

European Nazarene College ACADEMIC CATALOGUE

2026-2027



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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 to enable 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 in 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 (LC). 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 in which the College is at work.

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

EuNC offers **programmes accredited by the European Council for Theological Education (ECTE), which is recognised on the European Quality Assurance Register for Higher Education (EQAR)**: The Certificate in Spiritual Formation (60 ECTS), the Diploma in Christian Ministry (120 ECTS) and the Advanced Diploma in Applied Theology (180 ECTS).

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. The curriculum, teaching, and standards of conduct are guided by the agreed Statement of Belief of the Church of the Nazarene.

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 Statement of Belief of European Nazarene College, the fundamental 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 intentionally grow 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. 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 to other lives and 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 being 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 1990s, 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 organisational 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, EuNC 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). In April 2020, this accreditation was extended to include the Advanced Diploma in Applied Theology (180 ECTS), which is comparable to the Bachelor's Level in the ICETE Global Comparability Framework. Following its fourth review cycle in September 2025, EuNC was granted institutional and programme re-accreditation, valid through 2030 for the Certificate, Diploma, and Advanced Diploma. This review was especially significant as it was the first conducted under ECTE's recognition as a quality assurance agency listed on the European Quality Assurance Register for Higher Education (EQAR).

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. RECOGNITION, VALIDATION, ACCREDITATION

1. International Board of Education (IBOE) Recognition

EuNC is recognised by the IBOE of the Church of the Nazarene as one of the official educational institutions of the denomination, and is a member of the Eurasia Educational Council.

2. Validation of the Course of Study

According to the *Manual of the Church of the Nazarene and the Eurasia Regional Sourcebook for Ministerial Development* (2025), the minimum academic requirements for a validated Course of Study (CoS) for ordained ministry are organised around the four curricular elements of Content, Competency, Character, and Context. A validated CoS for ordination requires 3600 Student Learning Hours.

The Diploma in Christian Ministry (DCM), which consists of 120 ECTS, corresponding to 3600 Student Learning Hours, has been approved by the International Course of Study Advisory Committee (ICOSAC) as fulfilling the minimum academic requirements for ordained ministry within the Districts of the Church of the Nazarene for which EuNC serves as the educational provider.

Those Districts, considering their contextual realities, may require academic preparation beyond the minimum validated CoS. Such requirements may include additional courses or completion of a longer programme, such as the Advanced Diploma in Applied Theology. Candidates for ordination are responsible for meeting the requirements established by the District in which they seek ordination.

For the specific curriculum and ordination-related academic requirements followed in each Learning Centre and District, students should consult the supplementary document entitled Ordination Requirements.

3. Accreditation by the European Council for Theological Education (ECTE)

EuNC's external accreditation builds upon the work undertaken for denominational recognition and validation, since that process demonstrates the coherence, learning-hour structure, academic level, and formational purpose of its programmes within a recognised quality-assurance framework.

EuNC holds institutional accreditation from ECTE as an Alternative Provider of Higher Education, compliant with the European Standards and Guidelines (ESG) for quality assurance in higher education.

EuNC has three programmes accredited by ECTE. The *Certificate in Spiritual Formation* (60 ECTS) corresponds to a partial Short Cycle qualification in the Qualifications

Framework for the European Higher Education Area (QF-EHEA) and to partial Level 5 in the European Qualifications Framework (EQF). The *Diploma in Christian Ministry* (120 ECTS) corresponds to QF-EHEA Short Cycle and EQF Level 5. The *Advanced Diploma in Applied Theology* (180 ECTS) corresponds to QF-EHEA First Cycle and EQF Level 6.

H. AGREEMENTS AND MEMBERSHIPS

European Nazarene College maintains formal agreements and memberships with the following institutions and organisations:

Agreements

- *Akademie für Weltmission*, Korntal, Germany
- *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 Batista*, Queluz, Portugal
- *The Salvation Army* (Hungary, Spain)

Memberships

- *Methodist-related Theological Schools in Europe*
- *The International Association of Methodist Schools, Colleges, and Universities*

II. ACADEMIC POLICIES

A. ADMISSION AND REGISTRATION

1. Entry Requirements

The standard entry requirements for admission to EuNC are a minimum age of 18 years and completion of upper secondary general or vocational education granting access to higher education (ISCED levels 3 or 4), or an equivalent qualification. These requirements correspond to the level required for entry into EQF level 5 and 6 programmes.

