyond the 120 of this programme.

The Diploma programme is accredited by the European Council for Theological Education (ECTE), meeting the requirements of EQF level 5 and corresponding to a Short Cycle qualification in the QF-EHEA. This programme corresponds to the Diploma level in the ICETE Qualification Framework.

### **Programme Outcomes**

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

- A basic knowledge of Scripture (CN1) and 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).

**Minimum Academic Requirements for Graduation**

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

<b>Cluster</b>	<b>Course</b>	<b>ECTS</b>	
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	3	
	Holiness and Identity	3	
	Christian Doctrines	6	
	Nazarene History and Polity	3	
	Church History	5	
	Christian Ethics	3	
C. God’s Mission, the Church, Vocation 23 ECTS	God’s Mission and the Church	3	
	Vocation and Personal Ministry	2	
	Spiritual Formation	3	
	Mentoring	2	
	Evangelism and the Church	3	
	Intercultural Missions	4	
	Faith Development in the Local Congregation	3	
	Christian Worship	3	
D. Ministerial Skills 19 ECTS	Elective courses: Preaching, Pastoral Care and Counselling, Foundations for Youth Ministry, Church Leadership	10	
	Practicum	1	
	Internship	3	
	Ministry Integration	3	
	Electives: Additional Practicum(s)/Internship(s)	2	
	E. Academic Skills and General Studies 10 ECTS	EuNC Orientation	0
		Academic Skills 1	3
Academic Skills 2		2	
Human Growth and Development		3	

	Interpersonal Communication	2
	<i>General Electives</i>	20
<b>Total</b>		<b>120</b>

## **C. ADVANCED DIPLOMA IN APPLIED THEOLOGY (ADAT)**

### **Description**

This programme consists of 180 ECTS, 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 accredited by the European Council for Theological Education (ECTE), meeting the requirements of EQF level 6, and corresponds to a First Cycle qualification in the QF-EHEA. This programme corresponds to the Bachelor's level in the ICETE Qualification Framework.

This programme may not be offered at all Learning Centres. 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, the Bible and Theology (CP5, CP6).
- The ability to put into practice their learning (CP4), reflecting critically on the outcomes of their experience (CP5, CP6).

### **Minimum Academic Requirements for Graduation**

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

<b>Cluster</b>	<b>Course</b>	<b>ECTS</b>
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 29 ECTS	Elective courses: Preaching, Pastoral Care and Counselling, Foundations for Youth Ministry, Church Leadership	15
	Practicum	1
	Internship	3
	Ministry Integration	3
	Summative Review	5
	Electives: Additional Practicum(s)/Internship(s); Theological Reflections	2



E. Academic Skills and General Studies 13 ECTS	EuNC Orientation Academic Skills 1 Academic Skills 2 Human Growth and Development Interpersonal Communication 1 Cluster Elective	0 3 2 3 2 3
<i>General Electives</i>		44
<b>Total</b>		<b>180</b>

## 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 consistent with 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 37 and following in this Catalogue, and each Learning Centre has used the 20 general 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, it is important to note that a candidate for ordination must always 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 the Old Testament*. The first numeral indicates how far into the studies a course will be taken. Courses with lower numbers are intended to be taken earlier in a programme; higher-numbered courses are typically taken later.

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.

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 may be offered as electives or directed studies when needed and if a teacher 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
BIB55	Basic Introduction to Biblical Greek

### **Cluster B: Theology, Tradition and Identity**

THE10	Theology Conference
THE11	Introduction to Theology
THE13	Holiness and Identity
THE211	Christian Doctrines 1

THE212	Christian Doctrines 2
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 Ministry
MIN24	Pastoral Care and Counselling
MIN25	Church Leadership
MIN26	Internship
MIN27	Ministry Integration
MIN28	Special Studies in Christian Ministry
MIN290	Introduction to Theological Reflection
MIN291	Theological Reflection on Life and Ministry
MIN30	Summative Review
MIN47	Foundations for Marriage and Family Ministry

***Cluster E: Academic Skills and General Studies***

ACP10	EuNC Orientation
ACP121	Academic Skills 1
ACP122	Academic Skills 2
ACP25	Public Speaking and Storytelling
GEN20	Introduction to Philosophy
GEN22	World Religions
GEN50	Special Studies in Humanities
SOC22	Human Growth and Development
SOC24	Interpersonal Communication
SOC31	Introduction to Sociology
SOC32	Introduction to Social Problems

# 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.

NOTE: When this course is offered for 6 ECTS in two parts, *Introduction to the Old Testament 1* is a prerequisite for *Introduction to the Old Testament 2*.

