

**Visoko evanđeosko teološko učilište
V i s o k a š k o l a**

**Description of the study program
professional theological studies**

Osijek, April 2013.

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1. INTRODUCTION

1.1. Basic information about the School of higher education (name and address)

List the basic information about the School of higher education (name and address, telephone number, e-mail address, web-address).

Name of the institution:

Visoko evanđeosko teološko učilište u Osijeku - Visoka škola (further in text: the School)

Year established: 2002.

Year the legal predecessor was established: (Biblijski teološki institut in Zagreb): 1972.

Address: Cvjetkova 32, P.P. 370 HR-31103 Osijek, Croatia

Telephone: 385(0)31/494-240 Fax: 385(0)31/494-240

Web-address: <http://www.evtos.hr>

E-mail: info@evtos.hr

Registration number of the entity: 1501291

OIB/Personal identification number: 65210804706

Bank account: 2360000-1101617138 at Zagrebačka banka d.d. Zagreb

Title, first name and surname of the head of the Institution: prof.dr.sc. Peter Kuzmič, full professor

Telephone: 031/494-244; GSM: 098/437-590; E-mail: peter.kuzmic@evtos.hr

1.2. Who has approved the launch of a new study program (eg. Managing board, professional board, etc.)? Attach a proof of that.

The study programs that are run at the Visoko evanđeosko teološko učilište is a continuation of the program started in 1972 (three-year study of theology), which we continued in 1989 as a four-year study of theology, and from 1992 when we launched the graduate (master) studies of theology. In 2003 the Ministry of science and technology gave the School, with such study programs of theology (4 + 2 years), the license for performing classes and registered the School in the Register of institutions of higher education under number 271.

At the beginning of the reform of the higher education system according to the Bologna declaration, we transformed our existing curriculum which we have performed with 4 + 2 years to 3 + 2 years, without prejudice to the existing and traditional teaching structure, ie ratios of certain sections: biblical sciences, theological sciences, historical sciences, philosophy, pastoral courses and general education courses designed for theology students and candidates for priesthood.

Accordingly, this document is not describing a new study program or study programs that we are launching as they are already carried out, in their main determinants since 1972, or since 1989 as a four-year program, or since 1992 as a graduate (master) study of theology. This document fulfills our obligation to the Agency for science and higher education of the Republic of Croatia given to us in their letter dated January 24th 2013.

The professional (teaching) board of the Visoko evanđeosko teološko učilište u Osijeku – Visoka škola, at their meeting held on February 8th 2013, appointed a committee for preparing the description for professional study program of theology which will look in detail at all existing curricula, undergraduate and graduate and match them with existing academic regulations, as well as with good practices and customs in

the academic area in Croatia.

The committee consists of the following teachers of the School

1. prof. dr. sc. Marcel Macelaru, president
2. prof. dr. sc. d.h.c. Peter Kuzmič, member
3. doc. dr. sc. Antal Balog, member
4. doc. dr. sc. Ksenija Magda, member
5. dr. sc. Stanko Jambrek, member

The committee received the task to prepare a description of the professional study program of theology in accordance with the guidelines for the preparation of proposals of the study programs by the Agency for Science and higher education.

The professional (teaching) board of the Visoko evandeosko teološko učilište u Osijeku – Visoka škola, at their meeting held on March 1st, 2013 made a decision based on article 31, paragraph 3 of the School's Statute, to adopt the curriculum of undergraduate professional program of theology prepared by the named committee and curriculum of the graduate specialized program of theology. The curriculum of the undergraduate professional program and curriculum of the graduate specialized program have been posted on the School's bulletin board, as well as on the School's website.

Attached to this report are the decisions on the establishment of the committee and on adopting the curriculum of the professional undergraduate study of theology and curriculum of the graduate specialized study of theology.

1.3. Which teachers participated in the drafting of this report? Write their professions and scientific fields in which they have been ranked.

The following teachers participated in the preparation of this report:

1. prof.dr.sc. Peter Kuzmič, theology
2. prof. dr.sc. Marcel Macelaru, theology
3. prof. dr. sc. Thomas Sibley, theology
4. doc. dr.sc. Antal Balog, theology
5. doc. dr.sc. Ksenija Magda, theology
6. dr. sc. Stanko Jambrek, lecturer, theology
7. mr.sc. Julijana Tešija-Mladenovska, lecturer, theology
8. mr.sc. Dalibor Kraljik, lecturer, theology

2. INSTITUTIONAL ASSUMPTIONS

The description of the study program must include an analysis of the comparability of the proposed study related to the quality of accredited programs in Republic of Croatia and the countries of the European Union, and they must contain a minimum of the institution's requirements.

2.1. Development strategy of the School

Has the school of higher education adopted a strategy of development and any individual strategies or action plans and has it been publicly annually reporting about their implementation?

The School has not yet adopted a comprehensive document on the development strategy of education. The managing and professional boards of the School set main strategic goals for quality assurance in teaching and aligning teaching and other work with the Croatian regulations and European educational standards. In doing so, it will aim to adjust its curricula to the needs of church communities that send students to our School for education and to the needs of the labor market in Croatia. Accordingly, the managing and professional boards of the School strive to respect students' opinions about the organization and classes and to track graduates.

The main difficulty with which the managing board faces for a number of years is the stagnation and decline of the income of the School, which has a direct consequence on the quality of the teaching process. Meanwhile, a significant increase in retail prices in Croatia took place simultaneously with the beginning and duration of the global economic recession from 2008 until now, which significantly reduced the generosity of our traditional sources of donations. Increasing

and stabilizing the income as well as decreasing operating costs and salaries and other employee benefits, currently occupies the attention of the managing board. Until three years ago, the School did not pay value added tax when purchasing goods and services with funds received through foreign donations. With the abolition of tax credits, the operational costs of the School increased, as well as due to the average increase in the retail price. Likewise, the global financial crisis in 2008

directly hit our traditional donors, churches and organizations that were forced to proportionally decrease their expenditures. In this process, our foreign students scholarships were affected the most.

As a positive circumstance, the buildings in which teaching is conducted are fairly new and do not require high costs in annual maintenance. Likewise, the computer and network equipment are not completely outdated and can be used for some time. The library has a sufficient number of titles for holding contemporary classes, and lecturers and associates are motivated to maintain classes for very low, almost symbolic salaries. Furthermore, the software tools used are free (Linux platform, Ubuntu and Koha) and for such we don't have any cost.

As the main method for managing costs, the managing board uses an annual budget by which it can make financial plans and track individual costs by organizational units and cost centers. In such a way it can obstruct the overflow of designated funds and individual irrational spendings. In order to increase its own revenue the managing board of the School seeks to rent a current surplus of the office space, although a large number of offices in the city of Osijek are empty and hardly finds a physical or legal person willing to pay the rent.

Reporting publicly the strategic plans and achievements of the School is done to the extent that is appropriate and possible, bearing in mind that we are an institution of higher education within the Christian church and bearing in mind the interests of the public. Inter-church transparency of our work and strategic development is available to all high ecclesiastical officials and persons appointed by the managing board of the School.