Each Learning Centre has specific guidance on how the above general entry requirements are interpreted according to the specific educational system in their countries.

As a vocational college for theology and ministry, EuNC recognises the importance of personal faith, character, and sense of calling in ministerial formation, which are factors in the admissions process in the determination of acceptance.

Applicants who may wish to attend classes in a language other than their native one are required to consult with the relevant Learning Centre Coordinator to verify that their language proficiency is sufficient to meet the academic requirements of the programme.

EuNC welcomes students from other Christian traditions who believe they can benefit from the theological and academic formation EuNC provides.

2. Equality of Access

EuNC is committed to ensuring equitable access to its educational programmes and to applying admission procedures that are transparent, fair, and consistent. While admission standards continue to align with recognised higher education requirements and the academic expectations of the programmes offered, EuNC acknowledges that applicants may come from diverse educational, cultural, and personal backgrounds. Therefore, EuNC provides defined provisions for special access cases, including applicants without standard educational qualifications and those with health or learning support needs. These provisions are intended to enable qualified applicants to demonstrate their readiness for study while protecting the academic integrity of the programmes and the achievement of their learning outcomes.

1) Special Access Provision

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, may be considered for admission according to the provisions below.

Such applicants will be admitted as an occasional course student (see section II.A.3.2) for a probationary period, during which they are expected to demonstrate their academic readiness and capacity to meet programme learning outcomes.

During this period, the following requirements apply:

- a. 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*.
- b. The LC Coordinator, Administrator, or a designated faculty member will assist the student in any academic difficulties or needed adjustments.
- c. 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.

2) Applicants with Health or Learning Support Needs

Applicants with health or learning support needs may be considered for admission in line with EuNC's commitment to equitable access. They are required to provide relevant documentation as part of the admissions process.

Reasonable adjustments may be provided to support participation in the programme, based on individual needs and the resources available within the Learning Centre. Such adjustments may include, for example, extended time for assessments, alternative formats for assignments, or the use of assistive technologies, provided that programme learning outcomes are maintained.

3. 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.

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 or a 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 regarding study length and academic load (see II.A.8. and II.C.1.).

4. 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 classes as they are offered, to engage with the learning material and to complete the required learning activities. While programme progression is regularly monitored by the LC Coordinator and the 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.

5. Applicable Academic Catalogue and Curriculum

Other than academic programme requirements, academic and non-academic regulations apply to all students as soon as they are adopted by the College, which are either published in the Academic Catalogue and/or communicated through official institutional channels.

Students normally graduate under the curriculum requirements in effect at the time of their initial registration. Programme modifications required by external accrediting or regulatory bodies apply once formally approved. Curriculum revisions arising from EuNC's quality assurance processes may include course substitutions or other adjustments to ensure that students can complete their programme without disadvantage.

Students may also request to follow the most recent curriculum. Such requests must be made in consultation with the LC Coordinator and approved according to the established

procedure. Students choosing this option must complete all requirements of the newly adopted curriculum.

Curriculum applicability is not indefinite. It is governed by both the duration of student enrolment and the curriculum lifecycle, which is periodically reviewed.

A curriculum normally remains in effect for up to 10 years. After this period, it is reviewed and may be discontinued. Students who have not completed their programme within this timeframe will normally transition to the most recent curriculum. The transition is managed through defined equivalencies to avoid academic disadvantage, and students are formally informed and individually guided throughout the process. Where appropriate, students may be awarded a lower qualification for completed requirements before proceeding under the updated curriculum.

If a programme is discontinued, students will be formally notified once the decision has been officially taken. The College will establish a teach-out plan that considers each student's progress and remaining requirements. The teach-out will normally be designed to enable completion within the subsequent accreditation cycle, with individual cases assessed as required.

If a student has withdrawn from EuNC for more than three years, s/he will be readmitted under the programme curriculum in effect at the time of readmission. The College may define appropriate equivalencies to ensure that previously completed coursework is recognised and that the student is not placed at an academic disadvantage.

6. Definition of School Year

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

7. Recognition of External Learning

Applicants and students may decide to request recognition for learning apart from 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). While such requests may also be submitted after admission, applicants are encouraged to seek recognition during the admission process in order to support effective academic planning and progression within the programme.

For details, please see the document titled *EuNC Recognition of External Learning*.

