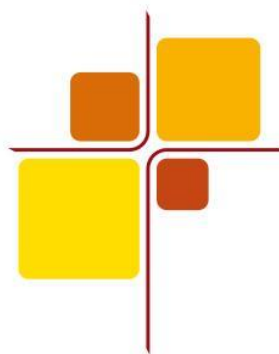


ACADEMIC CATALOGUE EuNC

2017-2018



European
Nazarene
College

MAKING A DIFFERENCE
THROUGH EDUCATION

EuNC ACADEMIC CATALOGUE 2017-2018

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I.INTRODUCTION

A. THE PROFILE OF EuNC

European Nazarene College (EuNC) is a **vocational school of ministry** that offers postsecondary vocational education for Christian service. This means that EuNC intends to help students prepare for vocational work in churches or Christian organizations.

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

EuNC offers **accredited and non-accredited programmes**. The Certificate in Spiritual Formation (60 ECTS) and the Diploma in Christian Ministry (120 ECTS) are accredited by the European Evangelical Accrediting Association (EEAA) and provide entry to the next level of tertiary education. The Qualification in Spiritual Formation (60 ECTS) and the Qualification in Christian Ministry (120 ECTS) are not accredited.

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

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

B. STATEMENT OF BELIEF

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

We believe:

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

C. THE MISSION OF EuNC

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

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

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

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

D. THE VALUES OF EuNC

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

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

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

EuNC is a **faith community**. Our members do their utmost to respect and value one another. We do our best, as individuals and as a community, to pursue a closer relationship with God and to reflect His likeness. The lives

we live are not divided into the “sacred” and the “secular”. All that we do, we do in front of God, and we encourage one another to seek Him wholeheartedly.

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

E. THE MOTTO, UNIQUENESS AND DISTINCTIVENESS OF EuNC

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

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

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

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

churches and districts of the Church of the Nazarene and with other Wesleyan partners in the different countries.

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

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

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

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

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

F. THE CHARACTER OF THE EDUCATION OF EuNC

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

character development, and sensitivity for contextual issues as they relate to effective ministry.

G. THE HISTORY OF EuNC

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

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

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

various European and CIS countries" and aiming at "a high mobility of faculty and students between the campus and the various locations, with the goal of exposing them to the best of residential and extension education."

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

During the final year of the timeline of the strategic plan, 2010-11, the school found itself in a different position than anticipated, even though all objectives had been realized. EuNC was confronted with unforeseen developments such as a significant drop of student enrolment at the campus, challenges in accrediting all learning centres through the existing affiliate relationship with MNU, and decreased financial and personnel resources. In response to these challenges, EuNC decided to close the residential programme in the summer of 2011 and fully concentrate on the learning centres of the school. The sale of the Büsingen property was completed in 2015. EuNC has now fully become one school in many nations with learning centres in different countries and a general administration to fulfil the mission of the school. The *Vision 2020* strategic plan was developed in response to this emphasis.

In addition to these changes, in November 2012, the school received accreditation from the European Evangelical Accrediting Association (EEAA) for the Certificate in Spiritual Formation (60 ECTS) and the Diploma in Christian Ministry (120 ECTS).

H. ACCREDITATION, RECOGNITION, AND COLLABORATIVE AGREEMENTS

Accredited by the European Evangelical Accrediting Association (EEAA)

EuNC is accredited by the EEAA (<http://eeaa.eu>) for the Certificate in Spiritual Formation and the Diploma in Christian Ministry.

Recognised Nazarene Educational Institution

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

Approved Curriculum for Ordained Ministry in the Church of the Nazarene

The Qualification in Christian Ministry and the Diploma in Christian Ministry of European Nazarene College have been approved by the International Course of Study Advisory Committee (ICOSAC) of the Church of the Nazarene as programmes that fulfil the minimum requirements for ordained ministry within the districts of the Church of the Nazarene for which EuNC is the educational provider. Each district has clearly defined ordination requirements that either follow the minimum requirements or exceed these established by ICOSAC. In other words, EuNC students who are candidates for ordination are required by their districts to complete one of the two Christian Ministry programmes. Some districts require additional coursework. It is important to realize that the individual districts set these criteria—not the school—and variations between the districts are possible; however, the requirements of the Christian Ministry Certificate are what all district programmes have in common.

Collaborative Agreements with Other Institutions

- Nazarene Theological College, Manchester, England, United Kingdom
- Nazarene Bible College, Colorado Springs, Colorado, United States of America

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

I. LEARNING CENTRES AND TEACHING LOCATIONS

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

Central Europe	Albania-Kosova, Bulgaria, Hungary, Romania, Scandinavia*
Commonwealth of Independent States	Armenia, Central Asia (Kazakhstan, Kyrgyzstan), Russia, Ukraine, CIS Online
Northern Europe	Germany, the Netherlands,
Western Mediterranean	France*, Italy, Portugal, Spain
Digital Campus	Serving all Fields and Centres

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

Profile of an Active Learning Centre

1. Regular course offering that will allow all students to take a minimum of 15 ECTS per year.
2. Curriculum for the Certificate in Spiritual Formation (60 ECTS), Qualification in Spiritual Formation (60 ECTS), Diploma in Christian Ministry (120 ECTS), and Qualification in Christian Ministry (120 ECTS). Students must be able to complete these two programmes in 2-4 years and 4-8 years, respectively (15-30 ECTS per year).
3. An ordination curriculum that is either a) equivalent to one of the Christian Ministry programmes or b) expanded, offering courses in addition to the Christian Ministry programme.
4. Clear administrative structures and capable personnel to provide quality service to the students.
5. Clear academic leadership is provided by the Learning Centre Coordinator. This person is responsible for planning courses and ensuring the quality of the education. The education provided contributes to the mission of EuNC and reflects its values and vision on education as transformative, contextual, multinational and Wesleyan.
6. Courses are offered according to the syllabus templates as developed by the Curriculum Committee of EuNC and all quality assurance and assessment tools are used.
7. Its faculty and teachers meet the qualifications established by EuNC and comply with all faculty procedures.
8. Students have the possibility to organize themselves into a learning centre student body and to become part of the international network of EuNC students.

Teaching Locations

Courses are offered in a total of 45 teaching locations, divided over the following countries and listed in alphabetical order.

Albania	Tirana (ALB1), Gorre (ALB2)
Armenia	Akhuryan (ARM1), CIS Online (CIS1)
Bulgaria	Sofia (BUL1), Razgrad (BUL2), Montana (BUL3)
Denmark	Copenhagen (DEN1)
France	Paris (FRA1), Montpellier (FRA2)
Germany	Online education (GER1); Gelnhausen (GER2)
Hungary	Budapest (HUN1)
Italy	Rome (ITA1), Florence (ITA2), Catania (ITA3)
Kazakhstan	Borovoe (KAZ1), CIS Online (CIS1)
Kosova	Prishtina (KOS1), Suharekë (KOS2)
Kyrgyzstan	Bishkek (KYR1), CIS Online (CIS1)
The Netherlands	Zaanstad (NET3), Amersfoort (NET4), Dordrecht (NET5)
Portugal	Mercês (POR7)
Romania	Bucharest (ROM1), Sighisoara (ROM2), Tigmandru (ROM3)
Russia	Chekhov (RUS1), St Petersburg (RUS2), CIS Online (CIS1)

Spain	Madrid (SPA1), Barcelona (SPA2), Zaragoza (SPA3), Sevilla (SPA4), Online education (SPA5)
Ukraine	Mariupol (UKR2), CIS Online (CIS1)
Digital Campus	Online education (DIG1), Croatia (DIG2)

J. THE BOARD OF TRUSTEES

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

Officers

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

The Executive Committee

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

Members of Board of Trustees by Fields and Districts

Central Europe Field:

Albania-Kosova, Bulgaria, Hungary, Romania, Scandinavia

- Rev. Imre Gusztin, Hungary
- Rev. Ergest Biti, Albania

Commonwealth of Independent States Field:

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

- Rev. Sylvia Cortez-Masyuk, Ukraine
- Rev. Svetlana Kleshchar, Ukraine

Northern Europe Field:

Germany, The Netherlands, Poland, Switzerland

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

Western Mediterranean Field:

Azores, France, Italy, Portugal, Spain

- Rev. João Pedro Pereira, Portugal
- Rev. Bruce McKellips, Portugal

Members Ex-Officio

Dr. Klaus Arnold, Rector

Rev. Arthur Snijders, Eurasia Regional Director

Rev. Stéphane Tibi, Eurasia Education Coordinator

II. ACADEMIC POLICIES

A. ADMISSION AND REGISTRATION

1. *Entry Requirements*

European Nazarene College (EuNC) is a vocational school of ministry. According to the International Standard Classification of Education (ISCED) of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), EuNC offers “short cycle tertiary vocational education” at the bachelor’s level. According to the 1997 ISCED classification this is level 5B, and according to the new 2011 ISCED classification this is level 554 (Level 551 for the unaccredited programmes).