2.2. The standards and regulations for verification of the acquired learning outcomes

Describe how has the School defined and published its standards and regulations of verifying acquired learning outcomes (test procedures) as part of the programs of study performed, including methods of checking quality assurance, impartiality, transparency, the procedure in cases of complaints and other relevant areas.

The evaluation of students' work is based on the application of the national numeric system, or the application of the European Credit Transfer System (ECTS) (articles 67 and 68 of the Handbook on programs and studying at the Visoko evanđeosko teološko učilište in Osijek). The evaluation and assessment of students in the frames of a course is linked with the goals and learning outcomes of the course. It is possible to link an element of monitoring and verification to different learning outcomes.

Descriptions of the evaluation, monitoring and assessment of students in the frame of a course includes the following:

1. Forms of monitoring and verification: oral, written and both

2. Elements of monitoring and verification: class attendance, continuous monitoring (activity in the classroom, preparing for lessons, participating in the execution of the tasks set, reflective review of the teaching contents), ongoing monitoring and verification of knowledge (quizzes), final oral exam, final written exam, essay, paper, term paper, research, practical work, project, portfolio, something else.

In the description of the evaluation methods there are those elements of monitoring students' work chosen by the course holders themselves, or that are specific to the course. For each selected element, the teacher determines the student workload (part of ECTS). The teacher describes a method of evaluation for the elements from which the final grade is derived.

Class attendance is an element of monitoring student work which only indicates student workload in ECTS. This element is not a part of the final grade, but may affect the decision on the allocation of lecturer's signature. The signature certifies that the student has fulfilled the commitments of the course and that he/she may take the exam.

3. Evaluation criteria: every teacher, starting with the course objectives and expected outcomes, develops evaluation criteria. The elaboration of the evaluation criteria for the selected element of monitoring and assessment contains a description of performance within each achievement level expressed by a grade or grade points.

4. Scoring and method of forming the final grade: students are evaluated and graded in selected elements of monitoring and assessing. That can be any element listed in the point 2, except the element of *class attendance*. The share of each element in the total score is expressed as a percentage on a scale of 0 to 100%.

A passing score in the undergraduate level can not be lower than 40% of obtained points, or actual share in the grade, and at the graduate level it can not be lower than 50% (article 67, paragraph 1 of the Handbook on programs and studying at the Visoko evanđeosko teološko učilište in Osijek).

The ultimate success is expressed in grades: 5 (excellent), 4 (very good), 3 (good), 2 (satisfactory) and 1 (unsatisfactory).

The student index records only passing final grades, meaning grades from 2 to 5. The ISVU system keeps a record of unsatisfactory grades as well. The course holder marks the grades in index and on the exam entry form.

The methods of quality assurance verification, impartiality, transparency and procedures in cases of complaints include a student evaluation questionnaire which students fill out after completing each course. Teachers complete their evaluation questionnaire about the class they held, and the dean of the School submits a report to the professional board once a semester on the assessment of learning outcomes based on the evaluation questionnaires and scores achieved at the examinations. The professional board considers a report and it accepts it or returns it to the submitter by proposing measures for improving the quality of

teaching activities and the assessment of acquired learning outcomes.

At the beginning of the year, all students receive by e-mail all relevant information pertaining to the adopted standards and regulations for assessing acquired learning outcomes. At the beginning of the academic year our School organizes a *Welcome week* during which students systematically receive all the information needed during their studies, which also include the criteria for evaluation of acquired learning outcomes.

2.3. Student participation in the processes related to quality assurance

In what way is student participation in all processes related to School's quality assurance ensured?

Our concern for the students is expressed primarily through a quality education, access to library resources and providing an appropriate level of student standards (accommodation, meals, laundry, etc.). A special sensitivity is shown towards the students who come to study theology from poorer countries from the region (Macedonia, Bosnia and Herzegovina, Serbia, Kosovo) as well as to those whose material and family circumstances require it. Students can request and receive special forms of support, for example: pastoral care, help in learning, assistance in obtaining student scholarships, assistance in choosing a higher educational institution for the continuation of their studies, etc. In the case a student is unable to pay a part of their tuition, extra work hours in the kitchen, laundry room or library are offered to him or her.

Students are occasionally allowed to organize small parties for special occasions (birthdays, religious holidays, meetings, orientations, prayers, etc.). For that purpose the Mennonite room, which with its 200m² can accommodate up to 80 people, has been built and equipped. Students are also gathering once a week at their student chapels with the aim of improving their spiritual life and building its student community.

Our students have formed their Student board whose representatives participate in the work of the Managing and Professional board, as well as other bodies established by law and internal regulations. The management of the School fully supports such and other initiatives and provides them the necessary legal assistance and material-financial logistics. By building trusting relationships with the Student board and its representatives, the management of the School believes it contributes to the quality of studying and is preparing students for an independent professional life.

We strive to provide timely information to our students about all events and circumstances related to their studies and various aspects of the student standard. Students have the option to present individual issues, which are considered particularly important, for discussion at their meetings and the appropriate conclusions at the meetings of the professional or managing boards. Likewise, they are able to express their dissatisfaction through occasional official surveys.

Although an official organization of former students hasn't been established until now, the mutual connection of our former students is to some extent present. The managing board occasionally contacts approximately a thousand students that completed one or two study programs, informing them of certain important events, such as last year's celebration of the fortieth anniversary of the School. In addition, students interact with each other through social networks, and professional services of the School compile a list of where and what our former students work and contribute to the development of the community in which they live.

2.4. Participation of the representatives of the labor market in the development of the School

In what manner is the participation of labor market representatives in the School's development ensured?

Since we are a religious private school established by churches, church unions and church denominations for the needs of renewing clerical staff, the managing board of the School is composed of representatives of the founders, or those high church officials whose primary interest is to hire students who have completed their studies of theology at this School. A great number of them are gathered in the Protestant Evangelical Council of the Republic of Croatia that coordinates various aspects of church and inter-church activity. Similar associations exist in other countries and their representatives participate in the managing board of the School.

The study program in practical theology has courses in which the representatives of the “labor market” are directly involved, where high church officials during their lectures convey their knowledge of theology's application to church and social occasions. The undergraduate professional program, especially, has a significant number of such courses.

The management structure includes other stakeholders of our School, for example, representatives of various church denominations in the country and abroad (Slovakia, Slovenia, Macedonia, Serbia, Romania, United States). Besides the representatives of the founding churches of the School, the managing board consists of representatives of church alliances (Alliance of church of Christ in Croatia, etc.) The involvement of these stakeholders is traditional considering that our graduates are mostly employed in churches and related religious organizations established for a particular activity. The opinions of high church officials, whether directly or indirectly involved in the process of strategic and operational decision-making, are important for the functioning of the School. The indirect involvement of stakeholders in the process of decision-making in a church environment is traditionally present having in mind the nature of the association between theological education and later pastoral work.