### **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 foundations 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 the Old Testament* or *Introduction to the New Testament* as a prerequisite. It is preferred that both biblical introduction courses be 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 the 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 an exegetical study of these Gospels based on a modern translation. This course extends students' foundational learning from introductory biblical subjects and 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 the New Testament* and *Foundations for Biblical Studies* as prerequisites.

### **BIB23 Pauline Literature**

A study of Paul's life and epistles, the course will focus on both 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 the 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 8<sup>th</sup> and 7<sup>th</sup> century B.C. prophets.

This course has *Introduction to the 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 the New Testament* and *Foundations for Biblical Studies* as prerequisites, and *Introduction to the 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 are 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.

The courses *Introduction to the Old Testament*, *Introduction to the New Testament*, and *Foundations for Biblical Studies* are a requirement for this course. The Cluster Chair may, in dialogue with the teacher, place additional requirements depending on the topic of the course.

### **BIB55 Basic Introduction to Biblical Greek**

This course gives students a functional knowledge of biblical Greek. It enables students to read the Greek alphabet and know basic grammatical terms in order to look up a word in a dictionary, work with theological dictionaries, more effectively use New Testament commentaries referencing the original language, and utilise Bible software to make informed decisions about textual criticism and the meaning of the original Greek text.

This is an advanced biblical course, and it has *Foundations for Biblical Studies* and *Introduction to the New Testament* as prerequisites.



## ***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 theology from a Wesleyan-Arminian perspective, the basic terminology and the organisation of theology as an academic discipline.

This course has no prerequisites, but is preferably taken within the initial 20 ECTS credits.

### **THE13 Holiness and Identity**

This course explores the biblical concept of holiness, the doctrine of Christian perfection as taught by John Wesley in the 18<sup>th</sup> 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 *Introduction to Theology* as preferred prerequisite.

### **THE211 Christian Doctrines 1**

This course is part of a two-part series exploration of the major doctrines of the Christian church from the perspective of the Wesleyan-Holiness tradition. This particular part will focus on the doctrine of God, the doctrine of creation and on theological anthropology.

This course has *Introduction to Theology* and *Academic Skills 2* as its prerequisites.

### **THE212 Christian Doctrines 2**

This course is part of a two-part series exploration of the major doctrines of the Christian church from the perspective of the Wesleyan-Holiness tradition. This particular part will focus on the doctrines pertaining to the relationship between God and humanity.

This course has *Introduction to Theology* and *Academic Skills 2* as its prerequisites. It is preferred, but not required, that students take *Christian Doctrines 1* first.

### **THE22 Nazarene History and Polity**

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

This course has both *Holiness and Identity* and *Church History* as preferred prerequisites.

### **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.

This course has no prerequisites. Depending on the location of the course, certain periods in the history of the church will be emphasised more than others.

### **THE24 Special Studies in Theology and Church History**

This course studies a specific Christian doctrine or a specific period in church history.

This is an advanced theological course, and it has *Christian Doctrines 1* and *Christian Doctrines 2* and/or the *Church History* course(s) as prerequisites. The Cluster Chair may, in dialogue with the teacher, place additional requirements depending on the topic of the course.

### **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 *Christian Doctrines 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 all 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.

This course has no prerequisites, but is preferably taken within the initial 20 ECTS credits.

### **MIS12 Vocation and Personal Ministry**

This is an introductory-level course that exposes students to concepts of personal vocation. It 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. While it covers theological and historical concepts of vocation, the course primarily focuses on self-reflection, encouraging students to embrace their unique potential and contributions 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.

This course has no prerequisites.

### **MIS41 The Holistic Wellbeing of the Minister**

This course explores the various challenges the minister will face in her/his ministry and explores ways to remain well in ministry. It seeks to build upon the principles

and disciplines learned and practised 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.

This course has *Foundations for Biblical Studies* and *God's Mission and the Church* as prerequisites, and *Human Growth and Development* as preferred prerequisite.