8. Study Length

Programmes are normally completed within the indicative timeframes aligned with the recommended study pace 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 programme to be completed in nine years. These timeframes guide effective progression while allowing flexibility, given the majority of part-time students and their personal and ministerial contexts.

9. 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.

B. ENROLMENT

The student, in consultation with the LC Coordinator/Administrator, must be officially enrolled to participate in a class before it starts.

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 Class

Audit is an enrolment status allowing students to attend a class without receiving credit and without the course counting towards programme requirements. Students auditing a class can attend lectures, take notes, and participate in class discussions as guided by the teacher, without submitting any other learning activity.

Praxis (*MIN11 Practicum*, *MIN26 Internship*, *MIN291 Theological Reflection on Life and Ministry*) and capstone courses (*MIN27 Ministry Integration*, *MIN30 Summative Review*) cannot be audited. No course prerequisite(s) apply to auditing a class.

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

If the participation requirement is met, the grade report and transcript will show "AU" (audit completed); otherwise, "AI" (audit incomplete).

2. Dropping a Class

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

3. Withdrawing from a Class

Students may withdraw from a class, provided they submit the request within the first 50% of its entire duration, counting from the official starting date of the class 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 class 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.

C. ACADEMIC LIFE

1. Academic Load

Generally speaking, EuNC students are part-time students. The annual academic load of a student varies depending on the number of classes 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 class being offered, it may be several years before it will be offered again, which may delay the completion of the student's programme.

2. Leave of Absence

A programme student can be given a leave of absence of 12 months, upon the student's request submitted through the *Change to Student's Record* form. If the student is hindered in presenting the request, the LC Coordinator may submit the form with an explanation of the actions taken and the rationale behind the decision, and follow the appropriate procedure. The reason for the leave of absence will need to be stated.

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 classes again; b) may receive an extension of the leave of absence with proper justification and the submission of a new Form. Any extension beyond the first one requires approval by the Leadership Team.

If there is no reasonable prospect of the student resuming studies, or if the student remains non-responsive despite reasonable attempts at contact, the student may be administratively withdrawn from the College.

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 class, 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 obtained from the Rector of EuNC, and with the proper 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 on language use: proficiency in grammar and spelling, as well as the ability to communicate clearly.

For written assignments, students are expected to follow the academic style adopted by their Learning Centre.

6. Class Participation

Education at EuNC is more than the acquisition of knowledge – it is that, but also involves the building of character, deepening one's walk with Christ, and building skills for life and ministry. To achieve these goals, students are expected to actively participate in their classes. Participation, as a required learning activity in all EuNC courses, shall normally represent no less than 10% of the total course learning hours. Exceptions (e.g., Directed Study formats) must be explicitly justified in the syllabus.

In in-class courses or those utilising video conferencing, participation includes regular attendance and constructive engagement in discussions. In online or hybrid classes,

participation includes consistent engagement with course content each week and interaction through forums, as defined in the class's specific participation expectations.

If a student is unable to attend a class session or connect to the online component of the class, they are expected to communicate with the teacher, as early as possible, to explain the reason (illness or other unavoidable circumstances) and make up the work accordingly.

Failure to meet participation requirements may result in grade penalties or other consequences, as specified by the teacher, and may be as severe as failing the class.

Prospective students may be allowed to attend a single in-person class session or 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 either the original or the extended due date (if granted), 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 syllabus.

8. Deferred Final Grade (formerly Incomplete Grade)

Students may request an extension beyond the class end date in exceptional circumstances that prevent the timely completion of academic work. The extended deadline is determined in consultation with both the teacher and the LC Coordinator. The extension may not exceed three months from the original class end date, and must not extend more than one month beyond the end of the academic year.

9. Provisions for Exceptional Circumstances

In cases of exceptional circumstances that significantly affect a student's ability to complete academic work or impact class delivery—such as natural disasters, war, or other disruptive events—the College may implement temporary contingency provisions.

Such provisions may include adjustments to deadlines, assessment methods, or class schedules, in consultation with the Learning Centre administration, provided that academic standards are maintained. All measures will be formally defined, time-bound, and subject to institutional oversight.

10. Class Assessment

At the end of every class, 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**.

11. Class Delivery

EuNC affirms that the delivery modes available to Learning Centres serve distinct pedagogical, contextual, and formational purposes. The choice of delivery mode is made based on the specific demands of the learning community — rather than by default or convenience — selecting the method that best serves learning outcomes, community formation, accessibility, and the integration of academic learning with ministry practice.