Students take part in the work of the managing board and professional (teaching) board through their elected representatives, especially when the Board is deciding on issues of special interest to students. Likewise, student representatives participate in the work of the professional (teaching) board, except in matters in which they do not have the necessary competence (for example elections in the academic ranking, procedures of acquiring master's or doctorate, etc.).

External stakeholders are not directly involved in the formal management structures but their opinions and views are continually collected on certain issues. A special group of stakeholders are the donors who are particularly interested in the success of the studies, the field of quality assurance and the successful integration of our graduates in spiritual-pastoral and other church services (publishing, social and humanitarian services, counseling, work with former drug addicts, etc.) or their continuation on one of the doctoral programs where our students most frequently go (for example, Teološka fakulteta Univerze in Ljubljana, Gordon-Conwell Theological Seminary in Boston, USA, Fuller Theological Seminary in Pasadena, USA, Oxford University, Leeds University and Cambridge University in Great Britain and other).

Other stakeholders of the School represent various non-governmental and governmental organizations like the Red Cross, Our children society, institutions for the execution of criminal sanctions, children homes, homes for the elderly and disabled, various cultural and educational institutions, local and regional government, etc. The cooperation with the mentioned stakeholders is reflected in the implementation of various projects for specific age and social groups. All mentioned organizations and institutions, although not being a part of the higher education system, are traditional partners of our School during the study of theology. Their opinion, especially those relating to the practical work of our students, are informally collected, analyzed and evaluated at the meetings of the body responsible for management and quality.

2.5. information system for collecting, managing, processing and reporting of statistical data

How is the information system for collecting, managing, processing and reporting of statistical data related to the organization and implementation of academic programs and those necessary for quality assurance established?

Visoko evangeosko teološko učilište in Osijek has a computer network that ingrates IT support for all of the school's organizational units. In addition to computer support, the School has its own website and individual IT solutions that facilitate academic work (such as shared folders selectively available to teachers, information program for library activities, etc.) Upon enrollment the student receives Internet access and an e-mail address.

The school's student registrar and secretariat keep records of the following: student portfolios, mentoring database, statistical data on student grades and the pass rate of students in the assessment of learning outcome, the calculation of the GPA, and the results of the evaluation. The student registrar does the analysis of student success and provides additional services to students with special needs, as well as foreign

students in terms of supporting in obtaining student visas or the extension of student residence permits.

2.6. standards and regulations about periodic reviews of the study programs

In what way are the standards and regulations about periodic reviews of the study programs, including external experts, defined and published?

Article 23 of the Law on quality assurance in science and higher education stipulates that foreign judgment is carried out every five years. The professional and managing boards independently review study programs with the help of EEAA (European Evangelical Accreditation Agency) which has been doing it for our School for years in order to achieve a better status and to improve mobility in the European educational space.

Bearing in mind the academic and ecclesiastic characteristics of the Visoko evanđeosko teološko učilište in Osijek, it is important to state that the School is a member of the European Evangelical Accrediting Association – EEAA (<http://eeaa.eu/directory/member-schools/>). EEAA is associated with the European Evangelical Alliance and all member schools subscribe to the statement of faith of the EEA and that of their respective national evangelical alliances. EEAA is also a full member of the International Council for Evangelical Theological Education (ICETE) through which it is associated with eight different evangelical accrediting agencies established to ensure and monitor the quality of theological education in over 700 theological educational institutions. The EEAA also values the importance of educational quality standards in Europe and worldwide and is a full member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and an Affiliate of the European Association for Quality Assurance in Higher Education (ENQA). The EEAA's standards and framework are designed to implement standards of the Bologna Process (European Standards and Guidelines) and of the European Higher Education Area (EHEA) in theological education.

Being a member of the European Evangelical Accrediting Association, which requires periodic reviews of academic programs, the School ensures periodic external evaluations of its study programs.

2.7. standards and regulations for the protection of student rights

In what way are standards and regulations for the protection of student rights defined and published, especially in the area of informing students, receiving and addressing student complaints and procedures for protecting the rights? In what way are persons appointed for questions about student rights (such as dean for education, student ombudsman, student office, etc.)?

The student registrar and student dean of the School provide organizational and logistical support to student organization in the exercise of their functions, especially in the transparency of information, informing students, receiving and addressing student complaints. Students are provided with special facilities with accompanying furniture where they can freely meet and advance their student work.

Every year on the first week of the winter semester students receive information about their rights and obligations during their studies, while regulations, directives and other related documents have been published on the School's website. The basic method of achieving student rights is provided in a way that the student or students have the option of written and oral complaints to which the professional (teaching) or managing board, dean or student dean are required to respond within a few days. The principle of gradualism suggests that a student or students express their objection first to the student dean or student mentor (if assigned to the students), then only to the higher administrative body.

Student ombudsman, elected by the student community through its Student union, deals with student rights. The student ombudsman is a student who is concerned with the protection and implementation of student rights, the development of student standard and indicates the current problems that occur at the School and are related to the possible violation of student rights, advises students on how to exercise their rights, etc. Students with special needs (eg, students with disabilities or a foreign students who have difficulty in coping with the new environment) are provided with temporary commissioners for help.

Students exercise their rights through the participation of their elected representatives at the meetings of the professional (teaching) and managing boards. Students do not participate in the work of these administrative bodies when decisions about the curriculum and the academic ranking are made.

2.8. standards and regulations for the continuous training of employees

How are standards and regulations for the continuous training of all employees of the School in areas of their activities defined and published, and in what way are reports submitted about their implementation?

Visoko evanđeosko teološko učilište organizes professional courses, workshops, conferences, etc. that employees of the School attend occasionally. Continuous training of employees who are not engaged in the field of academic work is organized according to the requirements of their profession and legal fields (fire, archival, hygiene-sanitation, work safety, etc.) For additional training of administrative staff, possibilities offered by EU projects are used.

The human resources department of the School keeps the records on teachers – teaching portfolio which keep the polls and opinions of students, work on improving scientific research and teaching, planned and used sabbatical leave and similar.

2.9. quality of all the professional services

In what way is the quality of all the professional services of the School ensured and how is reporting being done?

The professional program of theology has its own administrative support in the form of professional services. Students and teachers periodically evaluate the work of administrative staff, and the information about it are stated in the dean's semestrial or annual reports of academic and other work of the School to the professional (teaching) and managing boards. The ongoing education of the administrative and other staff is an ongoing task that is consistently implemented due to the changes in laws and other regulations, and the harmonization of domestic standards with the EU.

3. GENERAL INFORMATION ABOUT THE STUDY PROGRAM

3.1. Program name

The program name is *professional study of theology*

3.2. Program holder

The program holder is Visoko evanđeosko teološki fakultet in Osijek – Visoka škola.

3.3. Type of study program (professional or academic)

Professional.

3.4. Level (1-professional/2-specialized graduate or 1-undergraduate academic /2. graduate academic/3-postgraduate specialized of postgraduate academic)

1-professional.

3.5. Scientific or artistic area

Scientific field of humanistic sciences.