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

For the unaccredited programmes, the educational entry requirement for admission is 18 years of age and completion of upper or post-secondary education without direct access to tertiary education (ISCED levels 3C and 4B, or levels 343, 353, 443 and 453 of the new ISCED 2011 classification).

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

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

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

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

2. Non-Traditional Entry Requirements

Non-traditional entry requirements are for applicants who wish to pursue an EuNC programme, are at least 28 years of age, and either do not have a high-school diploma (or equivalent) or cannot provide proof of having received a diploma. Any candidate under 28 years of age, needs to strive for excellence, and needs to complete his/her high school education (or equivalency) before beginning at EuNC. Any exceptions to this procedure need to be recommended in writing by the Learning Centre to the Leadership Team.

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

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

other courses beyond those three before that assessment is done by the Leadership Team.

3. Student Responsibility

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

4. Applicable Catalogue

Students will graduate under the requirements of the catalogue in effect at the beginning of their first year, provided they graduate within the study length limitations specified in section 6. Programme additions or deletions required by outside agencies apply as soon as they are approved. If a student's academic career is interrupted for longer than three years, the student will graduate under the current catalogue at time of readmission. Academic or non-academic regulations other than academic programme requirements apply to all students as soon as they are adopted by the college.

5. Transfer Credits

EuNC should receive official transcripts directly from institutions previously attended for evaluation. A maximum of 49% of the required number of credits can be transferred into any of the programmes.

Students wanting transfer credits to be accepted by EuNC need to submit an official transcript from their previous school to the Registrar or the Learning Centre Coordinator, indicating which courses to evaluate for transfer credits. If necessary, further information on the school and the courses should be provided as well, so that EuNC can properly assess the transfer credit.

General Guidelines

- EuNC only accepts transfer courses that can replace one of the courses listed in the Academic Catalogue of EuNC.
- Grades from transfer courses will not be included in the student's GPA.
- In certain situations, credit for prior learning can be granted by EuNC to the student.
- Credit from High School programmes (ISCED 3A and 3B, or 344 and 354) will NOT be accepted in any of the programmes.

6. Study Length

Students enrolled in a programme will be expected to earn a minimum of 15 ECTS per academic year. For certificate programmes, there is a maximum of four years of study allowed to complete the programme. For diploma programmes there is a maximum of eight years of study allowed to complete the full programme.

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

7. Graduation Clearance

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

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

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

8. Definitions of School Year

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

B. COURSE WORK

1. Academic Load

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

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

2. Academic Integrity

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

academic dishonesty (for example, working in groups when individual work is required).

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

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

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

3. Intellectual Property

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

EuNC is constantly engaged in assessment to improve the programmes we offer students. The college, for the purpose of assessment and/or accreditation, may use any assignments submitted for any course. If students do not wish their assignments to be used in this way, they must make a written statement to that effect, sign and date the request, and submit it to the teacher, who will forward it to the LC coordinator/administrator, who will inform and forward it to the registrar.

4. Language Proficiency

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

5. Class Attendance

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

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

For online/hybrid courses, specific participation rules will be specified in the syllabus. The LC Committee, based upon a written petition submitted by the student, may grant exceptions to this rule. The faculty member of each course is responsible to include all policies regarding class attendance in the course syllabus.

6. Policy for Handing in Work Late

In the syllabus, each teacher will include a clear policy for work that is handed in late. The policy will stipulate the penalty for every day an assignment is late, with a certain maximum number of days after which no assignment will be received and no points given. The teacher has the freedom to give students extensions if they approach the teacher in time with valid reasons.

7. Course Evaluations

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

8. Course Delivery

- a. Learning Hours. The length of all EuNC courses should be planned in such a way that students average a weekly workload of 12-15 hours including any real-time sessions. A tool has been developed to help teachers and LC Coordinators calculate the appropriate length of times that needs to be given for each course depending on the number of ECTS.
- b. In-class courses. These are courses offered by a learning centre consisting of a series of class sessions at a teaching location of a particular learning centre with the teacher and all students present at that location. Generally, class sessions of these courses are held during an intensive period of 4 to 14 days, with pre- and post-class session assignments, or spread with regular intervals over a longer period of time. When planning for a course to be taught in in-class sessions; teachers and LCs should plan to not exceed the maximum of 6 hours of sessions per day. These courses can have an online or video conference components to guide and assist students with their pre- and post-class session assignments.
- c. Online courses. This is a course delivered through the Internet without any class sessions at a particular location or through video conferencing.
- d. Courses that utilize video conferencing. In videoconferencing courses, the class sessions happen with the teacher and students being in one or more locations using qualified, synchronous sound and video equipment. These courses can have an online component to guide and assist students with their pre- and post-class session assignments.
- e. Hybrid courses. These courses may use any of the above methods to deliver specific sessions (in-class sessions, online components, video conferencing sessions).
- f. Directed Study. A directed study is an individualized course offered for a particular student. The course plan is directed by a faculty member and involves significant independent study. The maximum number of credits allowed for directed study courses will normally be 15 ECTS. All directed studies course numbers have the suffix "D."

C. GRADES

1. Grading System

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

PERCENT	LETTER GRADE	GRADE POINT	EXPLANATION
97-100%	A+	4.0	EXCELLENT WORK. The work of the student meets the expectations of the assignment with an excelling command of the material and no weaknesses.
93-96%	A	4.0	VERY GOOD WORK. The work of the student meets the expectations of the assignment with a thorough command of the material and no significant weaknesses.
90-92%	A-	3.7	
87-89%	B+	3.3	GOOD WORK. The work of the student meets the expectations of the assignment with good command of the material and minor weaknesses.
83-86%	B	3.0	
80-82%	B-	2.7	
77-79%	C+	2.3	ADEQUATE WORK. The work of the student meets the expectations of the assignment, but has certain apparent weaknesses.
73-76%	C	2.0	
70-72%	C-	1.7	
67-69%	D+	1.3	POOR WORK. The work of the student meets the minimal expectations of the
63-66%	D	1.0	

60-62%	D-	0.7	assignment, but has significant deficiencies.
0-59%	F	0.0	FAILURE. The deficiencies of the student's work do not justify a passing grade.

A grade of "F" indicates failure and necessitates a satisfactory repetition of the course before credit can be granted.

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

2. Auditing Classes

Upon payment of the fee, students may enrol in most courses in the school year as an auditor. The person who audits a course is not permitted to take examinations or to obtain credit for the course except by taking the course later by proper enrolment and meeting all requirements for credit. An "AU" (Audit) will appear on the grade report and transcript.

3. Withdrawal from a Course

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

A portion of the tuition may be reimbursed to students withdrawing from a course according to the schedule on page 32.

4. *Failing – Repeat Option*

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

5. *Incomplete Grade*

A grade of “I” (Incomplete) indicates incomplete work and is given to a student to indicate that some part of the work, for good reason, has not been done while the rest has been satisfactorily completed. The work for the incomplete grade must be completed within a timeframe established by the teacher and should not exceed three months from the date that the incomplete was given. In case of an incomplete grade, an Incomplete Grade Form needs to be signed by teacher and student that documents the arrangement and provides the final grade if the requirements are not met. The teacher will submit this form to the Learning Centre Coordinator and the Registrar.

6. *Academic Probation*

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

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

Students should keep in mind that although a specific cumulative GPA is not required to graduate from EuNC, entry requirements for studies at other schools for continuing studies often require a certain minimum GPA. For this

reason, maintaining a good GPA and good grades on a course by course basis is encouraged.

7. Graduation Honours

EuNC applies the following graduation honours, in the programme for the Diploma in Christian Ministry (DCM) acknowledging the academic work of its graduates:

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

8. Transcripts

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

D. ACADEMIC APPEALS POLICY AND PROCEDURE

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

1. First, the student should discuss the issue with the faculty member or administrator in question with a hope that this discussion can yield a valid resolution.
2. If this does not provide a mutually satisfactory resolution, or it is an issue that cannot be directly addressed to the faculty member due to it being a broader academic issue, language limitations, sensitivity, etc., the student should communicate with the Learning Centre Coordinator or Administrator about the issue.