### **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 organise 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 the 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 post-modern/communist and post-Christian contexts, 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

these contexts 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 and the challenges they face, and investigate opportunities for mission in the city. 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 a 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**

This praxis course allows students to gain supervised, practical experience by participating as an individual or joining an ongoing ministry of a team of their local church or context during their course of study.

This course helps fulfil the Learning Activities from practical ministry involvement built into all EuNC programmes. It is recommended that students 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 to 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 her/him 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 Testament*, *Introduction to the New Testament* and *Foundations for Biblical Studies*. *God's Mission and the Church*, *Christian Worship*, and *Interpersonal Communication* are preferred prerequisites.

### **MIN23 Foundations for Youth Ministry**

This course is an exploration of various theological, sociological, and educational aspects of youth ministry, with an emphasis on cultural and formational influences on youth. 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* and *Human Growth and Development* as its prerequisites.

### **MIN24 Pastoral Care and Counselling**

The course addresses the theory and best practices of pastoral care as a holistic approach for providing guidance, support, and pastoral counselling to the community. It emphasises essential skills and methods for caring for people's growth and handling personal/interpersonal issues and crises.

This course has no required prerequisites, but it has *Interpersonal Communication* and *Human Growth and Development* as preferred prerequisites.

### **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 Christlike leader/pastor in a local church setting and to give leadership according to her/his gifts.

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

### **MIN26 Internship**

This praxis course is designed to offer students a more intensive and focused learning opportunity in a ministerial context under supervision. Building on their skills and interests, students will deepen the understanding of their vocation and take on the responsibilities it entails.

The internship takes place during the second 60 ECTS of the studies of the student.

### **MIN27 Ministry Integration**

This course aims to promote the integration of the various contents of the Diploma programme courses for a local church ministry. It is also designed to prompt the student's self-reflection and to evaluate his/her aptitude for ministry.

This course serves as a capstone course for the Christian Ministry programme and will be taken within its last 15 ECTS.

### **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.

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

### **MIN290 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 and can only be taken once. Students are encouraged to take a Theological Reflection praxis course shortly after taking this course, possibly in the same academic year.

### **MIN291 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 synthesise 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 a capstone course for the Advanced Diploma in Applied Theology programme and will be taken within its last 15 ECTS.

### **MIN47 Foundations for Marriage and Family Ministry**

The course sets out the biblical and sociological foundations to appraise the dynamics of marriage and family relationships from a Christian perspective. It provides the student with a framework to minister to and to counsel, married couples and parents, and people in preparation for marriage.

This course has *Pastoral Care and Counselling* as a prerequisite and *Human Growth and Development* as a preferred one.

## **Cluster E: Academic Skills and General Studies**

### **ACP10 EuNC Orientation**

This orientation provides students with the necessary information needed to take courses at EuNC.

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

### **ACP121 Academic Skills 1**

This course is the first of two academic skills courses which introduce students to the essential skills necessary for successful academic performance at EuNC and develop (written) communication and research skills useful in the context of ministry.

*Academic Skills 1* develops basic reasoning and reflecting skills and teaches students how to express themselves clearly and dialogue with others; introduces different types of writing in the EuNC and ministry context; and provides students with basic essay writing skills.

This course needs to be offered within the initial 15 ECTS that students take at EuNC, preferably shortly after *ACP1000*.

### **ACP122 Academic Skills 2**

This course is the second of two academic skills courses which introduce students to the essential skills necessary for successful academic performance at EuNC and develop (written) communication and research skills useful in the context of ministry.

*Academic Skills 2* builds on the first course to develop more critical thinking skills and provides students with basic research skills.

This course has *Academic Skills 1* as a prerequisite and needs to be taken within the initial 45 ECTS that the students take at EuNC. Preferably, the course should be offered before the students take courses beyond the required courses of the Spiritual Formation programme.

### **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 *Academic Skills 1* and *Interpersonal Communication* as preferred prerequisites.

### **GEN20 Introduction to Philosophy**

This course introduces students to the main schools of thought in European philosophy as well as the most important themes/concepts addressed by these thinkers. Students will examine the historical development of philosophical ideas and their relevance to contemporary societal and cultural issues, to better understand how people in their context think and view the world.