- 1) **In-class courses.** These are classes offered by a Learning Centre (LC), consisting of a series of class sessions at a teaching location of a particular LC, 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 not to exceed the maximum of 6 hours of sessions per day.
- 2) **Online classes.** These are classes delivered through the Internet without any sessions at a particular location.
- 3) **Videoconferencing classes.** In videoconferencing classes, the 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 classes can have an online component to guide and assist students with their pre- and post-class session assignments.
- 4) **Hybrid classes.** These classes 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 class offered to one student, under the supervision of a faculty member and involving substantial independent study. This delivery mode is used when a course cannot be offered through the College's regular delivery modes due to limited enrolment. While the faculty member may provide occasional meetings, feedback, or instructional support, the class does not include recurring synchronous lectures or recurring structured

asynchronous learning activities (i.e. forums). Classes incorporating such elements will normally fall under one of the preceding delivery modes.

- 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.

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

12. 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 completed at least 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. Students are entitled to one official transcript upon graduation from each programme at EuNC.

13. Transcripts

An additional transcript can be requested for a fee of €7, but it will be issued only after all financial obligations have been fulfilled.

D. GRADES

1. Grading System

The academic work of the student is graded in accordance with the system listed below, for the individual assignments and the final grade.

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

90–92%	A-	3.7	student meets the expectations of the assignment with a thorough command of the material and no significant weaknesses.
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.

For pass-fail courses:

Pass	S	0.0	Satisfactory.
Fail	U	0.0	Unsatisfactory.

The grade point average (GPA) of a student is determined by dividing the total number of grade points earned during a term by the total number of ECTS attempted in that term.

A final grade of “F” or “U” indicates failure and requires the course to be repeated satisfactorily before credit can be awarded.

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 – 4.00
Magna Cum Laude	Grade Point Average between 3.70 – 3.89
Cum Laude	Grade Point Average between 3.50 – 3.69

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 administrative matters.

1. Informal Resolution. When appropriate, the student should first discuss the issue with the person directly involved (e.g., faculty member, administrator) with the hope that this discussion can yield a satisfactory resolution.

2. Learning Centre Review. If the initial discussion does not provide a mutually satisfactory resolution, or if the issue cannot be directly addressed to the person due to broader issues, language limitations, sensitivity, etc., the student should *communicate with the Learning Centre Coordinator/Administrator* about the issue, or proceed to step 3 if the Coordinator is the involved party.

3. Formal complaint to the Rector. If the issue is not solved within the Learning Centre, the student should make a formal statement of appeal to the Rector. The complaint can be written in the language of the student and should include:

- 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) Explanation of why the student believes the decision was unjustified.
- 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.

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

III. FINANCES

The cost of providing quality higher theological education at EuNC is approximately €200 per ECTS. It is only through the faithful support of churches and donors that the College can provide a reasonable tuition rate for students. The largest reduction is achieved through the Regional allocation from the World Evangelism Funds, annual Education Budgets, and local church giving. Individual student scholarships may be available based on donations.

EuNC has a variable rate for tuition, generally based on the student's country of residence. The tuition is comprised of a general fee, a class fee and a cost-of-living adjustment (COLA) Scholarship, applied according to the criteria below. The general fee is used by the general administration to help with services provided centrally for the entire College, while the class fee and scholarship amount go towards the operational budget of the Learning Centre.

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

Billing Code	Student's Country of Residence	Tuition per ECTS*	COLA Scholarship per ECTS	Adjusted Student Rate per ECTS
E3	Italy	€33,00	€10,00	€23,00
E4	Portugal	€38,00	€16,00	€22,00
E5	France, Hungary	€28,00	€11,00	€17,00
E6	Albania, Bulgaria, Croatia, Kosova, North Macedonia, Poland, Romania, Slovenia	€28,00	€18,00	€10,00
E7	Armenia	€25,00	€19,00	€6,00
E8	Spain	€28,00	€15,00	€13,00
E9	Denmark, Norway, Sweden, and those assigned directly to the Digital Campus from non-listed countries	€48,00	€0,00	€48,00
EA	Central Asia, Georgia, Moldova, Russia, Ukraine	€25,00	€18,00	€7,00
EB	Belgium, Luxembourg, the Netherlands	€62,00	€0,00	€62,00
EC	Egypt, Iraq, Israel, Jordan, Lebanon, Syria	€10,00	€0,00	€10,00
ED	Germany, Switzerland	€58,00	€0,00	€58,00
N2	Countries not defined in the other Billing Rates	€60,00	€0,00	€60,00