3. If this meeting is still not able to resolve the situation, the student should make a formal statement of appeal to the Rector. The complaint can be written in the language of the student and should include:
 - a. Student Name
 - b. Learning Centre
 - c. Person(s) involved
 - d. Date of incident
 - e. Description of the incident that occurred, and previous intervention/mediation that has not been satisfying to the student
 - f. Defence of action/reason the student feels the action is not justified.
 - g. Confirmation of the meetings and any pertinent details from the meetings with the faculty member and/or LC Coordinator/Administrator.

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

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

III. FINANCES

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

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

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

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

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

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

Affiliation	Application Fee	Course Fee per ECTS	General Fee per ECTS	Scholarship ¹	Actual Tuition/ECTS
E3	€23,00	€35,00	€3,00	€10,00	€28,00
E4	€23,00	€35,00	€3,00	€16,00	€22,00
E5	€23,00	€25,00	€3,00	€11,00	€17,00
E6	€23,00	€25,00	€3,00	€18,00	€10,00
E7	€23,00	€22,00	€3,00	€19,00	€6,00
E8	€23,00	€25,00	€3,00	€15,00	€13,00
E9	€23,00	€45,00	€3,00	€0,00	€48,00
EA	€23,00	€22,00	€3,00	€18,00	€7,00
N2	€23,00	€129,00	€3,00	€0,00	€132,00

¹ Scholarship is conditional based on grade received in some learning centres and at least passing for all centres.

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

Students requesting a transcript need to pay €7,00 in advance.

IV. INTENDED EDUCATIONAL OUTCOMES

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

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

Content

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

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

Competency

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

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

Character

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

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

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

Context

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

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

V. THE CURRICULUM OF EuNC

A. INTRODUCTION

European Nazarene College offers *one curriculum* with contextual variations, and *four programmes*: the Certificate in Spiritual Formation and the Diploma in Christian Ministry in the accredited track, and the Qualification in Spiritual Formation and the Qualification in Christian Ministry in the unaccredited track.

B. CURRICULUM FRAMEWORK

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

C. DESCRIPTION OF THE FIVE CLUSTERS

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

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

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

Certificate or Qualification in Spiritual Formation: 15 ECTS

Diploma or Qualification in Christian Ministry: 25 ECTS

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

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

Certificate or Qualification in Spiritual Formation: 6 ECTS

Diploma or Qualification in Christian Ministry: 23 ECTS

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

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

Certificate or Qualification in Spiritual Formation: 15 ECTS

Diploma or Qualification in Christian Ministry: 23 ECTS

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

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

Certificate or Qualification in Spiritual Formation: 4 ECTS (3 of which are elective within the cluster options)

Diploma or Qualification in Christian Ministry: 21 ECTS (10 of which are elective within the cluster options)

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

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

Certificate or Qualification in Spiritual Formation: 2 ECTS

Diploma or Qualification in Christian Ministry: 8 ECTS

Electives

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

Certificate or Qualification in Spiritual Formation: 18 ECTS

Diploma or Qualification in Christian Ministry: 20 ECTS

D. EuNC AND THE BOLOGNA PROCESS

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

Kazakhstan also became a participating country in the EHEA. Of the current 47 members of the EHEA, twenty-seven are members of the European Union. With the exception of Kosovo and Kyrgyzstan all of the countries where EuNC has learning centres are members of the Bologna Process. More information can be found about the EHEA and Bologna process at <http://www.ehea.info/>.

The original declaration involved six objectives.

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

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

What is ECTS?

EuNC follows the European credit system, called European Credit Transfer and Accumulation System (ECTS). This is a student-centred system based on the student learning hours required to achieve the objectives of a course

or programme. The ECTS system requires that every assignment states the estimated number of student work hours needed to fulfil this requirement.

Student Learning Hours

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

Course Load, and Length of Programme

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

By focusing on the student's workload, rather than teaching time of the teacher, all courses can use a variety of learning activities to meet the course objectives which include teaching time, projects, reading, personal reflection, essays, etc. When planning the courses, teachers need to be make plans for an average of 11-15 hours of weekly workload and adjust the weekly course activities wisely within this timeframe.

Comparison with US College Credit System

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

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

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

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

E. STUDENT DEVELOPMENT AT EuNC

1. Purpose and function

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

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

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

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

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

1. Orientation and Welcome Events
2. ACP1000 EuNC Orientation
3. Student Learning Communities
4. Mentoring
5. Internships
6. Student Practicum
7. Ministry Integration

2. Overview

1. Orientation and Welcome Events

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

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

Whatever the setting, whatever the format, this initial investment in community development is, in the long run, a worthy investment in their academic endeavours together.

2. ACP1000 EuNC Orientation

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

Description: This is an online orientation that is to be taken as a first course. It provides essential information for the student to be successful in the academic “culture” of EuNC courses.

There is no cost for this course or any credit received.

3. Student Learning Communities

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

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

4. Mentoring

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

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

one mentoring with a faculty member or another approved ministry mentor, small group experiences, spiritual formation retreats or activities, or focused seminars or activities that stress holistic development and/or the development of particular life skills. Students receive academic credit for mentoring. The students are highly recommended to continue their mentoring relationships, after having earned the minimum credits required (1 ECTS for SF and 2 ECTS for CM).

5. Internships

Purpose: This is an internship program in Christian ministries in which the student is exposed to the practices of ministry. Under the supervision of a minister or ministry staff member the student develops basic skills for ministry and will gain understanding of his/her own vocation and the responsibilities it entails.

Description: At least one internship is required to complete the Christian Ministry programme of EuNC and should complement the student's academic studies. It is the student's responsibility to find an appropriate internship location and to develop the learning goals for that experience. Students receive academic credit for this assignment.

6. Practicum

Purpose: To help students acquire practical skills and experience in a wide variety of ministry-related areas (including administration, worship and/or spiritual formation activities, arbitration and grievance reconciliation, planning of social events, teamwork and group dynamics, time management, finances and budgeting, decision-making, and other practical leadership skills).

Description: Along with their academic calendar courses, students need to be engaged in ongoing, local ministries. Settings may vary from location to location, but this experience is to be gained over an extended period of time and should take place in an ongoing ministry that is serving the local community. Practicum experience should introduce the student to a variety of basic skills needed for ministry. Rather than creating specific learning goals (as with the Internship hours), in the Practicum

hours students will be meeting the expectations of that particular team or role in ministry.

Students receive academic credit for this assignment.

7. Ministry Integration

Purpose: To help students integrate the various ministry-related courses into a model for local church ministry, and to evaluate the student's aptitude for ministry.

Description: This is a capstone course that students take at the end of the Diploma/Qualification in Christian Ministry programme. Students receive academic credit for this course.

VI. THE PROGRAMMES OF EuNC

EuNC offers four different programmes, of which two are accredited by the European Evangelical Accrediting Association (EEAA). The accreditation guarantees the college level of the education and secures the possibility of continued studies at other educational institutions.

The accredited and unaccredited programmes have the same courses and student learning hours. The difference is defined in terms of academic level and grading system.

On the following pages, the general outcomes and minimum requirements for these programmes are described. The implementation of these general requirements differs for each location where the programmes are offered. For the detailed requirements of each location, particularly for the Christian Ministry programmes, see the supplementary document entitled Ordination Requirements. For the specific course descriptions refer to page 60 and onward of this catalogue.

A. CERTIFICATE IN SPIRITUAL FORMATION (CSF) AND QUALIFICATION IN SPIRITUAL FORMATION (QSF)

Description

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

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

The Qualification programme is not accredited. The main differences between the accredited and non-accredited programmes are essentially

related with teacher qualifications (the Diploma requires that teachers have at least a Masters in their area of teaching) and in the availability of resources in the language of the students, since many of them cannot read English. Both programmes have the same curriculum and use the same templates. They both require the same amount of student work hours.

Programme Outcomes

Students who graduate with the Certificate or Qualification in Spiritual Formation will have

- a foundational knowledge of Scripture (CN1)* and aspects of the Christian faith, especially from a Wesleyan perspective (CN2).
- a clear understanding of and vision for the mission of the Church (CN3), and the church’s responsibility to the world and its people (CT3).
- started to apply the knowledge they have learnt to their personal lives (CH1).
- grown in their pursuit of holy living in all its various dimensions of daily life (CT4) and personhood (CH2) through acquaintance with different spiritual disciplines (CH4).
- an increased awareness of who they are as persons (CH5) and as servants involved in God’s mission in the world (CH3).

