# ACADEMIC CATALOGUE
# EuNC

# 2020-2021

European
Nazarene
College

MAKING A DIFFERENCE
THROUGH EDUCATION

# EuNC ACADEMIC CATALOGUE 2020-2021

# CONTENTS

3

# I. INTRODUCTION

## A.  THE PROFILE OF EuNC

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

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

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

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

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

# B.  STATEMENT OF BELIEF

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

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

# 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.

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

# E. 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 are 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 seventeen 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 on 10 January 1966.

Throughout its existence, the college has stayed focused on fulfilling its original purpose. In 1977, the school affiliated itself with MidAmerica Nazarene University (MNU), through which it was able to offer a fully accredited Bachelor of Arts degree. In the early 1990's, as an immediate result of the fall of Communism and the lifting of the Iron Curtain, the school 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 years of the timeline of the strategic plan, in 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 campus property was completed in 2015. EuNC has now fully become one school in many nations with learning centres in different countries and a general administration to fulfil the mission of the school. The *Vision 2020* strategic plan was developed in response to this emphasis.

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

# H. ACCREDITATION, RECOGNITION, AND COLLABORATIVE AGREEMENTS

**Programmes Accredited by the European Council for Theological Education (ECTE)**
The Certificate in Spiritual Formation (60 ECTS), the Diploma in Christian Ministry (120 ECTS), and the Advanced Diploma in Applied Theology (180 ECTS) are accredited by the ECTE (ecte.eu).

**Recognised Nazarene Educational Institution**
European Nazarene College is listed by the International Board of Education (IBOE) of the Church of the Nazarene as one of the official educational institutions of the Church of the Nazarene with a validated course of study for ordination, and is a member of the Eurasia Educational Council (EEC) of the Church of the Nazarene (nazarene.org).

**Approved Curriculum for Ordained Ministry in the Church of the Nazarene**
The Diploma in Christian Ministry of European Nazarene College has been approved by the International Course of Study Advisory Committee (ICOSAC) of the Church of the Nazarene as the programme that fulfils the minimum academic requirements for ordained ministry within the districts of the Church of the Nazarene for which EuNC is the educational provider. Each district has clearly defined ordination academic requirements that either follow the minimum requirements or exceed these established by ICOSAC. Some districts require the ADAT programme or have additional coursework to complete the minimum academic requirements for ordination. It is important to realize that the individual districts set these criteria—not the school—and variations between the districts are possible.

**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 sites referred to as Learning Centres (LC) in multiple European and CIS countries. EuNC offers part-time studies generally in the language of the hosting country in the following learning centres: Albania-Kosova, Armenia, Bulgaria, Central Asia (Kazakhstan, Kyrgyzstan), Croatia, France*, Germany, Hungary, Italy, Portugal, Romania, Russia, Scandinavia (inactive), Spain, the Netherlands, Ukraine-Moldova; and the Digital Campus* (serving all countries and Centres with programmes offered in English).

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

**Teaching Locations**
Courses are offered in the following teaching locations:

| | |
|---|---|
| Albania | Tirana (ALB1), Gorre (ALB2) |
| Armenia | Akhuryan (ARM1), Online Education (CIS1) |
| Bulgaria | Razgrad (BUL2), Montana (BUL3) |
| Croatia | Zagreb (CRO1) |
| France | Paris (FRA1), Online Education (FRA3) |
| Germany | Online Education (GER1); Gelnhausen (GER2) |

| | |
|---|---|
| Hungary | Budapest (HUN1) |
| Italy | Online Education (ITA4) |
| Kazakhstan | Astana (KAZ2), Online Education (CIS1) |
| Kosova | Prishtina (KOS1), Suharekë (KOS2) |
| Kyrgyzstan | Online Education (CIS1) |
| Portugal | Mercês (POR7) |
| Romania | Bucharest (ROM1), Sighisoara (ROM2), Tigmandru (ROM3) |
| Russia | Saint Petersburg (RUS2), Online Education (CIS1) |
| Spain | Online education (SPA5) |
| the Netherlands | Vlaardingen (NET1), Zaanstad (NET3), Amersfoort (NET4), Dordrecht (NET5), Online Education (NET6) |
| Ukraine-Moldova | Kyiv (UKR1), Online Education (CIS1) |
| Digital Campus | Online education (DIG1) |

# 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 and the bylaws 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. 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.).

# II. ACADEMIC POLICIES

## A. ADMISSION AND REGISTRATION

### 1. Entry Requirements

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

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

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

For specific information regarding ISCED and UNESCO we refer to the following website: http://uis.unesco.org/en/topic/international-standard-classification-education-isced
Exceptions can be made on an individual basis to students still enrolled in level 3A or 3B (/or levels 344 or 354) of secondary education who have not yet reached their 18th birthday.

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

## 2. Non-Traditional Entry Requirements

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

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

1) The student will have to take and pass ACP1000 EuNC Orientation and two of the following introductory courses: ACP11 Introduction to Academic Skills, BIB11 Introduction to the Old Testament, BIB12 Introduction to the New Testament, MIS11 God's Mission and the Church and THE11 Introduction to Theology.

2) The student will be assigned a personal mentor (by the Learning Centre), who will assist him/her in any academic difficulties or needed adjustments.

3) After the probationary period (completion of the three courses), the Learning Centre Coordinator will write a summary of how the student has been doing in his/her studies and send it to the Registrar for review by the Leadership Team. The Leadership Team will then make a final decision on whether the probationary period is complete, needs to be extended, or the student is no longer able to take classes. The student is not allowed to take other courses beyond those three before that assessment is done by the Leadership Team.

## 3. Student Responsibility

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

## 4. Applicable Catalogue

Students will graduate under the requirements of the catalogue in effect at the beginning of their first year, provided they graduate within the study length expectations specified in section 6. Programme additions or deletions required by outside agencies apply as soon as they are approved. If a student's academic career is interrupted for longer than three years, the student will graduate under the current catalogue at time of readmission. Students may choose the most recent catalogue, provided that they consult with their LC Coordinator and follow the appropriate procedure and complete all requirements of the chosen catalogue. Academic or non-academic regulations other than academic programme requirements apply to all students as soon as they are adopted by the college.

In case of discrepancies in translation, the English version of the catalogue shall be decisive.

## 5. Transfer Credits

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

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

## 6. Study Length

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

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

## 7. Graduation Clearance

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

1) All degree requirements for specific programmes as listed in the catalogue must be met.