3.6. Scientific or artistic field

Scientific field of theology (6.02)

3.7. Scientific or artistic branch

- 6.02.01 Dogmatic Theology
- 6.02.02 Moral Theology
- 6.02.03 Pastoral Theology
- 6.02.04 Exegesis
- 6.02.05 Church history
- 6.02.06 Biblical Theology
- 6.02.07 Fundamental Theology
- 6.02.08 Patristics and Christian literature
- 6.02.09 Liturgics
- 6.02.10 Ecumenical Theology
- 6.02.11 Canon law
- 6.02.12 Religious pedagogy and catechesis
- 6.02.13 Social Doctrine of the Church

3.8. Admission requirements (in case of the first level of study, indicate whether is the state graduation a requirement for entry)

All candidates who have completed gymnasium or four-year high school can apply for studies. All registered candidates are subject to the classification procedure for selection for enrollment.

Applicants who are candidates for the priesthood in Protestant churches, or want to obtain titles of pastors, preachers, catechists, etc., are given a higher priority in enrollment on the basis of one or two written recommendations by the priest or deacon of his/her local church (parish) if they have crossed the entrance threshold.

Candidates should have passed the state graduation. If the candidate has not passed the state graduation exam, he/she can write a motivational essay from one of five offered theological texts. After successfully written motivational essay, the candidate should go through a motivational interview with the admission committee that decides on the final admission of candidates to study theology.

3.9. Duration of the program (in semesters)

The program is conducted over the three academic years or over six semesters. Students complete their studies by a defense of their final work. The program is organized as a full time course and as a part time correspondence course.

Distance learning has been conducted by the School over the past three decades and it is regulated by the School's Handbook on study.

3.10. Total number of ECTS points

The total number of points is 180 ECTS that student acquires by passing: (1) 34 core courses during the six semesters (2) 34 elective courses during six semesters (3) completing professional practice - 4 ECTS, and writing and defending their final work – 8 ECTS.

3.11. Academic title received upon completion of the studies

Upon completion of the professional program of theology, the student acquires the title of Baccalaureus or Baccalaura of Theology with the shortened version Bacc.Theol. Put behind the first and last name.

3.15. Analyze the compliance of the study program with the School's strategic goals.

The professional study of theology is consistent with the overall strategy and strategic goals of the School. One of the strategic goals is academic compliance and convergence to similar studies in the European Union, particularly their legal and other higher education standards. This and other strategic goals will be realized faster and better with the implementation of the teachers' and students' mobility.

3.16. Competencies students achieve upon the completion of the studies

List competencies students achieve upon the completion of the proposed study and for which jobs do they qualify.

After completion of the professional study of theology student has:

| | |
|-------------|--|
| Knowledge | Field of theology |
| Ability | Collecting relevant material for discussion and problem-solving |
| Application | Theoretical theological knowledge in community life |
| Ability | Communication of information and ideas needed to solve problems in the church and non-church contexts (environments) |
| Skill | Essential to continue studies at the graduate level |

After completing the professional study of theology, a student is qualified for the following professions (according to the national classification of occupations): priest, pastor, catechist, head of the parish office, church official, deacon, pastoral chaplain, pastoral counselor, assistant pastor, pastor for youth and children, chaplains in special institutions. In addition to these listed occupations for which students are trained, our former students, graduates of this program, also have the following occupations: secretaries of local churches, secretaries of national denominations, presidents or vice-presidents of national denominations, educators in student homes, rectors / deans or directors of theological educational institutions, employees of humanitarian organizations or social institutions, managers or co-workers in religious organizations, teachers of theology, the founders of new local churches or denominations, school or parish catechists, assistants in Christian organizations, librarians, archivists, Christian journalists, associates in non-governmental organizations, missionaries and evangelists, teachers in public schools.

3.17. Mechanism of ensuring the vertical mobility of students

Describe the mechanism of ensuring the vertical mobility of students in national and international areas of higher education. If it is the first level of professional or academic studies, indicate which specialized graduate professional studies or graduate academic studies could be followed at the proposed school and/or any other institution of higher education in the Republic of Croatia.

The transition from professional (undergraduate) to specialized (graduate) study at the School has been conditioned by the average grade in the undergraduate program, which must be higher than 3.5. The professional board, however, may decide to admit students to a specialized (graduate) study against the rule, if there are justifiable and other important reasons and if the student has demonstrated competences to work at the graduate level.

The specialized (graduate) program at our School can be enrolled by graduates from other related schools (especially from the humanities area or from some areas of the social sciences, such as sociology, economics, law, or medicine), based on transcripts and differential exams whose number depends on the desired direction of study.

Since studying according to the Bologna system encounters difficulties and resistance in higher education in Republic of Croatia, the vertical mobility of students in the national area is difficult. Still, we have managed to achieve cooperation with several institutions of higher education in the Republic of Croatia with which our former students got connected and where they have continued doctoral studies. Vertical mobility is slowed down by the fact that the scientific field of theology in Croatia is monopolized by the Roman Catholic institutions of higher education, and by the fact that the awareness of 'lifelong learning' is insufficiently developed in our environment, and that professional studies are considered as inferior schools, and that the transition to academic doctoral studies is almost impossible by having unnecessarily complicated procedure.

The possibilities in the international academic area are much better for our former students, who continue their postgraduate programs in various foreign institutions of higher education, at graduate or postgraduate studies of theology, and with some schools we have stable connections and cooperation like with the Teološka fakulteta Sveučilišta v Ljubljani, universities in the UK (Oxford, Leeds, Cambridge, Wales University), while in the US most of our students continue their postgraduate studies at Gordon-Conwell Theological Seminary, Fuller Theological Seminary and others.

In principle, our students study at the School to the Master degree (specialized) in theology, and thereafter continue their education abroad because there are no accredited postgraduate study programs in the field of Protestant theology (in particular branches of biblical theology and other branches important for Protestant and Evangelical approaches in theology) in Croatia.

Our students occasionally, after their studies at Visoko evanđeosko teološko učilište, enroll in other, unrelated study programs that are connected with theology, particularly the study of economics, law, social work, translation, pedagogy, and similar.

3.18. Association of the program with basic and modern skills and professions

Explain how is the proposed professional/academic program associated with basic and modern skills and professions.

The program of Christian theology, with its protestant-evangelical approach, is focused on contemporary social, cultural and political circumstances arising from the environment in which the church and church organizations are. The professional study of theology is associated with the contemporary skills, especially with information technology, modern business and management, non-profit or social marketing, to the extent the scientific field allows.

During the first year of study, the student receives the basics of Protestant theology and also learns inter-church theological dialogue, since all our groups are interdenominational. Students learn the basics of psychology and developmental psychology and pedagogy which are the indispensable courses for each person preparing for a professional work with people.

An essential course in this part of education is the Personal spiritual growth in which students think about their own and other people's spirituality and in what way can they use knowledge and impulses from the study and interaction with others for personal advancement.