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

* The abbreviations refer to the intended educational outcomes, as described on page 37 of this Catalogue.

Minimum Academic Requirements for Graduation

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

Cluster	Course	ECTS
A. Bible	Introduction to the Old Testament	5
	Introduction to the New Testament	5

	Foundations for Biblical Studies	5
B. Theology, Tradition, and Identity	Introduction to Theology	3
	Holiness and Identity	3
C. God's Mission, the Church, Vocation	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	Elective Courses: Preaching; Foundations of Youth and Fam. Ministry; Pastoral Care and Counselling; Church Leadership	3
	Practicum	1
E. Academic Skills and General Studies	EuNC Orientation	0
	Introduction to Academic Skills	2
<i>Electives</i>		18
Total		60

B. DIPLOMA IN CHRISTIAN MINISTRY (DCM) AND QUALIFICATION IN CHRISTIAN MINISTRY (QCM)

Description

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

The Diploma programme is accredited by the European Evangelical Accrediting Association (EEAA), and corresponds to the Minimum Qualification at Level 5B or 554 in the ISCED framework (International Standard Classification of Education) of the UNESCO. The level of this

programme is equivalent to the first two years of the Vocational Bachelor qualification.

The Qualification programme is not accredited. The main differences between the accredited and non-accredited programmes are essentially related with teacher qualifications (the Diploma requires that teachers have at least a Masters in their area of teaching) and in the availability of resources in the language of the students, since many of them cannot read English. Both programmes have the same curriculum and use the same templates. They both require the same amount of student work hours.

Programme Outcomes

Students who graduate with the Christian Ministry Diploma or Qualification will have:

- a basic knowledge of Scripture (CN1)* and of the Christian faith, especially from a Wesleyan perspective (CN2), and a basic knowledge of the history of the church (CN3).
- a clear understanding of, and vision for, the mission of the Church (CN3), and the church's responsibility to the world and its people (CT3).
- the basic knowledge necessary for effective ministry (CN4) and for working with people (CN5).
- the basic skills to interpret Scripture (CP1) and communicate effectively (CT1) within different cultural contexts (CT2).
- the basic skills to communicate clearly with people (CP2), provide leadership (CP3), and provide pastoral care to people (CP4).
- the skills to apply Christian understanding to their personal lives (CH1).
- grown in their pursuit of holy living in all its various dimensions of daily life (CT4) and personhood (CH2) through acquaintance with different spiritual disciplines (CH4).
- an increased awareness of who they are as persons (CH5) and as servants involved in God's mission in the world (CH3).

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

* The abbreviations refer to the intended educational outcomes, as described on page 37 and following of this Catalogue.

Minimum Academic Requirements for Graduation

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

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 21 ECTS	Elective courses:	10
	Preaching; Pastoral Care and Counselling; Foundations for Youth and Family Ministry; Church Leadership.	
	Practicum	1
	Internship	3
	Ministry Integration	3
	Interpersonal Communication	2

	Electives: Additional Practicum(s)/Internship(s)	
	2	
E. Academic Skills and General Studies 8 ECTS	EuNC Orientation Introduction to Academic Skills Language and Written Expression Human Growth and Development	0 2 3 3
<i>Electives</i>		20
Total		120

VII. EDUCATIONAL REQUIREMENTS FOR ORDINATION

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

In developing these programmes, each learning centre has followed the minimum requirements as established on page 52 and onward of this catalogue, and each learning centre has used the 20 elective credits to either strengthen certain courses by offering them for more ECTS or by adding courses to the curriculum. This option for expansion allows each learning centre to be sensitive to some of the contextual challenges and concerns. For a description of the various Christian Ministry Diploma or Qualification programmes offered in each learning centre, see the separate document Ordination curriculums.

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

VIII. COURSE NUMBERS

Course codes contain letters and numerals. Letters identify the cluster in which the course is offered. For example, BIB = Cluster A Bible. The two-digit number signifies the course in the cluster. Example: BIB11 = Introduction to Old Testament. The first numeral indicates how far into the studies a course will be taken. Courses with a lower number will be taken earlier within a programme with courses with the highest number being taken at the last parts of your study.

The course numbers below are not the full course codes. Full course codes have four digits. The third numeral indicates if the course is divided into certain parts. THE231x is the first part and THE232x the second part of Church History. A fourth numeral signifies the number of ECTS students receive after successful completion of the course. These normally vary between 0 and 6 credits. THE2323 indicates that the second part of Church History is offered for 3 ECTS. In certain cases a suffix completes the course number, indicating through which delivery system a course has been offered, other than a regular course. The following suffixes are in use at EuNC:

D = Directed Study

C = Course offered in the qualification programmes

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

Cluster A: Bible

BIB11	Introduction to the Old Testament
BIB12	Introduction to the New Testament
BIB14	Foundations for Biblical Studies
BIB21	Pentateuch
BIB22	Synoptic Gospels
BIB23	Pauline Literature
BIB24	Old Testament Prophets
BIB25	Johannine Literature

Cluster B: Theology, Tradition and Identity

THE10	Theology Conference
THE11	Introduction to Theology
THE13	Holiness and Identity
THE21	Christian Doctrines
THE22	Nazarene History and Polity
THE23	Church History
THE24	Special Studies in Theology and Church History
THE25	Christian Ethics (previous GEN21 course)
THE31	John Wesley's Theology
THE32	Christian Apologetics
THE42	Contemporary Wesleyan Holiness Theology

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

MIS10	Mentoring
MIS11	God's Mission and the Church
MIS12	Vocation and Personal Ministry
MIS13	Spiritual Formation
MIS14	Introduction to Mentoring
MIS41	The Holistic Wellbeing of the Minister
PAS11	Faith Development in the Local Congregation
PAS21	Christian Worship
PAS22	Church Development
PRC21	Evangelism and the Church
PRC22	Intercultural Missions (replaced by new course PRC24)
PRC23	Urban Ministry
PRC24	Intercultural Missions (new)

Cluster D: Ministerial Skills

MIN10	Ministry Conference
MIN11	Practicum
MIN20	Introduction to Church Music
MIN22	Preaching
MIN23	Foundations for Youth and Family Ministry
MIN24	Pastoral Care and Counselling
MIN25	Church Leadership
MIN26	Internship
MIN27	Ministry Integration

MIN28	Special Studies in Christian Ministry
SOC21	Interpersonal and Intercultural Communication (replaced by new course SOC24)
SOC23	Marriage and the Family
SOC24	Interpersonal Communication (new)
SOC32	Introduction to Social Problems

Cluster E: Academic Skills and General Studies

ACP10	EuNC Orientation
ACP11	Introduction to Academic Skills
ACP20	Language and Written Expression
GEN20	Introduction to Philosophy
GEN22	World Religions
SOC22	Human Growth and Development
SOC31	General Sociology

IX. COURSE DESCRIPTIONS

Cluster A: Bible

BIB11 Introduction to the Old Testament

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

This course is required for all EuNC programmes.

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 is required for all EuNC programmes.

BIB14 Foundations for Biblical Studies

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

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

BIB21 Pentateuch

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

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

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

BIB22 Synoptic Gospels

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

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

BIB23 Pauline Literature

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

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

BIB24 Old Testament Prophets

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

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

BIB25 Johannine Literature

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

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

Cluster B: Theology, Tradition and Identity

THE10 Theology Conference

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

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

THE11 Introduction to Theology

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

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

THE13 Holiness and Identity

This course explores the biblical concept of holiness, the doctrine of Christian perfection as articulated by John Wesley in the 18th century, and the doctrine of entire sanctification as articulated in the Articles of Faith of the Church of the Nazarene. Through this biblical, theological, and historical survey the question will be addressed how the Church of the Nazarene needs to articulate its identity as a holiness church in contemporary culture.

This is an introductory course and required for all EuNC programmes. It has no specific prerequisites.

THE21 Christian Doctrines

This course is an exploration of the major doctrines of the Christian Church, from the viewpoint of the Wesleyan-Holiness tradition, giving attention to the doctrine of God, the Trinity, the doctrine of man, God the Saviour, God the Spirit, the Church, and the last things. The treatment of Christian Theology has been split in two courses (Christian Doctrines 1 and Christian Doctrines 2).

This course has Introduction to Theology as its prerequisite.