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

The following financial regulations apply:

- Students are required to pay a one-time application fee of €23,00.
- Students auditing classes pay 50% of the adjusted student rate per ECTS.
- Students taking online courses utilising the EuNC/NBC agreement will pay the E9 rate.
- The COLA Scholarship is not applied to any failed classes.
- When a student resides outside of the Eurasia Region, and there are no formal partnerships or service agreements with the Church of the Nazarene structure in that country, the College will assign a tuition rate for that country, which may or may not include scholarship support at the general or local LC level. Such cases will be approved by the Leadership Team.
- Students dropping or withdrawing from a class, after it 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 class completed (calculated on the start and end dates on the class syllabus) according to the following schedule:
 - 0–25% of the class is completed, 100% tuition refund.
 - 26–50% completed, 50% tuition refund.
 - No refund after 50% completed.
- 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. CURRICULUM FRAMEWORK

The curriculum of European Nazarene College consists of five clusters. All courses, listed in the different programmes, belong to 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.

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.

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.

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.

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.

B. EuNC AND THE BOLOGNA PROCESS

The Bologna Process, launched with the Bologna Declaration of 1999, is one of the main voluntary processes at the European level, as it is nowadays implemented by the countries that constitute the European Higher Education Area (EHEA).” (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. 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 state the estimated number of student work hours needed to fulfil this requirement.

EuNC follows the European credit system and has set 1 ECTS to 30 student learning hours for all courses. These hours include all activities needed to accomplish the intended educational outcomes. These activities may include class sessions, reading, paper assignments, presentations, supervised learning activities, internships, and mentoring.

Conversion from the Non-EHEA 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.

C. STUDENT DEVELOPMENT AT EuNC

1. Purpose

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 purpose of student development at EuNC is to support, enhance, and supplement the academic learning environment so that each student can gain the most from their engagement with EuNC.

EuNC has adopted a list of Educational Outcomes. These are the Four Cs (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.

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

EuNC offers three programmes accredited by the European Council for Theological Education (ECTE), designed to build on one another in sequence:

- The **Certificate in Spiritual Formation (CSF, 60 ECTS)**
- The **Diploma in Christian Ministry (DCM, 120 ECTS)**
- The **Advanced Diploma in Applied Theology (ADAT, 180 ECTS)**

The curriculum is designed with the understanding that no educational programme is complete in itself but should 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 VIII.

A. CERTIFICATE IN SPIRITUAL FORMATION (CSF)

Description

The Certificate in Spiritual Formation (60 ECTS) deepens students' knowledge of the Bible and the Christian faith, while fostering spiritual growth and greater involvement in the local church.

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

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:

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

B. DIPLOMA IN CHRISTIAN MINISTRY (DCM)

Description

The Diploma in Christian Ministry (120 ECTS) prepares students for ministry in the local church. Depending on the criteria established by each district, this programme can fulfil

the minimum requirements for ordained ministry in the Church of the Nazarene. In some districts, additional coursework beyond the 120 ECTS may be required.

The Diploma is accredited by the **European Council for Theological Education (ECTE)**, meets the requirements of **EQF Level 5**, and corresponds to a **Short Cycle qualification in the QF-EHEA**. Within the ICETE Qualification Framework, this programme corresponds to the **Diploma level**. It is also a programme validated by the International Course of Study Advisory Committee (ICOSAC).

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).
- A basic knowledge necessary for effective ministry (CN4) and for working with people (CN5).
- Basic skills to interpret Scripture (CP1) and communicate effectively (CT1) within different cultural contexts (CT2).
- Basic skills to communicate clearly with people (CP2), provide leadership (CP3), and provide pastoral care to people (CP4).
- 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:

Cluster	Course	ECTS
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
Total		120

C. ADVANCED DIPLOMA IN APPLIED THEOLOGY (ADAT)

Description

The Advanced Diploma in Applied Theology (180 ECTS) provides a deeper understanding of theology as applied to Christian ministry in contemporary society. Students engage in practical ministry activities and develop their ministerial skills while critically reflecting on their learning in light of contemporary issues.