The second year of the study program continues with the basic theological disciplines, but a significant number of specific courses in which students acquire the knowledge and skills for individual and institutional co-life with other students is added: they get insight into the foundations and functioning of civil society in order to inspect the place of the church in modern society, they are taught nonviolent communication and the building of peace and justice, they observe case studies of a variety of situations pertaining to inter-cultural cooperation, dialogue and communication between different sociological groups.

During the first two years, students are encouraged to actively study the English language to a level that corresponds to 550 on the TOEFL exam, in speech and academic writing. Students who enroll in the professional (graduate) program have, in general, achieved the academic level of English which is expected in European schools of higher education. In addition to courses of English language, students practice the language during the bilingual courses and in communication with colleagues who do not speak Croatian. Students have access to so-called native speakers teachers who teach them daily, check and correct their academic work, especially at the professional (graduate) program.

On the third year, along with the standard theological courses and exegesis of the biblical texts important for protestant theology, the emphasis is put on courses that include pastoral theology and pastoral counseling, where students learn to recognize and distinguish mental illness and other emotional disorders from spiritual problems and how to deal with difficulties people have that they will encounter in professional practice. Students are encouraged to analyze the environment in which they live as well as to cooperate and dialogue between religions. A significant emphasis in this part of the program is placed on the cultural environment.

In the third year students choose one of the major integrated courses in which the various biblical, theological, pastoral and other knowledge on important contemporary issues are intertwined. Such courses include Faith and environment, Faith and globalization, Faith and issues of gender and identity, whose main purpose is to facilitate students to integrate their knowledge.

It is not possible to complete the study of theology at the undergraduate academic level. We believe that the undergraduate program is sufficient only for supportive church ministries and some work in church organizations. What a student at this level is missing, and what is important to church leaders and leaders in the church related organizations, is the analytical and research component. According to the Protestant understanding of priestly ministry, pastors are independent church leaders (in the congregational church establishment they are accountable to their local community) and their role is not only in the transfer of the church doctrine. To the contrary, they are expected to have developed competences in the field of research and good analytical skills. These are the features of university studies and competences of those who want to engage in theology at the academic level (lecturers and researchers in the scientific field of theology). Therefore, we believe that it would be necessary to legally provide a degree level (which is the first step toward a research doctorate), or clearly facilitate the transition from our expert (Master) studies to doctoral studies at universities in Croatia, like the study of theology, history, philosophy, sociology, philology and the like.

3.19. Association of the program with the needs of the local community

Explain how is the program associated with the needs of the local community (economy, business, civil society, etc.)

There is a lack of experts in the field of Christian theology in the Croatian and European educational space or in the churches and church organizations of protestant and reformation tradition. Local churches employ people who have the necessary level of theological education of the relevant educational background, in their pastoral ministries and other church functions. However, occasionally they are forced, due to a lack of suitable candidates, to employ those who are less educated than what is prescribed by the rules of the church or they don't have a theological degree, but a degree from social sciences or humanities. Such candidates, after an initial employment and introduction to the service, get referred to the part-time study of theology, or completion of the studies of theology in the given period.

The professional program of evangelical Christian theology is the first and only in Croatia and in the neighboring countries of the former Yugoslavia. This fact speaks of the particularities of this program, that during the past four decades it has been offering the necessary competences in the field of theology to its students. Over the past two decades, after the Croatian independence and the emergence and growth of the organizations of civil society, the study program gradually included the courses whose purpose was to develop additional competencies necessary for graduates' coping in the sector of civil society, particularly

because many organizations of civil society were founded by churches and church institutions, where students find their employment upon completing their studies of theology.

The school's cooperation with church institutions that traditionally have a role in the church and para-church work, for example in the field of Christian music, primary, secondary and higher education, library and archival work, in the field of social and human services, publishing and audio-visual production, especially in culture and art is existent and has taken place without interruption over the past four decades of the School's existence and activity. Graduates who get employed at one of the mentioned institutions are usually obtaining additional professional training to the level necessary for the smooth conduct of the chosen profession.

3.20. Employability of students after the completion of the study program

Attach an analysis of the employability of students after the completion of the study program, which includes the opinion of three organizations related to the labor market (such as professional associations, employers and their associations, unions, public services) on the appropriateness of learning outcomes accomplished upon completion of studies for the needs of the labor market.

Students who complete the undergraduate (professional) three-year study of theology have conditions for employment in their churches and church organizations of the Reformed heritage. For churches that send their priesthood candidates to us at the school, the certainty of those students' employment after completing their studies is high. In addition to service in church communities, students who have completed professional studies can teach catechism to children who attend lower grades of elementary school, to work cooperatively in residential communities, and become employed in a variety of non-governmental organizations concerning human rights and other activities in jobs that match their expertise and acquired competencies.

Other students may continue their education either at the Visoko evanđeosko teološko učilište in Osijek for a specialist study theology, or they may do so at another institution of higher education in the country or abroad, in the field of theology or any other similar field (cultural studies, etc.). Past experience has shown that our students, after completing undergraduate studies in theology, if not looking for a job, were listed as pursuing similar theological studies. The number of students is relatively small compared to those who seek employment, and we estimate that it does not exceed 5% of the total number of students.

Those students who have completed another program of undergraduate theology or some similar science in the country or abroad at one of the universities can pursue a specialist study of theology at the School, provided that they have completed appropriate courses or sufficiently related studies in relevant areas of social or human science. Such a number of students does not exceed 10% of the total number of students in the specialist (graduate) program of study. In other words, students must take exams on pertinent subjects. Usually, they are categorized either as a different semester or require supplementary years due to the number of courses and student workload in terms of the number of credits. Practical reasons for such an educational configuration arise from the fact that biblical theologians, due to the nature of the scientific field of theology, must first acquire general knowledge, fill any educational gaps, and then begin their specialization in a branch of theology.

This study of theology is derived from our cooperation with churches and their supporting and auxiliary organizations, and it represents the mutual desire and need for education. So far, 1120 students have completed studies in theology at Visoko evanđeosko teološko učilište in Osijek, in one or more study programs: the three-year study of theology (ending with 1988); the two-year program of theology and four-year program of theology with an emphasis in Christian pedagogy (catechetics); the master of theology program with one of five possible areas of specialization: biblical theology, systematic (or dogmatic) theology, Christian education, church history and applied theology.

Since the total number of our graduates is relatively small compared to other institutions of higher education and that on average thirty students graduate a year, we believe we have enough feedback related to their subsequent employment. More than four-fifths of those who completed the first two, or since 2005 first three years of study, continued their studies at a higher level. The reason for this is multiple, but the most important one that speaks about the practice of local churches is that they reluctantly hire students who have

completed just the first three years of studies. For an effective pastoral ministry, experience speaks that it is necessary to study theology for four or five years and after completing studies to obtain additional education in one of the areas of specialization (such as Christian counseling, catechism, mission and evangelism, church administration, etc.) According to the records of the Croatian employment service and our knowledge derived from our formal and informal communication with the churches who founded the School and church associations such as the Protestant evangelical council in Croatia, the employment of our graduates is not in question, nor the appropriateness of learning outcomes for carrying out subsequent church services upon the completion of theological studies. Some of our students return to the countries they came from and find jobs in churches, while other students decide to continue their studies at postgraduate programs at universities in Western Europe or North America. Students who pursue their doctoral studies in theology, find employment upon completing studies.