This course can only be taken after the initial 15 ECTS.

### **GEN22 World Religions**

The course examines several major world religions (other than Christianity), 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 and history, sacred writings, beliefs, and rituals in order to gain an understanding of and develop a respectful attitude towards them.

This course has no prerequisites.

### **GEN50 Special Studies in Humanities**

This course addresses topics related to the field of Humanities aimed at deepening specific issues for a better understanding of society and individuals with whom the students will be ministerially involved.

This course has no prerequisites; the Cluster Chair may, in dialogue with the teacher, place course requirements depending on the topic of the course.

### **SOC22 Human Growth and Development**

This course is an introduction to developmental psychology. 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 emphasised.

This course has no prerequisites.

### **SOC24 Interpersonal Communication**

This course addresses the core elements of interpersonal communication theory and practice. Emphasis is placed on the benefit of communication strategies for meaningful relationships and ministry interactions.

This course has no prerequisites.

### **SOC31 Introduction to Sociology**

This course is an introduction to the discipline of sociology. It sets out its main theoretical paradigms, highlighting basic categories useful for analysis, such as culture, structure and power. It also explores those concepts most relevant to the students' context, enabling them to gain a deeper understanding of the society in which they develop their ministry.

This course has no prerequisites.

### **SOC32 Introduction to Social Problems**

This course introduces students to current social problems that a Christian church can face. It also aims to help them understand social issues from theoretical and practical perspectives and consider various Wesleyan-Arminian responses for their local context.

This course has *Introduction to Sociology* as a prerequisite, and *God's Mission and the Church*, *Human Growth and Development* as preferred prerequisite courses.

# X. FACULTY

## A. EuNC FACULTY MEMBER

European Nazarene College operates as one faculty serving multiple learning centres. Our faculty members come from diverse cultural, linguistic, and educational backgrounds and are united by their commitment to Christlike ministry, academic excellence, and student mentoring, as well as to EuNC's mission. Our faculty is a network of colleagues living and ministering in various countries.

EuNC faculty are initially invited to teach by an EuNC Learning Centre. All EuNC faculty must have a minimum of a master's-level degree and be approved through a standardised process that ensures Wesleyan theological alignment and a commitment to student formation. All newly approved faculty must also complete the *Faculty Orientation Course*, which is mandatory before teaching their first course.

## B. DIRECTORY

*For privacy and security reasons, some faculty members are not included in the following list.*

Al Halasa, Mawiyah, M.A. (Mutah University, Jordan)

Al-Madanat, Waleed, M.A. (University of Manchester, U.K.)

Almeida, Fernando, M.A., M.B.A., Ed.D. (Trevecca Nazarene University, U.S.A.)

Almeida, Liliana, B.A. (Universidade Nova de Lisboa, Portugal)

Alnimri, Basil, M.A., D.Th. (Andersonville Theological Seminary, U.S.A.)

Arnold, Klaus, M.Div., Ph.D. (University of Manchester, U.K.)

Artsrunyan, Anna, M.A. (University AF. M. Melkonyan, Armenia)

Baldeón, Edgar, M.A., D.Min. (Nazarene Theological Seminary, U.S.A.)

Batreau, Philippe, M.A. (Université de Paris, France)

Baum, Tanja, B.A. (Columbia International University, U.S.A.)

Beiler, Steven, M.Div. (Nazarene Theological Seminary, U.S.A.)

Bisceglia, Carmela Lucia, M.A. (Università degli Studi di Torino, Italy)

Biti, Edlira, M.Sc. (Universiteti Europian i Tiranës, Albania)

Biti, Ergest, M.A. (Universiteti Europian i Tiranës, Albania)

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

Brown, Christopher, M.A. (Queen's University of Belfast, U.K.)

Bustin, Roberta, M.S., Ph.D. (Louisiana State University, U.S.A.)

Cadiz-Arroyo, Jorge, M.Div. (Evangelical Seminary, Puerto Rico)

Campos, Susana, M.A. (Nazarene Theological Seminary, U.S.A.)

Cantarella, Davide, M.A. (Nazarene Theological Seminary, U.S.A.)

Cantarella, Tatiana, M.A. (Nazarene Theological Seminary, U.S.A.)