2) All financial obligations must be satisfied.

3) Clearance must be given to each prospective graduate by the Learning Centre Coordinator, and the Rector.

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

## 8. Definitions of School Year

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

# B. COURSE WORK

## 1. Academic Load

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

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

## 2. Leave of Absence

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

This leave of absence will be reviewed by the Registrar at the beginning of the academic year. When the time frame of 12 months is reached, the

Registrar will notify the LC Coordinator/Administrator, who will follow-up with the student on the reason for the leave of absence.

Depending on the result of that consultation and subsequent information from the LC Coordinator/Administrator to the Registrar, the student may: a) Start to take courses again and end the leave of absence. b) Be extended more time in the leave of absence if there is a good reason for that. This extension needs to be approved by the LT. c) If there is no foreseen date for him/her to resume studies, the student will be withdrawn, using the appropriate form and signature of the student.

### 3. Academic Integrity

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

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

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

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

### 4. Intellectual Property

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

## 5. Language Proficiency

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

## 6. Class Participation

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

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

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

Penalties may be assigned by the teacher for not meeting attendance/participation expectations. These specific penalties will be indicated in the syllabus. Students not meeting the attendance/participation guidelines for more than 25% of the class will fail the course or should consider withdrawing from it (see policy on Withdrawal from a Course).

## 7.  Handing in Work Late

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

## 8. Course Assessment

Part of the requirements for every course is that students complete the student course evaluation. The aggregated student evaluations, as well as course data, may be used by the faculty member, LC administration and/or general administration of EuNC for ongoing assessment of the college.

## 9. Course Delivery

The length of all EuNC courses need to be planned in such a way that students average a weekly workload of 12-15 hours for the course including any real-time sessions.

1) **In-class courses.** These are courses offered by a learning centre consisting of a series of class sessions at a teaching location of a particular learning centre with the teacher and all students present at that location. Generally, class sessions of these courses are held during an intensive period of 4 to 14 days, with pre- and post-class session assignments, or spread 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.

2) **Online courses.** This is a course delivered through the Internet without any class sessions at a particular location.

3) **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. When planning for a course to be taught in this delivery method; teachers and LCs should plan to not exceed the maximum of 6 hours of sessions per day. These courses can have an online component to guide and assist students with their pre- and post-class session assignments.

4) **Hybrid courses.** These courses may use any of the above methods to deliver specific sessions (in-class sessions, online components, video conferencing sessions).

5) **Directed Study.** A directed study is an individualized course offered for a particular student. The course plan is directed by a faculty member and involves significant independent study. The maximum number of credits allowed for directed study courses will be 15 ECTS per programme. All directed studies course numbers have the suffix "D."

6) **Praxis.** This mode of delivery provides students with real-life work experiences to aid their learning and improve their ministry skills. Ministry involvement is integrated into the curriculum to allow students to experience theories in practice.

# C. GRADES

## *1. Grading System*

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

| PERCENT | LETTER GRADE | GRADE POINT | EXPLANATION |
|---------|--------------|-------------|-------------|
| 97-100% | A+ | 4.0 | EXCELLENT WORK. The work of the student meets the expectations of the assignment with an excelling |

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

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

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

## 2. Graduation Honours

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

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

## 3. Transcripts

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

# D. ENROLMENT

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

## 1. Auditing Classes

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

## 2. Dropping a Course

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

### 3. Withdrawal from a Course

Students may withdraw from a course, provided they request it within the first 55% of its entire duration, counting from the official starting date of the course as listed on the syllabus. A "W" will appear on the grade report and transcript.

A portion of the tuition may be reimbursed to students withdrawing from a course according to the schedule on page 30.

### 4. Repeat Option

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

### 5. Incomplete Grade

A grade of "I" (Incomplete) indicates incomplete work and is given to a student to indicate that some part of the work, for good reason, has not been done while the rest has been satisfactorily completed. The work for the incomplete grade must be completed within a timeframe established by the teacher and should not exceed three months from the original end date of the course. If the incomplete requirements are not met, a final grade will be calculated on the basis of the submitted coursework.

### 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 enrolled in one of the EuNC programmes 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.

# E. STUDENT 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 or disciplinary matters.

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/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:

   1) Student Name
   2) Learning Centre
   3) Person(s) involved
   4) Date of incident

5) Description of the incident that occurred, and previous
   intervention/mediation that has not been satisfying to the student
6) Defence of action/reason the student feels the action is not justified.
7) 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 and will not be considered after 12 months from
the date of the action. 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 has a variable rate for tuition based on the economic situation within the different countries it serves within Europe and the CIS. The tuition is divided between a course fee and a general fee. The course fee goes towards the operational budget of the learning centre, and the general fee contributes to the operations of the general administration in providing all the academic services of the college.

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

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

E3    Students in Italy
E4    Students in Portugal
E5    Students in France and Hungary
E6    Students in Albania, Bulgaria, Croatia, Kosova, Poland and Romania.
E7    Students in Armenia
E8    Students in Spain
E9    Students in Germany, Scandinavia, and those assigned directly to the Digital Campus from non-listed countries
EA    Students in Central Asia, Moldova, Russia and Ukraine
EB    Students in the Netherlands
N2    Students from outside Europe or the CIS

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

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

[1] Scholarship is not provided to any failing student.

- Students auditing classes pay 50% of the actual tuition per ECTS.
- Students withdrawing from a course, or changing from enrolled to auditing, after the course has begun can receive full or partial reimbursement. The refund will be based on the date they inform the Coordinator/Administrator. This reimbursement is based on the percentage of the course completed (calculated on the start and end dates on the course syllabus) according to the following schedule:
  o 0-10% 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.
- Students taking continuing education courses will pay a fee set by the Learning Centre for those courses, of which €3/ECTS equivalent is the general fee amount.
- Learning Centres may restrict enrolment of students who have not paid their debts based on local LC policies.

# IV. INTENDED EDUCATIONAL OUTCOMES

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

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

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

CN1     Bible. Students will know the content and theology of the Old and New Testaments, historical backgrounds and the various kinds of literature, as well as key issues of hermeneutics.

CN2     Theology. Students will know the various topics of Christian theology, its history and specifically Wesleyan holiness theology and the doctrines of the Church of the Nazarene.

CN3     Church. Students will know the history of the church and the surrounding culture and have a clear understanding of and vision for the mission of the church.

CN4     Ministry. Students will have specific knowledge necessary for effective ministry in the different areas of the mission of the church.