THE22 Nazarene History and Polity

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

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

THE23 Church History

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

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

THE24 Special Studies in Theology and Church History

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

THE25 Christian Ethics (previous GEN21 course)

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

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

THE31 John Wesley's Theology

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

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

THE32 Christian Apologetics

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

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

THE42 Contemporary Wesleyan Holiness Theology

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

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

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

MIS10 Mentoring

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

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

MIS11 God's Mission and the Church

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

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

MIS12 Vocation and Personal Ministry

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

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

MIS13 Spiritual Formation

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

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

MIS14 Introduction to Mentoring

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

MIS41 The Holistic Wellbeing of the Minister

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

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

PAS11 Faith Development in the Local Congregation

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

This is a course required for all EuNC programmes. This course has Holiness and Identity, God's Mission and the Church, as well as Human Growth and Development as preferred prerequisites.

PAS21 Christian Worship

The focus of this course is to help students develop a theology of worship and a clear understanding of the relationship between the believer's daily worship lifestyle and the congregation's weekly worship activities. Special attention is given to the biblical basis for worship, the historical development of worship and liturgy, the spiritual life of the minister, the various elements of a worship service and the exploration of models of worship that are relevant for today's Church.

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

PAS22 Church Development

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

This course has God's Mission and the Church, Evangelism and Church, and Church Leadership as its preferred prerequisites. It is preferred that students take this course after they have completed the other courses relating to the ministry of the local church.

PRC21 Evangelism and the Church

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

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

PRC22 Intercultural Missions (replaced by new course PRC24)

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.

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

PRC23 Urban Ministry

This course will focus on the city, its people who live with challenges and the opportunities there available to the church for mission. It will explore the call of God upon the church to be a witness for Christ and the kingdom of God in the city and the methods and perspectives that might facilitate a healthy ministry with the people who live there.

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

PRC24 Intercultural Missions (new)

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

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

Cluster D: Ministerial Skills

MIN10 Ministry Conference

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

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

MIN11 Practicum

Practicum credits allow students to gain supervised, practical experience by participating in the ministry of their local church or local context during the course of study. Practicum hours are earned by joining and participating in

an ongoing, active ministry team or group. The student's participation within the team and the contribution of the ministry to those being served must be evaluated for the practicum hours to be earned.

This course helps fulfil the requirements of practical ministry involvement built in all EuNC programmes.

MIN20 Introduction to Church Music

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

This course has Christian Worship as a preferred prerequisite.

MIN22 Preaching

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

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

MIN23 Foundations for Youth and Family Ministry

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

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

MIN24 Pastoral Care and Counselling

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

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

MIN25 Church Leadership

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

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

MIN26 Internship

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

The internship takes place during the second half of the studies of the student.

MIN27 Ministry Integration

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

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

MIN28 Special Studies in Christian Ministry

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

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

SOC21 Interpersonal and Intercultural Communication (replaced by new course SOC24)

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

No specific courses are required as prerequisites.

SOC23 Marriage and the Family

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

This course has no prerequisites.

SOC24 Interpersonal Communication (new)

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

No specific courses are required as prerequisites.

SOC32 Introduction to Social Problems

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

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

Cluster E: Academic Skills and General Studies

ACP10 EuNC Orientation

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

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

ACP11 Introduction to Academic Skills

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

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

ACP20 Language and Written Expression

This course is intended to develop college level writing skills and to stimulate students to think critically, express themselves clearly, and develop an appreciation for language through a variety of writing experiences. In this course, students improve their writing ability and expand their writing range through guided practise (both in and out of class) and class time interchange with both the teacher and fellow students. The purpose of the course is to focus on the use of written language, to help students acquire and develop essential writing skills which will enable them to be successful students and,

when they leave this community, successful communicators in their ministry. Instruction will focus on two major aspects of writing: the process leading to effective composition (prewriting, writing, and revision) and the correct and effective use of important language conventions (punctuation, spelling, usage, sentence structure) which enhance readability of their writing.

This course has Introduction to Academic Skills as prerequisite.

GEN20 Introduction to Philosophy

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

This course has Introduction to Theology as its prerequisite.

GEN22 World Religions

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

This course has Introduction to Philosophy as its preferred prerequisites.

SOC22 Human Growth and Development

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

This course has no pre-requisites.

SOC31 General Sociology

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

This course fulfils the requirements in the area of human relationships development. There are no prerequisites for this course.

X.FACULTY DIRECTORY

The faculty of EuNC is very diverse. All faculty members are academically qualified to teach the courses assigned to them. A limited number of them are full-time educators, either at EuNC, or, as with some of the guest teachers, at other schools. The majority of our faculty is involved in church ministry in the various countries where EuNC has learning centres, guaranteeing a close relationship between education and ministerial practice.

The entire faculty forms a network of people who live, primarily, in Europe and the CIS and who teach at various locations. Technology provides the possibility of communication between these people who live and teach far apart, yet who operate as one collective. A group of administrators and academic support staff work closely with the faculty. These persons are listed in the Leadership and General Administration Directory (p. 102 and following) and the Learning Centres Directory (p. 107 and following).

There are two identifiers regarding faculty at EuNC. The faculty type defines the different responsibilities that a faculty member has as well as their level of involvement in the education EuNC provides. Additionally, there are faculty roles which are determined by their qualifications.

Faculty Types

Full-Time Faculty

These persons work primarily for EuNC's general administration, and have a major leadership role besides their teaching responsibilities.

Part-Time Faculty

These persons teach on a regular basis, generally across multiple learning centres, or are part-time administrators for the general administration or the learning centres and carry various responsibilities in providing leadership and support in one of the learning centres. Part-time faculty share in the academic responsibilities of the faculty for the programmes EuNC offers.

Local Faculty

These persons teach one or more courses in a particular learning centre, on a regular basis, as part of a formal arrangement. Local faculty share in the responsibilities of the faculty for the programmes offered at a particular learning centre.

Guest Faculty

These persons teach an individual course or courses on a regular basis for EuNC, but do not share in any of the leadership and Learning Centre administration responsibilities of the faculty. Most of them do not live in the country where the learning centre is located.

Visiting Faculty

These persons teach an individual course for EuNC without any commitment to teach this course again. Visiting teachers are not listed in the catalogue of EuNC.

Faculty Roles

Teacher (CSF, DCM)

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

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

Teacher Assistant (CSF, DCM)

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

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

- The teacher assistant should meet with the supervisor before the course starts and discuss what will happen in the class.

- Consideration should be given at the possibility for the supervisor to teach one or two sessions. This could happen through video-conferencing with the use of translation if needed.
- The teacher assistant needs to meet with the supervisor in the middle of the course and report on its progress.
- The teacher assistant needs to meet with the supervisor and discuss grades, the contents of reports, and essays in particular.
- If the supervisor speaks the language of the students, he/she needs to do the majority of the grading.

Teacher (QSF, QCM)

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

Responsibility: Able to teach courses in the Qualification programmes.

Tutor

Qualification: A person who has completed the Christian Ministry (CM) Programme or an equivalent programme, who is living in the country of the learning centre, and who speaks the language of the students and the teacher.

Responsibility: Be acquainted with the instructional materials and with the teacher's expectations so he (she) can assist the teacher, especially during the pre- and post-class session period (whether facilitated through Moodle or not). If necessary this person meets with the students when the teacher is not (yet) there to help them get started, assists in grading (based on rubrics and model assignments developed and provided by the teacher), forum discussions, and so forth. The tutor also coaches the students during the course.