Castro Torres, Manuel, M.A., D.Th. (Harvest Christian University, U.S.A.)

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

Christopherson, Stanley, M.Div., D.Min. (Nazarene Theological Seminary, U.S.A.)

Ciavarella, Peter, M.Div., M.A. (Trinity Evangelical Divinity School, U.S.A.)

Creely, Elena, M.A. (Nazarene Theological Seminary, U.S.A.)

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

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

de Dannemann, Gloria, M.A. (Universidad Pontífica de Salamanca, Spain)

de Jong, Gideon, M.A. (Northwest Nazarene University, U.S.A.)

de Jong, Rebekka, M.A. (University of Postdam, Germany)

Doci, Ylli, M.A., Ph.D. (European University Tirana, Albania)

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

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

Echeguia, Gaston, M.A. (Olivet Nazarene University, U.S.A.)

Fernández Millan, Juan Carlos, M.A. (Sendas, Cuba)

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

Flores Paz, María Elva, Ph.D. (Universidad César Vallejo, Peru)

Giuni, Gianfranco, M.A. (Università degli Studi di Urbino, Italy)

Glendenning, Çezarina, M.A. (Northwest Nazarene University, U.S.A.)

Glendenning, Leray, M.Div. (Nazarene Theological Seminary, U.S.A.)

Grigory, Billy, M.A., D.Min. (Nazarene Theological Seminary, U.S.A.)

Gschwandtner, Dorothea, M.Sc., M.A. (University of Manchester, U.K.)

Gschwandtner, Hermann, M.A., D.D. (Southern Nazarene University, U.S.A.)

Gue, Patrick, M.A., Ph.D. (Columbia International University, U.S.A.)

Guevara, Priscila, M.A. (University of Manchester, U.K.)

Gusztinné Tulipán, Mária, M.A. (Middlesex University London, U.K.)

Habibi, Nabil, M.A. (University of Manchester, U.K.)

Haines, John, M.A., M.Div. (Nazarene Theological Seminary, U.S.A.)

Hallas, Haidar, M.A., D.Min. (Jordan Evangelical Theological Seminary, Jordan)

Haun, Joshua, M.Div. (Nazarene Theological Seminary, U.S.A.)

Height, Jeremy, M.A. (Olivet Nazarene University, U.S.A.)

Holleman, Antonie, Drs. (Leiden University, the Netherlands)

Holleman, Wilhelmina, M.Div. (Northwest Nazarene University, U.S.A.)

Houston, Melody, B.A. (Mount Vernon Nazarene University, U.S.A.)

Hymon, Zinaida, B.A. (International Christian University, Ukraine)

Istrate, Cristian, M.A. (Faculty of Greek-Catholic Theology, Slovakia)

Jara Gonzalez, Trino, M.A. (South Africa Theological Seminary, South Africa)

Jawabreh, Lo'ray, M.Div. (Jordan Evangelical Theological Seminary, Jordan)

Johnston, Trevor, M.A. (Nazarene Theological Seminary, U.S.A.)

Jwainat, Rami, M.A., M.Div. (Jordan Evangelical Theological Seminary, Jordan)

Kawar, Ibtissam, M.A. D.Ed. (Southern Baptist Theological Seminary, U.S.A.)

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

Khobnya, Andrey, M.A. (Nazarene Theological Seminary, U.S.A.)

Khobnya, Svetlana, M.A., Ph.D. (University of Manchester, U.K.)

Klauser, Nathania, M.Sc., Ph.D. (University of Munich, Germany)

Kleshchar, Svitlana, M.A. (Nazarene Theological Seminary, U.S.A.)

Köhler, Wolfgang, M.Sc., M.A., Ph.D. (Ruprecht-Karls-Universität Heidelberg, Germany)

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

Masyuk, Sylvia, D.Min. (Nazarene Theological Seminary, U.S.A.)

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



Matijevic, Dalia, M.A., Ph.D. (Osijek University, Croatia)

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

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

Nasrallah, Joanna, M.A. (Lebanese University, Lebanon)

Nunes Filho, Geraldo, M.A., D.Div. (MidAmerica Nazarene University, U.S.A.)