CN5     People. Students will have specific knowledge that will equip them to work with people in various circumstances and prepare them to foster community.

CN6     Scientific Literacy. Students will develop an informed perspective and respect for the created order and use the methods of scientific inquiry to explore it.

## Competency

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

CP1　Interpretation. Students will be able to interpret and apply Scripture in exegetically and theologically sound ways.

CP2　Communication. Students will be able to communicate clearly to people in various ways and different settings, and they will be able to respectfully receive the message of others.

CP3　Leadership. Students will be able to lead people closer to God, to lead the church in fruitful ministry, and be skilled in self and organizational management.

CP4　Ministry. Students will be able to minister to the various needs of individuals and groups and provide pastoral care to these various needs.

CP5　Analysis. Students will be able to analyse and address current situations in church and society in a historical, theological, and biblical way.

CP6　Critical Thinking. Students will develop the ability to determine validity and reasonableness through an examination of information, argumentation, and experience.

## Character

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

CH1　Integration. Students will be able to apply the knowledge they have received to their personal lives.

CH2　Transformation. Students will have grown in their pursuit of living a holy life in all its various dimensions of daily life and personhood.

CH3 Commitment. Students will be committed to give themselves as servants to God's mission in this world and commit to their specific ministries.

CH4 Spirituality. Students will be immersed in the spiritual disciplines as personal resources for ministry.

CH5 Self-Understanding. Students will accept themselves as persons of worth and will develop habits of living that are mentally and physically healthy.

## Context

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

CT1 Relevance. Students will be able to communicate the Gospel in relevant ways to the people in a certain context, using sound hermeneutical principles.

CT2 Cultural Responsiveness. Students will have sensitivity for different cultural contexts and will be able to minister effectively in and between them.

CT3 Stewardship. Students will have a holistic view on the various responsibilities the church has for this world and its peoples.

CT4 Integration. Students will be equipped to relate the Christian faith to all areas of life from the Wesleyan theological perspective.

CT5 Culture and Society. Students will have general knowledge of the society and political situation of their country, as well as the history and culture that they share with neighbouring countries and regions.

CT6 Social Responsibility. Students will become informed, concerned, and involved citizens in the world.

# V. THE CURRICULUM OF EuNC

## A. INTRODUCTION

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

## B. CURRICULUM FRAMEWORK

The curriculum of European Nazarene College consists of five clusters. All courses of the different programmes are divided over one of these clusters.

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

**Cluster A. Bible** (All course numbers starting with BIB)
The foundational source that informs our view on God, the Church, the world and ministry is Scripture. Therefore, students need to become well-grounded in Scripture for receiving direction and inspiration.

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

**Cluster B. Theology, Tradition, and Identity** (All course numbers starting with THE.)
Flowing out of Scripture comes our theology, which compliments Scripture with information from tradition, reason and experience (Wesleyan quadrilateral). It is our distinctive Wesleyan theology that provides identity and describes who we are as a church.

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

**Cluster C. God's Mission, the Church, Vocation** (All course numbers starting with MIS, PAS, and PRC.)
The core of the curriculum is a biblical understanding of the heart of God and His mission in the world. Our understanding of the church and of our lives as vocation needs to be informed by this missiological understanding, and believers need to find their place in the missionary activity of God through the Church as the body of Christ.

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

**Cluster D. Ministerial Skills** (All course numbers starting with MIN.)
Along with studying the essential ministries of the church and receiving the appropriate knowledge, the students will be exploring specific ministries or the roles of a minister and developing the needed competencies. The music courses EuNC offers are seen as supporting the ministry of the Church and have their place in this cluster.

Certificate in Spiritual Formation: 4 ECTS
Diploma in Christian Ministry: 19 ECTS
Advanced Diploma in Applied Theology: 29 ECTS

**Cluster E. Academic Skills and General Studies** (All course numbers starting with ACP, GEN and SOC.)
Students need to master competencies that will make them successful in their studies. They also need to show that they are able to integrate what they learn into an overall comprehensive view.

Certificate in Spiritual Formation: 2 ECTS
Diploma in Christian Ministry: 10 ECTS
Advanced Diploma in Applied Theology: 13 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 limited way, it also gives individual students options from which to choose. All electives need to fall in one of the five clusters described above.

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

# C.  EuNC AND THE BOLOGNA PROCESS

The European Higher Education Area (EHEA) was officially created in March 2010 with meetings in Budapest and Vienna. At that time, Kazakhstan also became a participating country in the EHEA. Of the current 48 members of the EHEA, 27 are members of the European Union. All but two 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 most obvious characteristic of the Bologna Process is the European Credit Transfer and Accumulation System (ECTS), as it intends to develop a comparable educational system across national boundaries.

**European Credit Transfer and Accumulation System (ECTS)**
EuNC follows the European credit system, called 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 use a variety of learning activities to meet the course objectives which can include teaching time, projects, reading, personal reflection, essays, and other learning activities. Courses are designed based on an average of 12-15 hours of weekly workload for the student.

**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 workload and the second on contact hours.

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:
> 1.0   ECTS = 0.60 US College Credit Hours

# D. STUDENT DEVELOPMENT AT EuNC

## 1. *Purpose and function*

The educational philosophy of EuNC is focused upon preparation for mission and ministry through the pursuit of academic excellence, on-going spiritual formation, and the practice and development of ministerial skills and abilities,

which are professional, and which reflect a Christlike attitude of "servant ministry".

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

EuNC has adopted a list of Educational Outcomes. These are the Four C's (Content, Competency, Character, and Context), which are the intended outcomes for clergy preparation, as provided by the Church of the Nazarene. Student Development activities and efforts directly support these intended Educational Outcomes, but in order to be truly beneficial, these efforts must engage students within the context of relationship and dialogue. Only within this context can Student Development efforts address key developmental issues at the crucial points where student needs and the desired Educational Outcomes intersect.

For students enrolled in one of the programmes of EuNC, student development includes, but is not strictly limited to, the following:
1. Orientation and Welcome Events
2. EuNC Orientation
3. Student Learning Communities
4. Mentoring
5. Active involvement in the local church
6. Graduation ceremony and celebration

## *2. Overview*

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

Description: To participate effectively, new community members need information about their new environment, and they need to be actively

included in the fellowship of that community. At some locations, this may take the form of an evening of worship and fellowship. In other locations, orientation and welcome events may take place in the context of a retreat or a day-outing. Some of the orientation information may be delivered online or through email contact before any face-to-face meetings occur. Whatever the setting, whatever the format, this initial investment in community development is, in the long run, a worthy investment in their academic endeavours together.