The Advanced Diploma is accredited by the **European Council for Theological Education (ECTE)**, meets the requirements of **EQF Level 6**, and corresponds to a **First Cycle qualification in the QF-EHEA**. Within the ICETE Qualification Framework, this programme corresponds to the **Bachelor's Level**.

Note: This programme may not be available at all Learning Centres. Contact the specific Learning Centre for details. Some districts may require it as part of ordination preparation.

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:

Cluster	Course	ECTS
A. Bible 35 ECTS	Introduction to the Old Testament	5
	Introduction to the New Testament	5
	Foundations for Biblical Studies	5
	Pentateuch and/or Old Testament Prophets	5
	Synoptic Gospels and/or Pauline Literature	5
	2 Cluster Electives	10
B. Theology, Tradition and Identity 29 ECTS	Introduction to Theology	3
	Holiness and Identity	3
	Christian Doctrines	6

	Nazarene History and Polity	3
	Church History	5
	Christian Ethics	3
	2 Cluster Electives	6
C. God's Mission, the Church, Vocation 30 ECTS	God's Mission and the Church	3
	Vocation and Personal Ministry	2
	Spiritual Formation	3
	Mentoring	3
	Evangelism and the Church	3
	Intercultural Missions	4
	Faith Development in the Local Congregation	3
	Christian Worship	3
	The Holistic Wellbeing of the Minister	3
	1 Cluster Elective	3
D. Ministerial Skills 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 Reflection	2
E. Academic Skills and General Studies 13 ECTS	EuNC Orientation	0
	Academic Skills 1	3
	Academic Skills 2	2
	Human Growth and Development	3
	Interpersonal Communication	2
	1 Cluster Elective	3
<i>General Electives</i>		44
Total		180

VII. 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 digit 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. *THE211x* is the first part and *THE212x* the second part of *Christian Doctrines*. 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	Special 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	Christian Education in the Local Congregation
PAS21	Christian Worship
PAS22	Church Development
PAS23	Special Studies in Pastoral Ministry
PRC21	Evangelism and Church Planting
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

ACP1000	EuNC Orientation
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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

VIII. 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 expository 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 expository 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 8th and 7th 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 Special Biblical Studies

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

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

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 18th century, and the doctrine of entire sanctification as expressed by the Wesleyan-Arminian tradition. Through this biblical, theological, and historical survey, the question will be raised how the Wesleyan-Holiness denominations need to articulate their identity in contemporary culture.

This course has *Introduction to Theology* as a 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 offers an introduction to the historical development, identity, governance, and polity of the Church of the Nazarene. Students will explore the denomination's origins within the Wesleyan-Holiness tradition, its doctrinal and missional foundations,

and the functioning of its organisational structures at the local and district levels to fulfil its mission today.

This course has *Holiness and Identity* as a prerequisite and *Church History* as a preferred prerequisite.

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 course has *Christian Doctrines 1* and *Christian Doctrines 2* and/or *Church History* as prerequisites.

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 *Christian Doctrines 1*, *Christian Doctrines 2* and *Church History* 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 *Christian Doctrines 1*, *Christian Doctrines 2* and *Introduction to Philosophy* 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 *Christian Apologetics* and *World Religions* 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 1*, *Christian Doctrines 2* 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 a 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 a 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 Christian Education 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 a 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 studies a specific aspect of the Pastoral Ministry which is relevant to the student's context.

This course has *God's Mission and the Church*, *Vocation and Personal Ministry* or *Christian Education in the Local Congregation* as prerequisites.

PRC21 Evangelism and Church Planting

This course explores how to reach people with the Gospel in postmodern, communist, and post-Christian contexts, and how to plant missional churches. Various ways of reaching people with the Gospel and planting faith communities will be examined and evaluated. A biblical missiological focus in these contexts will foster in each student a passion to reach their generation and others through planting communities of Christian faith.

This course has *God's Mission and the Church* as a prerequisite, as well as *Introduction to Philosophy* as a preferred prerequisite.

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.

This course has *Introduction to the Old Testament*, *Introduction to the New Testament* and *Foundations for Biblical Studies* as prerequisites, and *God's Mission and the Church*, *Christian Worship*, and *Interpersonal Communication* as 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 *Christian Education 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 *God's Mission and the Church*, *Vocation and Personal Ministry*, and *Interpersonal Communication*.

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.

Ministry Integration should be taken within the last 15 ECTS, after completion of all core Theology, History, and Missions courses, to ensure effective integration.