3.21. Comparability of the professional/academic study with foreign accredited programs

Compare the proposed professional/academic study with foreign accredited programs at reputable schools of higher education, especially accredited programs in the countries of the European Union.

This study of theology was established in 1972 with a curriculum that was consistent with the then most prestigious high evangelical theological seminaries in Europe and North America. Over the next four decades the study program has been harmonizing with that of the theological schools of higher education with which the School has developed cooperation in the field of higher education and science. The foundation of our study program is still traditionally the same as in other theological schools of higher education, which consist of the following groups of courses:

- Biblical theology of the Scriptures of the Old testament
- Biblical theology of the Scriptures of the New testament
- Systematic (dogmatic) theology
- Church and general history
- Pastoral theology
- Philosophy and logic, pedagogy, psychology and sociology.
- Other courses (biblical languages, English, German and Latin, world religions, the methodology of scientific research, modern theological thought, student practice, and other)

The competencies of students who complete the undergraduate (professional) program of study and graduate studies (specialist) study of theology at the School are comparable to similar programs in Europe or the U.S.. The concept of the professional and scientific study of theology is comparable with the same type of studies in a number of European countries (for example, through Oxford Center for Missionary Studies at Oxford, our students have completed doctoral studies in England, and the University of Leeds in England, after a thorough and comprehensive validation, approved the accreditation to perform master's studies in the field of New Testament theology; students can spend a semester at Gordon-Conwell theological Seminary in Boston in the U.S. and so complete a master's degree in theology. Furthermore, the study program is comparable to the study programs of theology at the Eastern Mennonite Seminary, Fuller Theological Seminary, and Wheaton College of the U.S., as well as Regent College of Canada, etc. This institution has received international accreditation by the EEAA and in cooperation with other associations of higher theological education institutions in Europe and the world, this institution continuously adjusts and adapts its curriculum to contemporary changes in higher theological education. Additionally, this study is comparable with the study of theology at Catholic colleges within the country and to the study of theology at the Theological Faculty of the University of Ljubljana, with whom we entered into an agreement on long-term teaching and scientific cooperation in May of 2004.

After completing their theological studies, students can pursue doctoral (PhD) studies at numerous institutions worldwide. In the U.S., they can attend Wheaton College, Regent University, Vanguard College,

the Boston Theological Institute, the Eastern Mennonite University, the Divinity School of Yale University, Gordon-Conwell Theological Seminary, and Fuller Theological Seminary. In Canada, they can attend Regent College. They could also attend EET (Eastern European Postgraduate School of Theology) in Budapest, the University of Leeds in the UK, the OXMS (Oxford Centre for Mission Studies) in the UK, the Open University in the UK, the London School of Theology, the International Baptist Theological Seminary in Prague, or the Theological Faculty of the University of Ljubljana and many other distinguished academic educational institutions with which this institution is building long-term functional, educational, and scientific links.

Students may, after completing graduate studies, continue their postgraduate studies in one of the branches of theology: dogmatic theology, moral theology, pastoral theology, church history, biblical theology and exegesis of the Scriptures of the Old and New Testaments, fundamental theology, systematic theology, Patristics and Christian literature, liturgy, ecumenical theology, canon law, religious pedagogy, and catechism and the social doctrine of the Church.

Our study program of theology is comparable with the following accredited foreign study programs in Europe and the world:

1. London School of Theology, London, Great Britain
(<http://www.lst.ac.uk/theology/theology>)
2. Fuller Theological Seminary, Pasadena, CA, USA
(<http://www.fuller.edu>)
3. International Baptist Theological Seminary, Prague, Czech Republic
(<http://www.ibts.eu/programmes>)
4. Gordon-Conwell Theological Seminary, South Hamilton, Boston, MA, USA
(<http://www.gordonconwell.edu/degree-programs/index.cfm>)
5. Theologischen Seminar Elstal (Fachhochschule), Berlin, Germany
(<http://www.theologisches-seminar-elstal.de>)
6. Tyndale Theological Seminary, JM Badhoevedorp, Netherlands
(<http://www.tyndale-europe.edu/>)
7. Emanuel University in Oradea, Oradea, Romania:
<http://www.emanuel.ro/en.academic.programs>
8. Debreceni Reformatus Hittudomanjy Egyetem (Debrecen Reformed Theological University), Debrecin, Hungary:
(<http://drhe.hu/index.php?lang=en>)
9. Eastern Mennonite Seminary, Harrisonburg, VA, USA
(<http://www.emu.edu/seminary/degree-programs/>)
10. Acadia Divinity College, Wolfville, New Scotia, Canada:
(<http://divinity.acadiau.ca/programs.html>)

3.22. previous experience with the same or similar professional/academical programs

Describe previous experience of promoters and carriers of the same or similar professional/academical programs.

This particular study of theology was launched in 1972 in Zagreb because the biblical understanding of

theology and its pastoral application is one of the foundations of the social structure and the mission of the church. Since its inception, this study program has been designed for higher education in theological and training for a pastoral vocation of future priests, catechists, deacons and other employees in the various evangelical churches as well as other religious communities and their organizations and associations. In the new social circumstances in Croatia and other countries in post-communism, the importance of the theological and pastoral education of the laity comes to attention. In addition, more and more new areas arise in contemporary society where higher education and productive, well-trained staff are needed, which this institution produces. On the other hand, sometimes there is an additional and powerful private, and personal interest in education such as this, existentially very important, part of human life, so that a number of people seek to achieve an excellent university education in this scientific field, sometimes with no career preferences.

In preparing the curricular aspect of this proposal, the recommendations of the Bologna Declaration of 1999 and a number of documents which provide for the reform of the European educational system (EHEA) have been followed. Study at the Evangelical Theological Seminary in Osijek is divided into two main parts:

- (1) Undergraduate (professional) study of theology
- (2) Graduate (specialized) study theology

Throughout its history, the School (originally named Biblical Theological Institute, and then Evangelical Theological Seminary) in Osijek has been educating students since 1972 for participating in church services and other church activities, later preparing teachers and scientists of the Protestant-Evangelical provenance in a scientific field of theology for Croatia and the region of Southeastern Europe. Former students of theological higher education are recognized church workers, heads of religious denominations and professors at domestic and international theological colleges.

In Protestant churches, Reformation heritage requires the inclusion of five educational profiles:

- (1) pastors and priests, among which are included the church elders
- (2) teachers of theology needed to educate candidates for priesthood
- (3) Catechism, religious education teachers for both children and adults
- (4) Christian pastoral counseling
- (5) Experts specializing in public inter-faith and inter-cultural dialogue and promoting the Christian faith and lifestyle.