Oosterwijk, Sylvia, B.A. (COI Opleidingen, the Netherlands)

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

Paci, Vincenzo, M.A. (North West University, South Africa)

Palmer, Christopher, M.A., Ph.D. (Saint David's University of Wales, Lampeter, Wales)

Pasquale, Daniele, M.A. (Denver Seminary, U.S.A.)

Patterson, Tamara, M.A. (Wheaton College Graduate School, U.S.A.)

Pereira, Raquel, M.A. (Northwest Nazarene University, U.S.A.)

Pereira, Samuel, M.A. (Nazarene Theological Seminary, U.S.A.)

Phelps, Cynthia, M.Sc. (Southern Illinois University, U.S.A.)

Phillips, Jonathan, M.Div. (Nazarene Theological Seminary, U.S.A.)

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

Ricciardi, Matteo, M.A., Ph.D. (Alma Mater Studiorum, Università di Bologna, Italy)

Rinaldi, Giancarlo, Ph.D. (Università degli Studi di Napoli, Italy)

Rodebush, Philip, M.A. (Southern Nazarene University, U.S.A.)

Rosado Cruz, Edgardo, M.A., Ph.D. (Inter American University, Puerto Rico)

Salame, Caroline, M.A. (Lebanese University, Lebanon)

Salameh, Andrew, M.A. (University of Manchester, U.K.)

Salameh, Samia, Master's Level (Lebanese University, Lebanon)

Satterlee, Michelle, M.A., Psy.D. (George Fox University, U.S.A.)

Schrock, Alan, M.S. (Western Illinois University, U.S.A.)

Shepperd, Craig, M.Div. (Nazarene Theological Seminary, U.S.A.)

Shipovalov, Alexey, M.A. (University of Manchester, U.K.)

Snijders, Arthur, M.A. (Evangelical Theological Seminary in Heverlee, Belgium)

Stefanov, Milen, M.A. (Veliko Tarnovo University, Bulgaria)

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

Sztupkai, Kristóf, M.A. (Szeged University, Hungary)

Szuhánszky T., Gábor, M.A. (Eötvös Loránd University, Hungary)

Ullinger, Peter, Dipl. Theol. (University of Tübingen, Germany)

Van Hoof, Ed, M.A. (University of Manchester, U.K.)

Vardanyan, Roza, M.A. (Shirak State University, Armenia)

Vardanyan, Seyran, M.A. (Moscow Evangelical Seminary, Russia)

Veach, Jason, M.Div., D.Min. (Nazarene Theological Seminary, U.S.A.)

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

Vera-Cruz, M. Manuela, B.A. (Universidade de Coimbra, Portugal)

Veres, Gábor, M.A. (Baptist Theological Seminary, Hungary)

Verhoeven, Sara Johanna, M.A. (Trevecca Nazarene University, U.S.A.)

Weaver, Colleen, M.Div., M.A., Ph.D. (Nazarene Theological College, U.K.)

Yoka Famundele, Lord, M.A. (Université Catholique de Louvain-La-Neuve, Belgium)

Zickefoose, Gail, M.A., M.Sc. (Northwest Nazarene University, U.S.A.)

# XI. CONTINUOUS LEARNING

## INTRODUCTION

According to the *EuNC Strategic Plan - 2030 Growing Together*, EuNC is determined to become a key player in expanding the Church in the Kingdom of God in Eurasia. That includes fostering collaboration with local churches, districts, and the region to fulfil the mission of God – making Christlike disciples in the nations. To achieve this, EuNC is devoted to detecting emerging trends and needs in theological education and assessing how we may respond to them with innovative approaches that extend and strengthen our educational impact.

In this regard, Continuous Learning (CL) events (formerly Non-Accredited Studies) seek to serve the Church by promoting lay training, discipleship, leadership development, ministers' lifelong learning, and personal growth. This may be implemented through short courses, workshops, seminars, retreats, conferences, and specialised training. These EuNC learning events are delivered to the learners through its Learning Centres. Those are occasions where the LC actively collaborates with the church (local churches, Districts, Fields, Region) to address specific areas of interest or need, benefiting from the College's teaching and technology infrastructure (e.g., access to EuNC's full physical and digital collection, and online platforms).