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.

This course has *Practicum* and/or *Internship* as prerequisites.

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 with a 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

ACP1000 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 introduces students to the essential skills necessary for successful academic performance at EuNC. The course develops basic reasoning and reflective skills and teaches students how to express themselves clearly and dialogue with others; it introduces different types of writing at EuNC and in ministry contexts and provides students with foundational 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 aims to develop critical thinking skills and provide 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.

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.

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, and personality contexts. The role of the family, peers, media, church and 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.

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

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.Sc. (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.)

Carvalho, Danilo, M.A. (University of Manchester, U.K.)

Carvalho, Marco, M.A. (Carolina University, 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)

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 Jesus Cavaco, Timóteo, M.A. (Liberty University, U.S.A.)

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

de Jong, Rebekka, M.A. (University of Potsdam, 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.)

El Kahwajy, Tony, M.A. (University La Sagesse, Lebanon)

Etienne, Windel, M.A. (Wesley Seminary at Indiana Wesleyan University, U.S.A.)

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

Ferreira Yabuki, Camila, B.A. (Centro Universitário Hermínio Ometto, Brazil)

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.)

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-Beudeker, 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)

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

Khaled, László, M.A. (University of Pécs, 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., 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.)

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)

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.A., M.Div. (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.)

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

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

Snijders-Ruiten, Antje, M.A. (Tyndale Theological Seminary, the Netherlands)

Sousa, Fernando, M.A. (Universidade Lusófona, Portugal)

Souza, Márcio, B.A. (Faculdade Teologica Sul Americana, Brazil)

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

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)

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.)

X. 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 which 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:

- 1) A simplified admissions process via the Student Information System (SIS).
- 2) Self-enrolment on the relevant learning platform.
- 3) 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.

For those who do not register in a continuous learning event during two consecutive academic years, the College may automatically withdraw them.

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 guidelines outlined in the *EuNC Recognition of External Learning*.

CL 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.

XI. 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)	Brian Ketchum
Secretary (Officer)	Sonila Bejtja
Rector (ex officio)	Mária Gusztinné Tulipán
Eurasia Education Co-Coordinator (ex officio)	Antonie Holleman, Peter Rae
Eurasia Regional Director (ex officio)	Mark Louw

Members of the Board of Trustees (BoT)

Al Halasa, Mawiyah (Arabic – Jordan)
Al-Madanat, Waleed (Arabic – Jordan)
Bejtja, Sonila (Albania-Kosova)
Boor, Wouter (Benelux)
Cristurean, Oana (Romania)
Fink, Daniel (Italy)
Gusztin, Imre (Hungary)
Holleman, Antonie (Benelux)
Hymon, Zinaida (Ukraine-Moldova)
Ketchum, Brian (France)
Lopez, Diego (Spain)
Salameh, Andrew (Arabic – Lebanon)
Tibi, Stéphane (Arabic – Israel)
Ullinger, Peter (Germany)
Vardanyan, Seyran (Armenia)
Wahl, Martin (Germany)
Yabuki, Cristian (Portugal)
Yembergenova, Zhibek (Central Asia)

Representatives from Russia North and Russia South are not listed. The selection process for the next College-wide Student Representative is currently underway.

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:

Rector	Mária Gusztinné Tulipán
Academic Dean	Matteo Ricciardi
Director of Information Technology, and Library Services	Alan Schrock
Registrar	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)	(name omitted for security reasons)
Rector (ex officio)	Mária Gusztinné Tulipán

ADDITIONAL ROLES OF GENERAL ADMINISTRATION

Assistant Registrar	Caroline Salame
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Community Care Coordinator	Debra Schrock
Coordinator of Constituent Engagement	Dennis Lieske
Coordinator of Student Representatives	Dennis Lieske
Data Protection Officer	Tanja Baum
Finance Administrator	Tanja Baum
IT Assistant	Wolfgang Köhler
Supervisor of LC Administrations	(In transition)

XII. 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 classes 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, and 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 Netherlands Learning Centre
<https://nl.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 Ukraine-Moldova Learning Centre
<https://enf.eunc.edu/>

XIII. GENERAL INFORMATION

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Telephone: (+49) (0) 6051 5387330

Email: office@eunc.edu

Website: www.eunc.edu

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

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

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.

Catalogue Version: In case of discrepancies in translation, the English version of the Catalogue shall be decisive.