As a leading academic institution in the region's higher education, the school offers programs with a satisfying educational profile. Bearing in mind the existing legislation on the one hand, and the needs of our churches and church organizations on the other hand, our programs cover the field of human services, Christian publishing, audio and video production, and religion. We have concluded that it is necessary that all students complete their pre-professional (undergraduate) study of theology as the basic education program, during which they will select elective courses later to determine their degree in theology.

3.23. partners outside the school's system

If existing, please specify the partners outside the school's system (the economy, the public sector, etc.) who would participate in the performance of the proposed program of study.

As partners outside the School's system who participate in the performance of the program we list the following:

1. Evangelical church in Croatia
2. Protestant evangelical council in Croatia
3. Union of Baptist churches in Croatia
4. Union of Christ's churches in Croatia
5. Church of God in Croatia

6. Protestant reformed church in Croatia
7. *Agape*, humanitarian activity of Evangelical pentecostal church in Croatia
8. *Izvori*, publishing and producing activity of the Evangelical pentecostal church in Croatia
9. Pastoral center in Čakovec
10. Church and para-church associations (Bible society in Croatia, Društvo prijatelja Biblije, Step – student evangelical movement, Radio production *Val evanđelja*, Reto and Remar centers for the rehabilitation of former drug users, etc.)
11. Civil society organizations: Agency for local democracy, Center for peace and human rights, Center for facing the past of Document, Association for religious freedom in Croatia, Association of Christian counselors and therapists, etc.

The participation of these organizations in carrying out the program of theology is seen in several ways. One of the ways is such that representatives or leaders of these organizations occasionally hold one or two lectures in the area that their organization does, and students can do a part of their practical work in selected organization performing tasks by which they could improve their previous knowledge and thereby improve the overall outcomes of their studies.

3.24. International cooperation

How is your school of higher education developing international cooperation.

The vast majority of our teachers and associates, 33 out of 42 of them or 78,6% stayed for a longer time abroad completing their master's or doctoral studies. Along with the knowledge, experience and skills they acquired at foreign institutions, they brought inter-cultural skills, the ability to work in complex organizational structures and under circumstances of deadlines and pressures. Knowledge of foreign languages, especially English and German, opens wide possibilities for future cooperation with the North American, European, and a number of far east and Australian universities. The international association of teachers and associates, and numerous students from different countries in Europe and world, have created an educational atmosphere at the Evandeoski teološki fakultet, which is unique in Croatia and this part of Europe.

Apart from the international association of our teachers, external associates and students from different countries in Europe and world, our School has a quality that is rare on the international scale. Respectively, the steady inter-denominational presence gives it a unique ecumenical and multicultural character. Following the learning outcomes, particularly the outcomes of Christian education and spiritual formation in the way that we keep track of long-term achievements of our alumni, we can conclude that they became church leaders in their local churches, consistent promoters of ecumenical rapprochement of churches, peace builders and promoters of justice and righteousness. A significant number of those who did not become pastors or priests, established and continuously developed schools of higher education in their countries, which then relatively quickly received national or international accreditation. We believe that these and other achievements are results of our already rooted inter-cultural nature, international connectivity and ecumenical openness. We have succeeded in the past decade of growth and development of our School to integrate and apply advanced theological and pastoral achievements, and to traverse and leave all the traditions that were proven outdated and inefficient.

We can mentioned the following foreign schools and institutions, with which we cooperate and from which teachers regularly come as external associates:

1. Gordon-Conwell Theological Seminary from Boston, USA,
2. Yale University, New Haven, CT, USA,
3. Pentecostal theological faculty in Bucharest, Romania
4. Balkan Institute for Faith and Culture, Skopje, Macedonia,
5. Wheaton College, Chicago, USA,
6. Babes Balyai University in Cluj, Romania,

7. Eastern Mennonite Seminary, Harrisonburg, VA, USA,
8. Campus Crusades for Christ, Intl, Budapest, Hungary,
9. John Wesley Seminary, Budapest, Hungary,
10. Staunton Grace Covenant Church, Staunton, VA, USA
11. South London Christian College, London, Great Britain
12. Bucharest University, Romania
13. Reformed Theological Seminary, Debrecen, Hungary
14. Filozofski fakultet Univerziteta in Novi Sad, Serbia
15. Theologische Fakultat, Zurich, Switzerland,
16. Acadia Divinity College, Wolfville, Nova Scotia, Canada.

In addition to this institutional cooperation, individual teachers and students achieve personal cooperation by participating in the activities of certain foreign schools and international Christian and religious organizations that organize scientific and professional gatherings. In this way, our teachers and students stay abroad for a shorter or longer period of time contributing to the work of the mentioned institutions and advance their own professional or scientific training and international connections. According to discussions with students from the Student council we can indicate that students have a positive response to the presence and lectures by professors from foreign schools.

3.25. Compliance with the minimum training requirements

If the study program is in the areas of regulated professions, in what way have you determined the compliance with the minimum training requirements laid down in Directive 2005/36/EC of the European parliament and the Council of the recognition of professional qualifications since September 2005 and the Law on regulated professions and recognition of foreign professional qualifications.

The mutual recognition of studies, diplomas and degrees is an important measure for promoting student and staff mobility and the employment of graduates of theology. The structure of the program is adapted to the model of similar studies of theology in the European Union and the United States. By using the ECTS credit system, which can be easily applied to the American system of credit hours, the mutual recognition of the program results and horizontal and vertical mobility of students is facilitated. When enrolling students from abroad to professional (undergraduate) and specialized (graduate) studies in theology, the recognition of qualifications that allow access to higher education according to the Law on the ratification of the convention on recognition of qualifications in Europe and the Law on regulated professions and recognition of foreign professional qualifications is accomplished.

4. PROGRAM DESCRIPTION

4.1. Compulsory and elective courses

Include a list of compulsory and elective courses with the number of teaching hours required for their performance and the number of ECTS points (appendix table 1).

The list of compulsory and elective courses with the number of teaching hours required for their performance and the number of credits can be seen in the attached table 1.

4.1.1. Include a description of each course (appendix table 2).

4.1.2. General information – name, course holder, course status (compulsory or elective), semester, ECTS, the number of hours (lecture + exercise + seminar)

4.1.3. Course description – course content, objectives, expected outcomes, conditions for enrollment, list of references and the exam procedures, a list of literature that is recommended for additional reading, point value of each course determined in accordance with ECTS with a corresponding explanation, types of instruction (lectures, seminars and workshops, exercises, field work, independent work, lab, mentoring, etc.), student requirements, the monitoring of students (attendance, written exam, project, class participation, oral exams, continuous assessment, term paper, essay, paper, experimental work, research, practical work), assessment and evaluation of students in classes and a final exam, ways of monitoring the quality which ensure the acquisition of knowledge, skills and competences

Descriptions of each course according to the requirements in paragraphs 4.1.1., 4.1.2. and 4.1.3. are enclosed in Table 2.

4.2. Structure of the program, the pace of studying and requirements for enrollment

Describe the structure of the program, the pace of studying and requirements for enrollment in the next semester or trimester and the admission requirements of individual courses or group of courses.