Administrator

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

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

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

FULL-TIME FACULTY

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

Klaus Arnold, B.A., M.Div., Ph.D. (Nazarene Theological College, U.K.)
Rector; Teacher (CSF, DCM; Mainly Cluster B) (Germany Learning Centre)

Raquel Pereira, B.A., M.A. (Northwest Nazarene University, U.S.A.)
Registrar; Teacher (CSF, DCM; Mainly Cluster C) (Portugal Learning Centre)

Alan Schrock, B.A., M.S. (Western Illinois University, U.S.A.)
Director of Information Technology and Library Services; Digital Campus Coordinator, Teacher (CSF, DCM; Cluster E)

PART-TIME FACULTY

Liliana Almeida, B.A. (Universidade Nova de Lisboa, Portugal)
Spain Learning Centre Administrator, Assistant Teacher (CSF, DCM; “General Sociology”, “Interpersonal Communication”)

Tanja Baum
Germany Learning Centre Administrator

Allison Beaty, B.A. (Southern Nazarene University, U.S.A.)
Italy Learning Centre Administrator

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

Kaj Ove Bollerup, B.A., M.A. (London Bible College, U.K.)
Scandinavia Learning Centre Coordinator; Teacher (CSF, DCM; Cluster D)

Giovanni Cereda, B.A., B.Th., M.Div., Th.D. (Pontifical Faculty of Theology, Italy)
Italy Learning Centre Coordinator; Teacher (CSF, DCM; Mainly Cluster B)

Olga Druzhinina, B.A., M.A., M.A., Ph.D. (Nazarene Theological College, U.K.)
Russia Learning Centre Administrator, Teacher (CSF, DCM; Mainly Cluster B)

Erik Groeneveld, M.A., D.Min. (Sydney College of Divinity, Australia)
The Netherlands Learning Centre Coordinator, Teacher (CSF, DCM; Clusters C, D)

Dorothea Gschwandtner, B.A., M.Sc. (The University of Edinburgh, UK)
Teacher (CSF, DCM; Mainly Cluster E) (Germany Learning Centre)

Priscila Guevara, B.A., M.A. (Nazarene Theological College, U.K.)
Portugal Learning Centre Administrator

Mária Gusztinné Tulipán, B.A., M.A. (London School of Theology, U.K.)
Hungary Learning Centre Administrator; Teacher (CSF, DCM; Mainly Cluster D)

Joshua Herndon, B.A., M.A. (Nazarene Theological Seminary, U.S.A.)
Teacher (CSF, DCM; Cluster E, "Evangelism and the Church") (Romania Learning Centre)

Gideon de Jong, B.A., M.A. (Northwest Nazarene University, U.S.A.)
Teacher (CSF, DCM; Mainly Clusters B, C) (Germany Learning Centre)

Andrey Khobnya, B.A., M.A. (Nazarene Theological Seminary, U.S.A.)
CIS Learning Centres Coordinator, Teacher (CSF, DCM; Mainly Cluster B)

Wolfgang Köhler, B.A., M.Sc., M.A., Ph.D. candidate (Heidelberg University, Germany)
Germany Learning Centre Coordinator; Teacher (CSF, DCM; Mainly Cluster A)

Gabrielle Markusse-Overduin, B.A., M.A., Ph.D. (Nazarene Theological College, U.K.)
Teacher (CSF, DCM; Mainly Cluster A) (The Netherlands Learning Centre)

Sylvia Masyuk, B.A., M.Div. (Nazarene Theological Seminary, U.S.A.)
Ukraine Learning Centre Administrator, Teacher (CSF, DCM; "Spiritual Formation", "Mentoring", "Practicum")

João Pedro Pereira, B.A., M.A. (Nazarene Theological College, U.K.)
Portugal Learning Centre Coordinator; Teacher (CSF, DCM; Mainly Cluster A, D)

Cynthia Phelps, B.S., M.S. (Southern Illinois University, U.S.A.)
Bulgaria Learning Centre Administrator, Teacher (CSF, DCM; Social Sciences) (Bulgaria Learning Centre)

Jonathan Phillips, B.A., M.Div. (Nazarene Theological Seminary, U.S.A.)
Teacher (CSF, DCM; Mainly Cluster C) (Romania Learning Centre)

Alexey Shipovalov, B.A., M.A. (Nazarene Theological College, U.K.)
Teacher (CSF, DCM; "Clusters B, D) (Russia Learning Centre)

Gábor Szuhánszky T., M.A. (Eotvos Loránd University, Hungary)
Hungary Learning Centre Coordinator, Teacher (CSF, DCM; Cluster B, "General Sociology")

Melody Terrien, B.A., M.A. (Nazarene Theological Seminary, U.S.A.)
France Learning Centre Coordinator/Administrator

Gil Thibault, B.A., M.Div. (Nazarene Theological Seminary, U.S.A.)
Albania/Kosova Learning Centre Coordinator, Teacher (CSF, DCM; Mainly Clusters C, D)

Seyran Vardanyan, M.A. (Moscow Evangelical Christian Seminary, Russia)
Armenia Learning Centre Administrator, Teacher (CSF, DCM; Mainly Cluster A)

Zhanetta Yugai, University Degree (Leninegrad University, Russia)
Central Asia Learning Centre Administrator, Teacher (CSF, DC; Mainly Cluster C)

LOCAL FACULTY

Steve Beiler, B.A., M.Div. (Nazarene Theological Seminary, U.S.A.)
Teacher (CSF, DCM; Mainly Clusters C, D) (Albania/Kosova Learning Centre)

Roberta Bustin, B.A., M.S., Ph.D. (Louisiana State University, U.S.A.)
Teacher (CSF, DCM; Mainly Cluster E) (Romania Learning Centre)

Azzurra Caltabiano, B.A., M.A. Psychology (University of Catania, Italy)
Teacher (CSF, DCM; "General Sociology", "Counselling") (Italy Learning Centre)

Davide Cantarella, B.A., M.A. (Nazarene Theological Seminary, U.S.A.)
Teacher (CSF, DCM; Mainly Cluster C) (CIS Online)

Tatiana Cantarella, B.A., M.A. (Nazarene Theological Seminary, U.S.A.)
Teacher (CSF, DCM; Mainly Cluster A) (CIS Online)

István Csernák, B.A., M.A. (Lutheran Theological Academy, Hungary)
Teacher (CSF, DCM; Cluster A) (Hungary Learning Centre)

Déborá Csernák-Szuhánszky, M.A., Ph.D. (Eötvös Lóránd University, Hungary)
Teacher (CSF, DCM; Cluster E) (Hungary Learning Centre)

Willard Dickerson, B.A., M.Div., Ph.D. (Cornell University, U.S.A.)
Teacher (CSF, DCM; "Church History") (Hungary Learning Centre)

John Fraser, B.A., M.Div., Th.M. (Asbury Theological Seminary, U.S.A.)
Teacher (CSF, DCM; Cluster B and C) (Hungary Learning Centre)

Çezarina Glendenning, B.A., M.A. (Northwest Nazarene University, U.S.A.)
Teacher (CSF, DCM; Clusters C, E) (Albania/Kosova Learning Centre)

Imre Gusztin, B.A., M.A. student (Nazarene Theological College, U.K.)
Assistant Teacher (CSF, DCM; Cluster A) (Hungary Learning Centre)

Antonie Holleman, Drs. (Leiden University, the Netherlands)
Teacher (CSF, DCM; Mainly Cluster B) (The Netherlands Learning Centre)

Wilhelmina Holleman, B.S., M.Div. (Northwest Nazarene University, U.S.A.)
Teacher (CSF, DCM; Mainly Cluster C) (The Netherlands Learning Centre)

Ed van Hoof, B.A., M.A. (Nazarene Theological College, U.K.)
Teacher (CSF, DCM; Clusters C, D) (The Netherlands Learning Centre)

Artak Hovhannisyan, Ph.D. History (Yerevan University, Armenia)
Teacher (CSF, DCM; Clusters B, D) (Armenia Learning Centre)

Laszlo Khaled, M.A., Ph.D. (University of Pecs, Hungary)
Teacher (CSF, DCM; Clusters A, B, C) (Hungary Learning Centre)

Svetlana Khobnya, B.A., M.A., Ph.D. (Nazarene Theological College U.K.)
Teacher (CSF, DCM; Cluster A) (CIS Learning Centre)

Svetlana Kleshchar, M.A. (Nazarene Theological Seminary, U.S.A.)
Teacher (CSF, DCM; Mainly Cluster B) (Ukraine Learning Centre)

Ildikó Kóber, B.A. (Teacher Training College, Hungary)
Assistant Teacher (CSF, DCM; Mainly Cluster E) (Hungary Learning Centre)

Olga Kupchik, M.A. student (Moscow Evangelical Christian Seminary,
Russia)
Assistant Teacher (CSF, DCM; Clusters C, D) (Russia Learning Centre)

Judit Lakatos, B.A., M.A., Ph.D. (Kossuth Lajos University, Hungary)
Teacher (CSF, DCM; "Church History") (Hungary Learning Centre)

Vladimir Masyuk, B.A., M.A., M.Div. student (Nazarene Theological Seminary, U.S.A.)
Assistant Teacher (CSF, DCM; Cluster C) (Ukraine Learning Centre)

Hans-Günter Mohn, M.Div. (Northwest Nazarene University, U.S.A.)
Teacher (CSF, DCM; Cluster D) (Germany Learning Centre)

Viktor Rozsa, B.A., M.Div. (Asbury Theological Seminary, U.S.A.)
Teacher (CSF, DCM; Clusters C, D) (Hungary Learning Centre)