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

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

### 3) Student Learning Communities
Purpose: Create an environment where students can develop holistically and where their academic studies can be supported as part of that development.

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

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

Description: Mentoring formats may vary greatly from location to location, but the purpose of mentoring does not change: to invest in the holistic development of the student. Mentoring hours may include one-on-one mentoring with a faculty member or another approved ministry mentor, small group experiences, spiritual formation retreats or activities, or focused seminars or activities that stress holistic development and/or the development of particular life skills. Students receive academic credit for mentoring. The students are highly recommended to continue their mentoring relationships, after having earned the minimum credits required (1 ECTS for CSF, 2 ECTS for DCM and 3 ECTS for ADAT).

## 5) Active involvement in the local church

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

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

## 6) Graduation ceremony and celebration

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

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

# VI. THE PROGRAMMES OF EuNC

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

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

On the following pages, the general outcomes and minimum requirements for these programmes are described. The abbreviations in parenthesis refer to the intended educational outcomes, as described on page 31 and following of this Catalogue. For the detailed ordination requirements at each location, please see the supplementary document entitled Ordination Requirements. For the specific course descriptions refer to page 52 and onward of this catalogue.

## A.  CERTIFICATE IN SPIRITUAL FORMATION (CSF)

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

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

**Programme Outcomes**
Students who graduate with the Certificate in Spiritual Formation will have

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

## Minimum Academic Requirements for Graduation
- Only courses with passing grades will be counted toward the programme
- The student must complete a minimum of 60 ECTS, distributed as follows:

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

| D. Ministerial Skills | Elective Courses: Preaching; Foundations | |
| 4 ECTS | of Youth and Fam. Ministry; Pastoral Care and | |
| | Counselling; Church Leadership | 3 |
| | Practicum | 1 |
| | | |
| E. Academic Skills and | EuNC Orientation | 0 |
| General Studies | Introduction to Academic Skills | 2 |
| 2 ECTS | | |

*Electives*          *18*

**Total**          **60**

# B.  DIPLOMA IN CHRISTIAN MINISTRY (DCM)

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

The Diploma programme is accredited by the European Council for Theological Education (ECTE) as the first two years of a Vocational Bachelor.

**Programme Outcomes**
Students who graduate with the Diploma in Christian Ministry will have:
- a basic knowledge of Scripture (CN1) and of the Christian faith, especially from a Wesleyan perspective (CN2), and a basic knowledge of the history of the church (CN3).
- a clear understanding of, and vision for, the mission of the Church (CN3), and the church's responsibility to the world and its people (CT3).
- the basic knowledge necessary for effective ministry (CN4) and for working with people (CN5).
- the basic skills to interpret Scripture (CP1) and communicate effectively (CT1) within different cultural contexts (CT2).
- the basic skills to communicate clearly with people (CP2), provide leadership (CP3), and provide pastoral care to people (CP4).

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

### *Minimum Academic Requirements for Graduation*
- Only courses with passing grades will be counted toward the programme
- The student must complete a minimum of 120 ECTS, distributed as follows:

| *Cluster* | *Course* | *ECTS* |
|---|---|---|
| A. Bible 25 ECTS | Introduction to the Old Testament | 5 |
| | Introduction to the New Testament | 5 |
| | Foundations for Biblical Studies | 5 |
| | Pentateuch and/or Old Testament Prophets | 5 |
| | Synoptic Gospels and/or Pauline Literature | 5 |
| B. Theology, Tradition, and Identity 23 ECTS | Introduction to Theology | 3 |
| | Holiness and Identity | 3 |
| | Christian Doctrines | 6 |
| | Nazarene History and Polity | 3 |
| | Church History | 5 |
| | Christian Ethics | 3 |
| C. God's Mission, the Church, Vocation 23 ECTS | God's Mission and the Church | 3 |
| | Vocation and Personal Ministry | 2 |
| | Spiritual Formation | 3 |
| | Mentoring | 2 |
| | Evangelism and the Church | 3 |
| | Intercultural Missions | 4 |
| | Faith Development in the Local Congregation | 3 |
| | Christian Worship | 3 |
| D. Ministerial Skills 19 ECTS | Elective courses: Preaching; Pastoral Care and Counselling; Foundations for Youth and Family Ministry; Church Leadership. | 10 |

| | | |
|---|---|---|
| | Practicum | 1 |
| | Internship | 3 |
| | Ministry Integration | 3 |
| | Electives: Additional Practicum(s)/Internship(s) | 2 |
| E. Academic Skills and General Studies 10 ECTS | EuNC Orientation | 0 |
| | Introduction to Academic Skills | 2 |
| | Language and Written Expression | 3 |
| | Human Growth and Development | 3 |
| | Interpersonal Communication | 2 |
| *Electives* | | *20* |
| **Total** | | **120** |

# C.  ADVANCED DIPLOMA IN APPLIED THEOLOGY (ADAT)

**Description**

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

The Advanced Diploma programme is accredited by the European Council for Theological Education (ECTE) as a Vocational Bachelor.

This programme may not be offered in all languages of the learning centres. Contact the specific Learning Centre for availability.

**Programme Outcomes**

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

- a deeper knowledge of Scripture (CN1) and of the Christian faith, especially from a Wesleyan perspective (CN2), and a basic knowledge of the history of the church (CN3).
- a clear understanding of, and vision for, the mission of the Church (CN3), and the church's responsibility to the world and its people (CT3).
- the thorough knowledge necessary for effective ministry (CN4) and for working with people (CN5).
- the skills to interpret Scripture (CP1) and communicate effectively (CT1) within different cultural contexts (CT2).
- the skills to communicate clearly with people (CP2), provide leadership (CP3), and provide pastoral care to people (CP4).
- the skills to apply Christian understanding to their personal lives (CH1).
- grown in their pursuit of holy living in all its various dimensions of daily life (CT4) and personhood (CH2) through acquaintance with different spiritual disciplines (CH4).
- an increased awareness of who they are as persons (CH5) and as servants involved in God's mission in the world (CH3).
- The ability to critically reflect and engage with contemporary issues in society, Bible and Theology (CP5, CP6).
- The ability to put into practice their learning (CP4), reflecting critically on the outcomes of their experience (CP5, CP6).