CL events are not part of accredited programmes, since they stem from the needs of the church to whom EuNC seeks to respond directly, flexibly, and with a shorter admission process. Those are technically classified as non-formal learning, which “refers to intentional learning experiences planned and carried out in an appropriate learning environment, but outside the formal curriculum” (*ECTE - Guidelines for the Recognition of Formal, Non-Formal and Informal Learning*).

## REGISTRATION

Prospective learners interested in joining any CL event must register according to the procedure defined by the Learning Centre (LC) for the particular event.

Depending on the LC's choice, this may involve:

- a) A simplified admissions process via the Student Information System (SIS);
- b) Self-enrolment on the relevant learning platform
- c) Local registration, especially for events not using EuNC systems.

If the LC uses the SIS option, applicants must formally apply for admission to EuNC under the status of “participant.” The necessary forms will be provided through the LC's website.

Regardless of the registration method chosen by the LC, a special form is required for applicants under the age of 18.

While programme or occasional course students may enrol in any CL event, CL participants are restricted to taking non-accredited offerings only. If they want to take courses from the accredited programmes, they need to apply to EuNC as a programme or an occasional course student.

If a person applies as a continuous learning participant via the SIS, s/he will have to confirm wanting to continue in this status after 3 years. If this confirmation does not occur, s/he will be automatically withdrawn from the EuNC system. Inactive accounts in the CL learning platform(s) will be deleted after 3 years.

## **FACILITATORS**

Because CL events are flexible and have a distinct focus, the facilitator may be other than an EuNC-approved faculty member. In this case, it will be the responsibility of the LC committee to recommend the facilitator, ensuring that the person appointed has the necessary expertise and teaching abilities to lead the event.

## **FINANCES**

The event fee is set by the LC. The general fee, used by the general administration to help with services provided centrally for the entire school, will only be applicable if the event uses the college's systems (the SIS, learning platform, library resources, etc.) and will be calculated based on the rate of € 0,10 per learning hour per participant.

## **TRANSFERABILITY OF CL HOURS**

If a participant later decides to enrol as a student in one of the accredited programmes (following also the admission process for programme applicants), it is important to understand that CL events (as non-formal education) do not directly transfer for credit. Please refer to the precise guidelines outlined in the [EuNC Policy and Process for Credit Transfer and Acceptance of Prior Learning](#).

## **EVENT DEVELOPMENT**

EuNC is deeply committed to maintaining the quality of all events offered under its name, ensuring that they reflect the distinct theological tradition in which it is rooted and the academic excellence it fosters. This also applies to the development of CL events, especially in terms of Church relevance, quality of learning experience and competence of facilitators. The information on the Event will be included in a proposal, which needs to be submitted before it starts to be promoted.

EuNC, through the Academic Dean, is committed to assisting and guiding the LCs in developing CL events and fostering potential collaboration between LCs, like sharing expertise, content or resources.

## **XII. GOVERNANCE AND GENERAL LEADERSHIP**

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

### **BOARD OF TRUSTEES**

The permanent control of European Nazarene College is vested in a board of trustees elected or appointed according to the constitution and the bylaws of EuNC e.V., representing the European and Eurasian districts of the Church of the Nazarene. 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.).

### **The Executive Committee**

Chair (Officer)	Peter Ullinger
Vice-Chair (Officer)	Harry de Bruijn
Secretary (Officer)	Andrew Salameh
Rector (ex officio)	Mária Gusztinné Tulipán
Eurasia Education Co-Coordinator (ex officio)	Antonie Holleman
Eurasia Regional Director (ex officio)	Mark Louw

### **Members of the Board of Trustees**

Al Halasa, Mawiyah (Arabic – Jordan)  
Al-Madanat, Waleed (Arabic – Jordan)  
Bejtja, Sonila (Albania-Kosova)  
Cristurean, Aurel (Romania)  
De Bruijn, Harry (the Netherlands)  
El Salibi, Fouad (College-wide Student Representative)  
Fink, Daniel (Italy)  
Gusztin, Imre (Hungary)  
Holleman, Antonie (the Netherlands)  
Hymon, Zinaida (Ukraine-Moldova)  
Ortiz Bautista, Yanet (Spain)  
Salameh, Andrew (Arabic – Lebanon)  
Tibi, Stéphane (Arabic – Israel)  
Ullinger, Peter (Germany)  
Vardanyan, Seyran (Armenia)  
Wahl, Martin (Germany)  
Yabuki, Cristian (Portugal)  
Representative from France to be elected/nominated.