Sara van der Vaart, B.A., M.A. student (Trevecca Nazarene University, U.S.A.)
Assistant Teacher (CSF, DCM; Clusters C, D, E) (The Netherlands Learning Centre)

Eniko Vecseyne Fulmer, B.A., M.A. (Baptist Theological Seminary, Hungary)
Teacher (CSF, DCM; Clusters B, C, D) (Hungary Learning Centre)

M. Manuela Vera-Cruz, B.A. (Universidade de Coimbra, Portugal)
Assistant Teacher (CSF, DCM; ACP courses, "Faith Development") (Portugal Learning Centre)

Jessica Wolst, B.A., M.A. (Nazarene Theological Seminary, U.S.A.)
Teacher (CSF, DCM; "Interp. Communication") (The Netherlands Learning Centre)

GUEST FACULTY

Dean Blevins, M.A. Ph.D. (Claremont School of Theology, U.S.A.)
Teacher (CSF, DCM; Clusters C, D) (Russia Learning Centre)

Joel Castro Bueno, B.A., M.A. student (Seminario Nazareno de las Américas, Costa Rica)
Assistant Teacher (CSF, DCM) (Spain Learning Centre)

Danilo Consiglio, M.A. Comp. Science, B.A. theology (University of Wales, UK)

Assistant Teacher (CSF, DCM; Clusters A, B) (Italy Learning Centre)

István Durkó, B.A., M.A. (Southern Bible Institute and Seminary, U.S..A)

Teacher (CSF, DCM; Cluster D) (Hungary Learning Centre)

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

Teacher (CSF, DCM; Mainly Cluster A) (Portugal Learning Centre)

Beate Fuesser, B.A., M.A. (Columbia International University, U.S.A.)

Teacher (CSF, DCM; "Faith Development", "Interp. Communication") (Germany Learning Centre)

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

Teacher (CSF, DCM; Clusters C, D) (Bulgaria Learning Centre)

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

Teacher (CSF, DCM; Mainly Clusters C, D) (Bulgaria Learning Centre)

Vicenzo Paci, B.A., M.A. student (North West University, South Africa)

Assistant Teacher (CSF, DCM, Clusters B, C) (Italy Learning Centre)

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

Teacher (CSF, DCM; "Pastoral Care and Counselling", "Human Growth and Development" (Germany Learning Centre)

Betsy Scott, B.A., M.A. (Fuller Theological Seminary, U.S.A.)

Teacher (CSF, DCM; Mainly Cluster D) (Digital Campus/Croatia Learning Centre)

Jon Scott, B.S., M.A. Religious Education (Nazarene Theological Seminary, U.S.A.)

Teacher (CSF, DCM; "Intro. to O.T.", "Holiness and Identity", "Church Leadership) (Romania Learning Centre)

William (Bill) Selvidge, B.A., M.Div., D.Miss (Trinity Evangelical Divinity School, U.S.A.)

Teacher (CSF, DCM; "World Religions") (Portugal Learning Centre)

Teanna Sunberg, B.A., M.A. (Northwest Nazarene University, U.S.A.)

Teacher (CSF, DCM; "Intercultural Missions") (Romania Learning Centre)

András Szalai, B.A., M.A., Ph.D. (Lutheran Theological University, Hungary)

Teacher (CSF, DCM; Mainly Cluster E) (Hungary Learning Centre)

Mihály Sztupkai, M.A. (Debrecen Reformed Theological University, Hungary)

Teacher (CSF, DCM; "Preaching", "Pastoral Care and Counseling") (Hungary Learning Centre)

István Szuhánszky, M.A. (Debrecen Reformed Theological University, Hungary)

Teacher (CSF, DCM; "Christian Worship") (Hungary Learning Centre)

Sara Thibault, B.A. M.A. Social Work (University of Kansas, U.S.A.)

Teacher (CSF, DCM; SOC courses) (Albania/Kosova Learning Centre)

TUTORS

Magdalena Balaban (Romania Learning Centre)

Daniel Fink (Italy Learning Centre)

Sara Hasbajrami (Italy Learning Centre)

Sergei Onofrijchuk (Ukraine Learning Centre)

Salvatore Scognamiglio (Italy Learning Centre)

Valerij Serdyukov (Ukraine Learning Centre)

Swilen Simeonov (Bulgaria Learning Centre)

Litzzy Vidaurre de Pesado (Spain Learning Centre)

XI. GENERAL LEADERSHIP AND ADMINISTRATION

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

LEADERSHIP TEAM

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

Rector

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

Klaus Arnold

Director of Curriculum Development and Quality Assurance

Curriculum Committee

Fernando Almeida

Director of Information Technology, and Library Services

*Sonis, Online Education
Technical support, Library*

Alan Schrock

Registrar

*Course Registration, Academic Records,
Admissions*

Raquel Pereira

FACULTY ASSEMBLY

The Faculty Assembly meets annually for the purpose of fellowship, community, worship and faculty development. All full-time and part-time faculty are required to attend.

CURRICULUM COMMITTEE

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

Committee Chair (Director of Curriculum Development and Quality Assurance) Fernando Almeida

Cluster Chairs

Cluster A (Bible – O.T.) Wolfgang Köhler
Cluster A (Bible – N.T.) Gabi Markusse-Overduin

Cluster B (Theology, Tradition and Identity) Fernando Almeida

Cluster C (God's Mission, the Church, Vocation) Gideon de Jong

Cluster D (Ministerial Skills) Mária Gusztinné Tulipán

Cluster E (Academic Skills and General Studies) Dorothea Gschwandtner

Rector Klaus Arnold

Director of Information Technology and Library Services

Alan Schrock

Registrar

Raquel Pereira

Mentoring Overall Coordinator

Olga Druzhinina

ADDITIONAL POSITIONS OF GENERAL ADMINISTRATION

Academic Administrative Assistant

Martina Arnold

Record Keeping, File Management

Financial Services

Tanja Baum

Accounting, Payment of College Bills, Miscellaneous Financial Concerns

Legal Services

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

Tanja Baum and
Martina Arnold

Administrative Centre Library Branch

*Circulation, Materials Processing
Cataloguing*

Martina Arnold
Debra Schrock

Mentoring Overall Coordinator

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

Olga Druzhinina

Outcomes Assessment

*Outcomes Assessment Data Collection;
Course Evaluations*

Raquel Pereira

ACD Reviews

Mária Guztinné-
Tulipan

Public Relations Coordinator

Publicity; Communications

Klaus Arnold

XII. LEARNING CENTRES

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

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

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

Learning Centre Committee: Is responsible to plan for overseeing the delivery of the curriculum as well as the students' progress through the curriculum.

Albania-Kosova Learning Centre

Coordinator: Gil Thibault

Administrator: Edlira Biti [Xhakollari]

LC Committee: Gil Thibault, Coordinator, Part-Time Faculty
Edlira Biti [Xhakollari], Administrator, Part-Time Faculty
Steve Beiler, Local Faculty
Student Body Representative - To be determined

Teaching Locations: Albania: Tirana (ALB1)
Rruga Llazi Miho, Pallati 153
Kati i pare
Kombinat, Tirana, Albania

Albania: Gorre (ALB2)
Gorre, Lushnje
Albania

Kosova: Prishtina (KOS1)
111 Rr. Dervish Rozhaja 6 - 1
Prishtina, Kosova 10000

Kosova: Suhareka (KOS2)
Rr. Brigada 123
Suharekë, Kosova 23,000

Armenia Learning Centre

Coordinator: Andrey Khobnya

Administrator: Seyran Vardanyan

Office: Ulitza Trdat Chartarapet
Building 28, kv. 15
Gyumri, Armenia

LC Committee: Andrey Khobnya, Coordinator, Part-time Faculty
Seyran Vardanyan, Administrator, Part-Time
Faculty
Rosa Vardanyan, Student Body Representative

Teaching Location: Armenia (ARM1)
Paruyr Sevak str. 10/1
Akhuryan, Shrak Region, Armenia

Bulgaria Learning Centre

Coordinator: To be determined

Administrator: Cynthia Phelps

Office: Lullin 10
blk. 156, apt. 4
Sofia, Bulgaria 1324

LC Committee: Cynthia Phelps, Administrator, Part-time Faculty
Swilen Simeonov, Tutor
Yanita Koleva, Non-Faculty
Student Body Representative - To be determined

Teaching Locations: Sofia (BUL1)
Lullin 10
Blk. 156, 2nd fl, apt. 4
Sofia, Bulgaria 1324