### *Minimum Academic Requirements for Graduation*
- Only courses with passing grades will be counted toward the programme
- The student must complete a minimum of 180 ECTS, distributed as follows:

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

| | | |
|---|---|---|
| | Christian Doctrines | 6 |
| | Nazarene History and Polity | 3 |
| | Church History | 5 |
| | Christian Ethics | 3 |
| | 2 Cluster Electives | 6 |
| C. God's Mission, the Church, Vocation 30 ECTS | God's Mission and the Church | 3 |
| | Vocation and Personal Ministry | 2 |
| | Spiritual Formation | 3 |
| | Mentoring | 3 |
| | Evangelism and the Church | 3 |
| | Intercultural Missions | 4 |
| | Faith Development in the Local Congregation | 3 |
| | Christian Worship | 3 |
| | The Holistic Wellbeing of the Minister | 3 |
| | 1 Cluster Elective | 3 |
| D. Ministerial Skills 29 ECTS | Elective courses: Preaching; Pastoral Care and Counselling; Foundations for Youth and Family Ministry; Church Leadership. | 15 |
| | Practicum | 1 |
| | Internship | 3 |
| | Ministry Integration | 3 |
| | Summative Review | 5 |
| | Electives: Additional Practicum(s)/ Internship(s); Theological Reflections | 2 |
| E. Academic Skills and General Studies 13 ECTS | EuNC Orientation | 0 |
| | Introduction to Academic Skills | 2 |
| | Language and Written Expression | 3 |
| | Human Growth and Development | 3 |
| | Interpersonal Communication | 2 |
| | 1 Cluster Elective | 3 |
| *Electives* | | *44* |
| **Total** | | **180** |

# VII. EDUCATIONAL REQUIREMENTS FOR ORDINATION

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

In developing the programme, each learning centre has followed the minimum requirements as established on page 43 and onward of this catalogue, and each learning centre has used the 20 elective credits to either strengthen certain courses by offering them for more ECTS or by adding courses to the curriculum. This option for expansion allows each learning centre to be sensitive to some of the contextual challenges and concerns. For a description of the Diploma in Christian Ministry programme offered in each learning centre, see the separate document Ordination Requirements.

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

# VIII. COURSE NUMBERS

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

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

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

## *Cluster A: Bible*

| | |
|---|---|
| BIB11 | Introduction to the Old Testament |
| BIB12 | Introduction to the New Testament |
| BIB14 | Foundations for Biblical Studies |
| BIB21 | Pentateuch |
| BIB22 | Synoptic Gospels |
| BIB23 | Pauline Literature |
| BIB24 | Old Testament Prophets |
| BIB25 | Johannine Literature |
| BIB34 | Old Testament Historical Writings |
| BIB42 | Psalms and Wisdom Literature |
| BIB46 | Advanced Biblical Studies |

### Cluster B: Theology, Tradition and Identity

THE10    Theology Conference
THE11    Introduction to Theology
THE13    Holiness and Identity
THE21    Christian Doctrines 1 and 2
THE22    Nazarene History and Polity
THE23    Church History
THE24    Special Studies in Theology and Church History
THE25    Christian Ethics
THE31    John Wesley's Theology
THE32    Christian Apologetics
THE34    A Christian Approach to Islam
THE42    Contemporary Wesleyan Holiness Theology

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

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

### Cluster D: Ministerial Skills

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

MIN26  Internship
MIN27  Ministry Integration
MIN28  Special Studies in Christian Ministry
MIN290  Introduction to Theological Reflection
MIN291  Theological Reflection on Life and Ministry
MIN30  Summative Review

**Cluster E: Academic Skills and General Studies**
ACP10  EuNC Orientation
ACP11  Introduction to Academic Skills
ACP20  Language and Written Expression
ACP25  Public Speaking and Storytelling
GEN20  Introduction to Philosophy
GEN22  World Religions
GEN25  Development of Western Thought
SOC22  Human Growth and Development
SOC23  Marriage and the Family
SOC24  Interpersonal Communication
SOC31  General Sociology
SOC32  Introduction to Social Problems

# IX. COURSE DESCRIPTIONS

*Cluster A: Bible*

**BIB11 Introduction to the Old Testament**
This course is an introduction to the literature of the Old Testament. It examines the themes, history, and literary character of the Old Testament's books and reflects upon the relevance of their messages for contemporary society.

This course has no prerequisites.
NOTE: When this course is offered for 6 ECTS in two parts, Introduction to Old Testament 1 is a prerequisite for Introduction to Old Testament 2,

**BIB12 Introduction to the New Testament**
This course is an introduction to the literature of the New Testament. It examines the themes, historical, social and cultural background, and literary character of the New Testament's books and reflects upon the relevance of their witness to Jesus Christ for contemporary society.

This course has no prerequisites.

**BIB14 Foundations for Biblical Studies**
This course provides a foundation for Biblical Studies. It is designed for developing an understanding and appreciation for hearing God's Word for today through Scripture. It will focus on learning the appropriate tools and the process of Biblical exegesis, understanding the principles of interpretation that are specific to the various types of literature in the Bible, and engaging the various issues and hermeneutical problems that affect how Scripture is interpreted in the church.

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

**BIB21 Pentateuch**

This course is a study of the first five books of the Old Testament, with attention given to the narrative thread that runs from Genesis through Deuteronomy, the theological themes that arise from this material, and the manner in which Torah shapes the identity of the Hebrew people. The course also includes a brief introduction to the study methods of these books.

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

### BIB22 Synoptic Gospels

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

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

### BIB23 Pauline Literature

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

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

### BIB24 Old Testament Prophets

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

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

### BIB25 Johannine Literature

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

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

### BIB34 Old Testament Historical Writings

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

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

### BIB42 Psalms and Wisdom Literature

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

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

### BIB46 Advanced Biblical Studies

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

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

### Cluster B: Theology, Tradition and Identity

**THE10 Theology Conference**

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

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

**THE11 Introduction to Theology**

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

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

**THE13 Holiness and Identity**

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

This course has no prerequisites.

**THE211 Christian Doctrines 1**

This course is part of a two-part series exploration of the major doctrines of the Christian church from the perspective of the Wesleyan-Holiness tradition. This particular part will focus on God and what can be known about Him as the starting point of existence.

This course has Introduction to Theology as its prerequisite.

**THE212 Christian Doctrines 2**

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

This course has Introduction to Theology as its prerequisite. The course THE2113 Christian Doctrines 1 is a preferred 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 both Holiness and Identity and Church History as preferred prerequisites.