Representatives from Central Asia, Russia North and Russia South are not listed.

### **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 chair of the LT. The LT consists of the following positions:

<b>Rector</b>	Mária Gusztinné Tulipán
<b>Academic Dean</b>	Matteo Ricciardi
<b>Director of Information Technology, and Library Services</b>	Alan Schrock
<b>Registrar</b>	Raquel Pereira

### **CURRICULUM COMMITTEE**

The Curriculum Committee 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 (Academic Dean)	Matteo Ricciardi
Cluster Chairs	
Cluster A (Bible)	Wolfgang Köhler
Cluster B (Theology, Tradition and Identity)	Olga Druzhinina
Cluster C (God's Mission, the Church, Vocation)	Priscila Guevara
Cluster D (Ministerial Skills)	Matteo Ricciardi
Cluster E (Academic Skills and General Studies)	(Not listed for security reasons)
Rector (ex officio)	Mária Gusztinné Tulipán

### **ADDITIONAL ROLES OF GENERAL ADMINISTRATION**

<b>Assistant Registrar</b>	Caroline Salame
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<b>Community Care Coordinator</b>	Debra Schrock
<b>Constituent Relations Coordinator</b>	Dennis Lieske
<b>Coordinator of Student Representatives</b>	Dennis Lieske
<b>Data Protection Officer</b>	Tanja Baum
<b>Finance Administrator</b>	Tanja Baum
<b>IT Assistant</b>	Wolfgang Köhler
<b>Supervisor of LC Administrations</b>	Raquel Pereira

## XIII. LEARNING CENTRES

European Nazarene College is one school with numerous Learning Centres (LCs), which provide its educational programmes and services to the students. EuNC generally offers part-time studies in the language of the hosting country in the following Learning Centres: Albania-Kosova, Arabic, Armenia, Central Asia, France, Germany, Hungary, Italy, Portugal, Russia, Spain, the Netherlands, Ukraine-Moldova; and the Digital Campus (offering courses in English, serving multiple countries).

Each Learning Centre is supported by three core administrative entities:

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

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

Learning Centre Committee: responsible for overseeing the LC operations, and is made up of: LC Coordinator (ex officio), LC Administrator (ex officio), LC Student Representative (ex officio), Board of Trustees members (ex officio), LC faculty representative, 1-3 members-at-large from the district leadership.

For additional information about these Centres, visit the specific websites below.

***EuNC Albania-Kosova Learning Centre***

<https://albkos.eunc.edu/>

***EuNC Arabic Learning Centre***

<https://arabic.eunc.edu>

***EuNC Armenia Learning Centre***

<https://enf.eunc.edu/>

***EuNC Central Asia Learning Centre***

<https://enf.eunc.edu/>

***EuNC Digital Campus***

<https://digitalcampus.eunc.edu/>

***EuNC France Learning Centre***

<https://france.eunc.edu/>

***EuNC Germany Learning Centre***

<https://gemeindeakademie.eunc.edu/>

***EuNC Hungary Learning Centre***

<https://hungary.eunc.edu/>

***EuNC Italy Learning Centre***

<https://italia.eunc.edu/>

***EuNC Portugal Learning Centre***

<https://cep.eunc.edu/>

***EuNC Russia Learning Centre***

<https://enf.eunc.edu/>

***EuNC Spain Learning Centre***

<https://es.eunc.edu/>

***EuNC The Netherlands Learning Centre***

[https://nl.eunc.edu](https://nl.eunc.edu/)

***EuNC Ukraine-Moldova Learning Centre***

<https://enf.eunc.edu/>

## XIV. GENERAL INFORMATION

Address:	Frankfurter Strasse 16-18 63571 Gelnhausen, Germany
Telephone:	(+49) (0) 6051 5387330
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:	<a href="https://www.eunc.edu/privacy-policy/">https://www.eunc.edu/privacy-policy/</a>
Language:	As a multilingual and decentralised institution, EuNC conducts instruction and Learning Centre operations in the respective local languages. However, for purposes of general administration, internal governance, accreditation, and validation, the language of communication is English. British English (en-GB) is generally used for spelling conventions.