Razgrad (BUL2)
Osum 16
Razgrad, Bulgaria 7200

Montana (BUL3)
Yantra 19
Montana, Bulgaria 3400

Central Asia Learning Centre

Coordinator: Andrey Khobnya

Administrator: Zhanetta Yugai

LC Committee: Andrey Khobnya, Coordinator, Part-time Faculty
Zhanetta Yugai, Administrator, Part-Time Faculty
Student Body Representative - To be determined

Teaching Locations: Kazakhstan: Borovoe (KAZ1)

Kyrgyzstan: (KYR1)

Digital Campus

Coordinator/Administrator: Alan Schrock

Office: Lagerhausstrasse 7-9
63589 Linsengericht, Germany

LC Committee: Alan Schrock, Coordinator, Full-time Faculty
Dorothea Gschwandtner, Part-time Faculty
Raquel Pereira, Full-time Faculty
Student Body Representative - To be determined

Teaching Locations: Digital Campus Online (DIG1)
Lagerhausstrasse 7-9
63589 Linsengericht, Germany

DC: Croatia (DIG2)
Church of the Nazarene
Handelova 4
Zagreb, Croatia 10000

France Learning Centre

Coordinator/Administrator: Melody Terrien
48 avenue Raymond Aron
92160 Antony, France

Teaching Locations: Paris (FRA1)
L'Eglise Protestant du Nazaréen
15 rue Peintre Lebrun
78000 Versailles, France

Germany Learning Centre

Coordinator: Wolfgang Köhler
Office: Frankfurter Str. 16-18
63571 Gelnhausen, Germany

Administrator Tanja Baum
Frankfurter Str. 16-18
63571 Gelnhausen, Germany

LC Committee: Wolfgang Köhler, Coordinator, Part-time Faculty
Tanja Baum, Administrator, Part-time Faculty
Klaus Arnold, Full-time Faculty

Dorothea Gschwandtner, Part-time Faculty
Gideon de Jong, Part-time Faculty
Hans-Günter Mohn, Local Faculty
Peter Ullinger, Board of Trustees Member
Dennis Lieske, Student Body Representative

Teaching Locations: Germany Online (GER1)
Frankfurter Str. 16-18
63571 Gelnhausen, Germany

Gelnhausen (GER2)
Kirche des Nazareners
Frankfurter Strasse 16-18
63571 Gelnhausen, Germany

Hungary Learning Centre

Coordinator: Gábor Szuhánszky T.

Administrator: Mária Gusztinné Tulipán

Office: Magyarországi Metodista Egyház
1032 Budapest
Kiscelli u. 73., Hungary

LC Committee: Gábor Szuhánszky T., Coordinator, Part-Time
Faculty
Mária Gusztinné Tulipán, Administrator, Part-
time Faculty
Enikő Vecseyné Fulmer, Local Faculty
Larry Winckles, Non-Faculty
Jonathan Long, Non-Faculty
Gyöngyvér Csürke, Student Body
Representative

Teaching Location: Budapest (HUN1)
Magyarországi Metodista Egyház
1032 Budapest
Kiscelli u. 73, Hungary

Italy Learning Centre

Coordinator: Giovanni Cereda

Office: Via Ciro Menotti, 1
95123 Catania, Italy

Administrator: Allison Beaty
Via Antonio Fogazzaro, 11
00137 Roma, Italy

LC Committee: Giovanni Cereda, Coordinator, Part-Time
Faculty
Allison Beaty, Administrator, Part-Time Faculty
Student Body Representative - To be
determined

Teaching Locations: Rome (ITA1)
Via A. Fogazzaro, 11
Roma, Italy

Florence (ITA2)
Via A. Toscanini, 62
50127 Firenze, Italy

Catania (ITA3)
Via Ciro Menotti, 1
95123 Catania, Italy

Portugal Learning Centre

Coordinator: João Pedro Pereira

Administrator: Priscila Guevara

Office: Rua Abade Faria, 8-8A
2725-475 Mem-Martins - Portugal

LC Committee: João Pedro Pereira, Coordinator, Part-Time
Faculty

Priscila Guevara, Administrator, Part-time
Faculty

Raquel Pereira, Full-time Faculty

Maria Manuela Vera-Cruz, Local Faculty

Student Body Representative – To be
determined

Teaching Locations: Mercês (POR7)
Rua Abade Faria, 8 A/B, Mercês
2725-755 Mem Martins – Portugal

Romania Learning Centre

Coordinator/Administrator: To be determined

Office: Intr. Viilor, Nr. 4
Sector 5
Bucharest, Romania 050162

LC Committee: Roberta Bustin, Local Faculty
Cristina Balaban, Tutor
Student Body Representative - To be
determined

Teaching Locations: Bucharest (ROM1)
Str, Ritoride nr. 67, Sector 5
Bucharest, Romania

Sighisoara (ROM2)
Str. St. O. Iosif nr. 20
Sighisoara 545400; Romania

Tigmandru (ROM3)
Str. Magherusului nr. 131
Tigmandru 547433, Romania

Russia Learning Centre

Coordinator: Andrey Khobnya

Administrator: Olga Druzhinina

Office: Ulitza Azovskaya d. 24, k. kv. 177
117452, Moscow

LC Committee: Andrey Khobnya, Coordinator, Part-time Faculty
Olga Druzhinina, Administrator, Part-time
Faculty
Olga Kupchick, Local Faculty: Tutor
Alexey Shipovalov, Part-time Faculty
Maxim Pakhomov, Student Body Representative

Teaching Locations: Chekhov (RUS1)
Leshino 77
Moscovskaya Oblast', Russia

Saint Petersburg (RUS2)
Ulitza Kirochnaya 32/34
191123, St. Petersburg, Russia

Scandinavia Learning Centre

Coordinator: Kaj Ove Bollerup

Office: Fasanvej 25
2680 Solrød Strand, Denmark

Teaching Location: Copenhagen (DEN1)
Fasanvej 25
2680 Solrød Strand, Denmark

Spain Learning Centre

Coordinator: Fernando Almeida

Administrator: Liliana Almeida

Office: Calle del Pelicano 26, 2
Madrid 28025, Spain

LC Committee: Fernando Almeida, Coordinator, Full-time
Faculty
Liliana Almeida, Administrator, Part-time Faculty
Ignatio Pesado, Non-Faculty
Student Body Representative - To be
determined

Teaching Locations: Madrid (SPA1)
Iglesia del Nazareno de Madrid
Calle Pelicano 26
Madrid, 28025, Spain

Barcelona (SPA2)
Iglesia del Nazareno de Barcelona
Pasaje de Ferrocarriles Catalan 31 08940
Cornella de Llobregat Barcelona, Spain

Zaragoza (SPA3)
Iglesia del Nazareno de Zaragoza
C/ Estación 5
50014 – Barrio Jesús
Zaragoza, Spain

Sevilla (SPA4)
calle Jesús Cautivo # 12 - local G
41005 Seville, Spain

Spain Online (SPA5)

The Netherlands Learning Centre

Coordinator: Erik Groeneveld
Office: Ligusterhof 45

3355RH Papendrecht, The Netherlands,

LC Committee: Erik Groeneveld, Coordinator, Part-time Faculty
Antonie Holleman, Guest Faculty
Wilma Holleman, Local Faculty
Gabi Markusse-Overduin, Part-time Faculty
Jacob Overduin, Non-Faculty
Robert de Vries, Non-Faculty
Students Body Representative - To be determined

Teaching Locations: Zaanstad (NET3)
Zaanstad Kerk van de Nazarener
Zuideinde 22
1541 CD Koog aan de Zaan, The Netherlands

Amersfoort (NET4)
Kerk van de Nazarener
Noorderwierweg 131
3812 DD Amersfoort, The Netherlands

Dordrecht (NET5)
Kerk van de Nazarener
Talmaweg 121
3317 RD Dordrecht, The Netherlands

Ukraine Learning Centre

Coordinator: Andrey Khobnya

Administrator: Sylvia Masyuk

Office: Ulitsa Studencheskaya
Church of the Nazarene
Kyiv 04050 Ukraine

LC Committee: Andrey Khobnya, Coordinator, Part-time Faculty
Sylvia Masyuk, Administrator, Part-time Faculty
Svetlana Kleshchar, Local Faculty

Vladimir Masyuk, Local Faculty
Sergei Onofrijchuk, Local Faculty: Tutor
Valerij Serdyukov, Local Faculty: Tutor
Anna Mulyar, Student Body Representative

Teaching Locations:

Mariupol (UKR2)
Ulitsa Pashkovskogo 43
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XIII. GENERAL INFORMATION

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