**THE23 Church History**
This course is an introduction to the history of the Church and its theology from the early period to the present time, as expressed in Western and Eastern Christianity.

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

**THE24 Special Studies in Theology and Church History**
This course has no specific course description, as it depends on its specific offering.

**THE25 Christian Ethics**
This course aims at helping the students form a personal approach to ethics and ethical issues that is faithful to the witness of Scriptures and the doctrines of the Church as expressed in the Wesleyan tradition. Thus, the course will overview the ethical teachings of Scriptures, analyse the relationship between theology and ethics, and examine the teachings of major ethical systems. If appropriate to the context, relevant ethical issues will be examined in detail.

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

### THE31 John Wesley's Theology

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

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

### THE32 Christian Apologetics

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

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

### THE34 A Christian Approach to Islam

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

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

### THE42 Contemporary Wesleyan Holiness Theology

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

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

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

**MIS10 Mentoring**
This activity is designed to assist students in their studies and personal development. Mentoring may include a wide range of activities, which are all intended to help guide student development, whether through academic advising, corporate worship, spiritual direction, or small group discussion of relevant issues connected to their studies.

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

**MIS11 God's Mission and the Church**
This course is an introductory course exposing students to a missional view on ministry. Through a biblical-theological exploration of the mission of God (*Missio Dei*) students will explore the essential nature of the church as the body of Christ in the world, called into existence to cooperate with God in fulfilling his mission on earth.

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

**MIS12 Vocation and Personal Ministry**
Vocation and Personal Ministry is an introductory level course that exposes students to concepts of personal vocation, and it connects with the context of material presented in a previous course, God's Mission and the Church. This course explores what it means to find a personal place of ministry and meaning within God's plan and His Kingdom, given one's gifts, abilities, and heritage. Theological and historical concepts of vocation will be explored, but this course is also largely a reflection on one's own personhood and an attempt to become more comfortable with one's own unique potential contribution to God's mission and the Church.

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

### MIS13 Spiritual Formation

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

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

### MIS14 Introduction to Mentoring

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

### MIS41 The Holistic Wellbeing of the Minister

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

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

### PAS11 Faith Development in the Local Congregation

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

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

### PAS21 Christian Worship

The focus of this course is to help students develop a theology of worship and a clear understanding of the relationship between the believer's daily worship lifestyle and the congregation's weekly worship activities. Special attention is given to the biblical basis for worship, the historical development of worship

and liturgy, the spiritual life of the minister, the various elements of a worship service and the exploration of models of worship that are relevant for today's Church.

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

### PAS22 Church Development
This course examines how the local congregation can organize itself to grow as a missional church and develop the appropriate ministries to reach the people outside and to shepherd its own people.

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

### PAS23 Special Studies in Pastoral Ministry
This course has no specific course description, as it depends on its specific offering.

### PRC21 Evangelism and the Church
This course explores how people can be reached with the Gospel who live in the post-modern/communist and post-Christian context of Europe and the CIS, and how missional churches can be planted. Various ways of reaching people with the Gospel and planting faith communities will be examined and evaluated. A biblical missiological focus within the unique European and the CIS context will serve to foster a passion in each student to reach their generation and others through planting communities of Christian faith.

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

### PRC23 Urban Ministry
This course will focus on the city, its people who live with challenges and the opportunities there available to the church for mission. It will explore the call of God upon the church to be a witness for Christ and the kingdom of God in the city and the methods and perspectives that might facilitate a healthy ministry with the people who live there.

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

**PRC24 Intercultural Missions**

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

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


*Cluster D: Ministerial Skills*

**MIN10 Ministry Conference**

This course involves participation in a conference for people in ministry or preparing for ministry and subsequent reflection/application.
This course is open to all students and depending on the conference may have certain prerequisites.


**MIN11 Practicum**

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

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

**MIN20 Introduction to Church Music**

This course gives a basic and practical introduction into staff notion, 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 course has no required prerequisites, but it has Human Growth and Development as preferred prerequisite.

### MIN25 Church Leadership

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

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

### MIN26 Internship
The internship exposes students to the practices of ministry. Under the supervision of a minister/staff member the student develops basic skills for ministry and will gain understanding of his/her own vocation and the responsibilities it entails.

### MIN27 Ministry Integration
This course is intended to integrate the various ministry related courses into a model for local church ministry, and it also evaluates the student's aptitude for ministry.

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

### 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; for example: Child Development, Crisis Relief Response, Refugee Response; Community Development.

This course may have certain prerequisites depending on its content.

### MIN290 Introduction to Theological Reflection
This course introduces students to the discipline of theological reflection, exploring individual and corporate experience in conversation with the wisdom of a religious heritage and the need for theological reflection in the Christian community and one's personal life.
The nature of the course is such that the process of theological reflection is embedded in the student's development in content, competency, character

and context throughout the studies, thus, students will do the reflections in relation to the praxis and knowledge gained through the praxis courses and the content-oriented courses.

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

**MIN291 Theological Reflection on Life and Ministry**
This course provides students praxis opportunity in the discipline of theological reflection, exploring individual and corporate experience in conversation with the wisdom of a religious heritage and the need for theological reflection in the Christian community and personal life.
The nature of the course is such that the process of theological reflection is embedded in the student's development in content, competency, character and context throughout the studies, thus, students will do the reflections in relation to the praxis and knowledge gained through the praxis courses and the content-oriented courses.

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

**MIN30 Summative Review**
The summative review has the purpose of helping students synthetize the information they have gained through their coursework, spiritual growth, and praxis to more effectively apply it to their life and ministry in context.

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

*Cluster E: Academic Skills and General Studies*

**ACP10 EuNC Orientation**
This orientation provides students with the necessary information needed to take their first EuNC course and deals with the topics of the culture of EuNC, the online systems that EuNC uses, the syllabus, writing style guides, mentoring, local learning centre information, and course evaluations.

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

**ACP11 Introduction to Academic Skills**
Introduction to Academic Skills focuses on the essential college skills necessary for successful academic performance at EuNC.

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

**ACP20 Language and Written Expression**
This course is intended to develop college level writing skills and to stimulate students to think critically, express themselves clearly, and develop an appreciation for language through a variety of writing experiences. In this course, students improve their writing ability and expand their writing range through guided practise (both in and out of class) and class time interchange with both the teacher and fellow students. The purpose of the course is to focus on the use of written language, to help students acquire and develop essential writing skills which will enable them to be successful students and, when they leave this community, successful communicators in their ministry. Instruction will focus on two major aspects of writing: the process leading to effective composition (prewriting, writing, and revision) and the correct and effective use of important language conventions (punctuation, spelling, usage, sentence structure) which enhance readability of their writing.

This course has Introduction to Academic Skills as prerequisite.

**ACP25 Public Speaking and Storytelling**
This course is intended to develop public speaking skills and help students find their own voice as well as establish credibility and develop self-

confidence as speakers. Major focus is on speech preparation, organisation and speech delivery, with additional components covering audience analysis, ethical issues, and an introduction to storytelling techniques. Students will apply the content and enhance their skills by delivering a number of speeches throughout the course.

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

### GEN20 Introduction to Philosophy

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

This course has Introduction to Theology as its prerequisite.

### GEN22 World Religions

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

This course has Introduction to Philosophy as its preferred prerequisites.

### SOC22 Human Growth and Development

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

This course has no prerequisites.

### SOC23 Marriage and the Family

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

This course has no prerequisites.

### SOC24 Interpersonal Communication

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

This course has no prerequisites.

### SOC31 General Sociology

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

This course has no 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.

# X. FACULTY DIRECTORY

The faculty of EuNC is very diverse. All faculty members are academically qualified to teach the courses assigned to them. The majority of our faculty are involved in church ministry in the various countries where EuNC has learning centres, guaranteeing a close relationship between education and ministerial practice. 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. 77 and following) and the Learning Centres Directory (p. 80 and following).

The Faculty Covenant is valid for four years of service. Factors going into the renewal of a covenant may include: a positive performance review; peer reviews, course evaluations, review of teaching – either in presence or online.

**Faculty Roles**

*Teacher*
Qualification: A person who has completed, at minimum, a Master's programme in the area in which they are teaching and is preferably involved in an active ministry.
Responsibility: Able to teach courses on their own and supervise teacher assistants.

*Teacher Assistant*
Qualification: A person who has completed a Bachelor's degree and who is enrolled in a Master's programme in the area in which they are teaching and is preferably involved in an active ministry.
Responsibility: Able to teach under the supervision of a Teacher.
  ● The teacher assistant should meet with the supervisor before the course starts and discuss what will happen in the class.
  ● Consideration should be given at the possibility for the supervisor to teach one or two sessions. This could happen through videoconferencing with the use of translation if needed.
  ● The teacher assistant needs to meet with the supervisor in the middle of the course and report on its progress.

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

### *Administrator*

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

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

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

## FACULTY LIST

Almeida, Fernando, M.A., M.B.A. (Northwest Nazarene University, U.S.A.)

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

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

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

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

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

Bence, Vigh, M.A. (Lutheran University, Hungary)

Bollerup, Kaj Ove, M.A. (London Bible College, U.K.)

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

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

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

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

Campbell, Blake, M.A., M.Div. (Moody Theological Seminary, USA)

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

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

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

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

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

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

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

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

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

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

Curcuturo, Maria Rosa, M.A. (University of Catania, Italy)

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

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

Duarte, Cátia, Ms. (ISCTE – Instituto Universitário de Lisboa, Portugal)

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

Espinosa, Osmany Barbaro, M.A. (Miami International Seminary, U.S.A.)

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

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

Gildebrand, Ekaterina, M.B.A. (Volvograd State University, Russia)

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

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

Gorman, Joseph, M.Div., D.Min. (Fuller Theological Seminary, U.S.A.)

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

Groeneveld, Erik, M.A., D.Min. (Sydney College of Divinity, Australia)

Gschwandtner, Dorothea, M.Sc. (The University of Edinburgh, U.K.)

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

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

Gusztin, Imre, M.A. student (University of Manchester, U.K.), teacher assistant

Gusztinné Tulipán, Mária, M.A. (London School of Theology, U.K.)

Gyurkó, Donát, M.A. (Evangelical-Lutheran Theological University, Hungary)

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

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

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

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

Hovhannisyan, Artak, Ph.D. (Yerevan University, Armenia)

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

Istrate, Ligia, M.A., Ph.D. (Babes-Bolyai University, Romania)

Jambrek, Stanko, M.A., Th.D., Ph.D. (University of Zagreb, Croatia)

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

Jerónimo, Miguel, M.A. student (Seminário Teológico Baptista, Portugal), teacher assistant

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

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

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

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

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

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

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

Kovacevic, David, M.A. (Evangelical Theological Seminary Osijek, Croatia)

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

Leclerc, Diane, M.Div., Ph.D. (Drew University, U.S.A.)

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

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

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

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

Marinova, Anna Angelova, M.A., Ph.D. (Saint Kliment Ohridski University of Sofia, Bulgaria)

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

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

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

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

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

Morgan, Andrew, M.B.A. (University of Toronto, Canada)

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

Munelski, Valeri, M.A. (University of Veliko Turnovo, Bulgaria)

Onofrijchuk, Sergei, M.A. student (Ukraine Evangelical Theological Seminary, Ukraine), teacher assistant

Overduin, Eunice, M.A. (Northwest Nazarene University, U.S.A.)

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

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

Pereira, João Pedro, M.A. (University of Manchester, U.K.)

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

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

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

Pomazova, Oksana, M.A. (Donetsk Institute of Psychology and Entrepreneurship, Ukraine)

Pottenger, Andrew, M.A., Ph.D. (University of Manchester, UK)

Quanstrom, Daniel, M.Div. (Nazarene Theological Seminary, U.S.A.)

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

Radziszewski, Johanna, M.A. (University of Manchester, UK)

Read, James, M.A., Ph.D. (University of California, U.S.A.)

Ricciardi, Matteo, M.A., Ph.D. (Universidade Estadual de Campinas, Brazil)

Rosado, Edgardo, M.A., Ph.D. (Interamerican University of Puerto Rico)

Rózsa, Viktor, M.Div. (Asbury Theological Seminary, U.S.A.)

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

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

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

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

Scott, Peter, M.Sc., M.A. (Malone University, U.S.A.)

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

Simeonova, Elena, M.A. (Northwest Nazarene University, U.S.A.)

Skinner III, Robert, M.A. (Fuller Theological Seminary, U.S.A.)

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

Stargel, Scott, M.A., M.Div., D.Min. (Columbia International University, U.S.A.)

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

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

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

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

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

Terrien, Melody, M.A. (Nazarene Theological Seminary, U.S.A.)

Thibault, Gil, M.Div. (Nazarene Theological Seminary, U.S.A.)

Thibault, Sarah, M.A. (University of Kansas, U.S.A.)

Tibi, Stéphane, M.A., M.Div. (Nazarene Theological Seminary, U.S.A.)

van der Vaart, Sara, M.A. (Trevecca Nazarene University, U.S.A.)

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

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

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

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

Weaver, Colleen, M.Div., M.A., (Ausbury Theological Seminary, U.S.A.)

Weaver, Dorothy Jean, M.Div., Ph.D. (Union Presbyterian Seminary, U.S.A.)

Winderl, Carl, M.A., Ph.D. (New York University, U.S.A.)

Wolst, Jessica, M.A. (Nazarene Theological Seminary, U.S.A.)

Yugai, Zhannetta, University Degree (Leningrad University, Russia)

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

Zien El Dien, Abed, M.Div. (Arab Baptist Theological Seminary, Lebanon)

# XI. GENERAL LEADERSHIP AND ADMINISTRATION

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

**BOARD OF TRUSTEES**
This is the governing body of the European Nazarene College e.V. made up of members *ex officio* and delegates selected by and representing the districts and who are members of the delegating district.

**The Executive Committee**
Chairman/officer                  Mr. Piet Boekhoud
Vice-Chairman/officer          Mr. Peter Ullinger
Secretary/officer                 Rev. Imre Gusztin
Rector                               Rev. Mária Gusztinné Tulipán (ex officio)
Eurasia Regional Director (ex officio)
Eurasia Education Coordinator (ex officio)

**Members of Board of Trustees by Fields and Districts**

<u>Central Europe Field</u>:
Albania-Kosova, Bulgaria, Croatia, Hungary, Romania, Scandinavia
- Rev. Imre Gusztin, Hungary
- Ms. Signe Bollerup, Scandinavia

<u>Commonwealth of Independent States Field</u>:
Russia North, Russia South, Ukraine-Moldova, Central Asia, Armenia
- Mrs. Olga Kupchyk, Russia North
- Rev. Svetlana Kleshchar, Ukraine

<u>Northern Europe Field</u>:
Germany, the Netherlands, Switzerland
- Rev. Martin Wahl, Germany
- Mr. Peter Ullinger, Germany
- Rev. Antonie Holleman, the Netherlands

- Mr. Piet Boekhoud, the Netherlands

<u>Western Mediterranean Field</u>:
France, Italy, Portugal, Spain
- Mr. Brian Ketchum, France
- Rev. Walter Azevedo, Portugal

**Members of Board of Trustees Ex-Officio**
Rev. Mária Gusztinné Tulipán, Rector
Eurasia Regional Director
Eurasia Education Coordinator

## 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** | Mária Gusztinné Tulipán |
| **Director of Curriculum Development and Quality Assurance** | Fernando Almeida |
| **Director of Information Technology, and Library Services** | Alan Schrock |
| **Registrar** | Raquel Pereira |

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

## CURRICULUM COMMITTEE
The Curriculum Committee is responsible for the curriculum at EuNC. Members of the committee have responsibility over a certain cluster of the

curriculum or over certain areas of quality assurance. The committee consists of the following persons:

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

Cluster Chairs
      Cluster A (Bible)                  Wolfgang Köhler
      Cluster B (Theology, Tradition and
                  Identity)              Olga Druzhinina
      Cluster C (God's Mission, the Church,
                  Vocation)            Gideon de Jong
      Cluster D (Ministerial Skills)      Matteo Ricciardi
      Cluster E (Academic Skills and      Dorothea Gschwandtner
                  General Studies)

Rector (*ex-officio*)                Mária Gusztinné Tulipán
Registrar *(ex-officio)*            Raquel Pereira


## ADDITIONAL ROLES OF GENERAL ADMINISTRATION

**Data Protection Officer**            Tanja Baum

**Financial Officer**                 Tanja Baum

**Constituent Relations Coordinator**     Dennis Lieske

# XII. LEARNING CENTRES

The educational programmes of EuNC and the educational services to the students are delivered through its Learning Centres (LC). Each LC has three basic administrative entities: LC Coordinator, LC Administrator and LC Committee. The student body representative is an elected role at each learning centre. The name of the current representative for a learning centre can be obtained from the LC Coordinator. In addition, the current LC Committee membership can be obtained from the LC Coordinator.

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

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

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

*Albania-Kosova Learning Centre*
Interim Coordinator:     Alan Schrock
Administrator:           Edlira Biti

*Armenia Learning Centre*
Coordinator:             Andrey Khobnya
Administrator:           Seyran Vardanyan

*Bulgaria Learning Centre*
Coordinator:             Bill Grigory
Administrator:           Theresa Grigory

*Central Asia Learning Centre*
Coordinator:             Andrey Khobnya
Administrator:           Zhannetta Yugai

***Croatia Learning Centre***
Coordinator/Administrator:   Cezarina Glendenning

***Digital Campus***
Coordinator/Administrator:  Alan Schrock

***France Learning Centre***
Coordinator:                         Alan Schrock
Administrator:                      Melody Terrier

***Germany Learning Centre***
Coordinator:                         Wolfgang Köhler
Administrator                        Tanja Baum

***Hungary Learning Centre***
Coordinator:                         Gábor  Szuhánszky T.
Administrator:                      Enikő Vecseyné Fulmer

***Italy Learning Centre***
Coordinator/Administrator:   Matteo Ricciardi

***Portugal Learning Centre***
Coordinator:                         João Pedro Pereira
Administrator:                      Priscila Guevara

***Romania Learning Centre***
Coordinator:                         Jonathan Phillips
Administrator:                      Oana Cristurean

***Russia Learning Centre***
Coordinator:                         Andrey Khobnya
Administrator:                      TBD

***Spain Learning Centre***
Coordinator:                         Fernando Almeida
Administrator:                      Liliana Almeida

***the Netherlands Learning Centre***
Coordinator:               Erik Groeneveld
Administrator:           Gideon de Jong

***Ukraine-Moldova Learning Centre***
Coordinator:               Andrey Khobnya
Administrator:           Sylvia Masyuk

# XIII. GENERAL INFORMATION

Address:                    Lagerhausstrasse 7-9
                            63589 Linsengericht, Germany

Telephone:                  (+49) (0) 6051 5387330

E-mail:                     office@eunc.edu

Website:                    www.eunc.edu


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


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