Studies are conducted through six semesters.

The requirements for enrollment in the next semester include passing exams from the previous semester and completing other obligations set forth in the School's Handbook on studying.

4.3. List of courses that students can choose from other academic programs.

The list of courses which students can choose from other programs will be determined additionally in accordance with the School's Handbook on studying and established ECTS points.

4.4. List of courses that can be taught in a foreign language.

A certain number of classes can be taught in English in accordance with the interests of the course holder and students. The courses which can be taught in English are: Introduction to the New Testament, Psychology and developmental psychology, Foundations and functions of civil society, Christian leadership, Introduction to the Old Testament exegesis, Hermeneutics, Ethics and Christian ethics, Introduction to pastoral, Psychology of education, Biblical theology of peace and justice, Patristics, Apologetics, Introduction to the exegesis of the New Testament, Mission, evangelism and intercultural theology, Exegesis of the New Testament, Biblical theology of the New testament, Old testament exegesis, Pastoral Counseling, Homiletics, Pastoral theology, Analysis of cultural trends, Faith and tolerance, Faith and environment, Themes in the Old testament theology, Ecumenical theology, Marriage and family.

4.5. Completion of studies.

The professional study of theology ends with a defense of the final thesis. The requirements for the entry of the final paper are as follows: passing all exams, completing student practice and all other obligations prescribed by the School's Handbook on studying.

Pursuant to the Handbook on the final work, the students start the application process, preparation and defense of the final thesis. The topic of the thesis is approved by the course holder. The mentor of the final thesis suggests the co-reader. The defense is public and needs to be announced at least seven days prior to the day of defense. Creating a professional final paper is evaluated with 8 ECTS.

4.6. Conditions for continuing studies

What are the conditions under which students who interrupted their studies or have lost their right to study in one study program, can continue their studies.

Students which interrupted their studies or lost the right to study in one of the study programs and then want to continue their studies, must submit a request for continuing their students which will be decided upon by the Professional (teaching) board on the basis of the law and the Handbook on studying of the Visoko evandeosko teološko učilište in Osijek.

5. CONDITIONS UNDER WHICH THE STUDY PROGRAM IS EXECUTED

5.1. Places where the study program is carried

The professional study of theology is carried out in our own premises at Cvjetkova 32 in Osijek.

5.2. Proofs of ownership

Include valid documents about ownership, right to use, lease or other valid legal basis on which the appropriate space will be used for carrying out the higher education in period of at least five years.

Attached to this review are land certificates proving ownership of a suitable space in which the activities of the School of higher education are performed.

Note: The mentioned documents were delivered to the Ministry of Science and Technology of Croatia and the professional service of the National council for higher education of Croatian in 2003, when the first license to start the activity of the School was issued.

5.3. Proof of sufficient space for performing activity of high education

Submit proof of sufficient space for performing activity of high education – information related to the classrooms (surface in m² with the number of seats), information about teachers' offices, library, laboratories, IT classrooms, number of computers, space for practical teaching, area intended for professional services (such as secretariat, student office, accounting, IT services), etc. (Appendix table 3)

The School has modern and recently built premises necessary for the activity of the high education. The attached table 3 contains information about classrooms, teacher's offices, library, area for workshops and the area intended for professional services of the School.

5.4. Proof of equipment ownership

Attach a proof of the equipment in your ownership or leased for a period of at least five years, necessary for achieving intended learning outcomes, and particularly proof of the availability of mandatory exam literature. Number of copies of the required literature for each course must normally exceed 20% of the estimated number of students enrolled in that course (Appendix Table 3).

According to the inventory lists of the Visoko evandeosko teološko učilište we have provided all the necessary equipment needed to achieve the learning outcomes: classroom and seminar room equipment, computer equipment networked and connected through CARNet, LCD projectors.

The library has the necessary literature that exceeds 20% of the estimated number of students enrolled. As the number of students is decreasing per years of study compared to other theological schools of higher education, the number of required literature is relatively easy to secure. In addition, our students of theology, especially those who are preparing for the priesthood, tend to buy professional and scholarly theological books, thus creating their own reference libraries that they'll be able to use even after graduation and during their pastoral service. The School is encouraging them in this and when the opportunity arises, provides them

extraordinary discounts and occasionally a free supply of books from foreign publishers with which it has a long-term cooperation (for example, Christian Book Distributors from Boston).

5.5. Spatial capacities for teaching

Does the School have appropriate spatial capacities for teaching? The information is determined by placing the number of students in relation to the size of usable space in a way that each student comes to 1.25m² of usable space.

Visoko evanđeosko teološko učilište has appropriate spatial facilities for teaching and enough of usable space (3.770 m²) in relation to the number of students (154).

5.6. Optimal number of students

What is the optimal number of students who can enroll in terms of space, equipment and number of teachers?

The optimal number of students who can enroll in terms of space, equipment and number of teachers is as follows

| Description | Study year | Total number of students |
|--|------------|--------------------------|
| Professional study of theology (3 years) full-time | 50 | 150 |
| Professional study of theology (3 years) part-time | 50 | 150 |
| Total | 100 | 300 |

The total number of students who could enroll in the program is 300, of which 150 are full-time and 150 part-time.

5.7. List of teachers and associates

Attach a list of teachers and associates who will participate in the each course at the beginning of the study (Appendix Table 4, 4.1, 4.2, 4.6).

The list of teachers and associates who participate in the courses of professional study of theology is given in Tables 4, 4.1, 4.2 and 4.6.

5.8. Information concerning employed teachers

Enclose the information about each teacher (resume that includes the name of the institution where he is employed, e-mail address, list of publications in the past five years and the work that qualifies him/her to teach and the date of the last election in scientific teaching position). If a teacher isn't employed at the School that is submitting the proposal of a program, enclose a written statement from

the teacher that he/she is willing to conduct classes and a written statement by the dean of the School where teacher is employed and specify courses and period for which the license is issued.

Information about each lecturer is attached to this Review.

5.9. Program expenses

Evaluate expenses of the program per student (Appendix Table 5).

The total cost of the program per year is 2.200.000,00 kuna.

Number of students enrolled (2012./2013.): 154

Cost of the program per student, per year: 14.300,00 kuna.

Cost of the program per student over the three year of professional study of theology: 49.900 kuna.

Note: Table 5 lists the amount of the total annual costs of the School in 2012, amounted to 3.236.960,00 kuna. This sum includes the cost of the dormitory (accommodation and meals) that are not recorded in books separately from the cost of studies, but it is known that it does not exceed 33% of the total cost, or that approximately that amount is 1.036.960,00 kuna per year).

5.10. Monitoring the quality and efficiency of the program

Describe the method of monitoring the quality and efficiency of the program, especially the way of participating in the evaluation of the program.

Monitoring the quality and efficiency of the program and learning outcomes are reviewed in the following ways: (1) exams, (2) seminar or other written works, (3) practical service, (4) thesis or diploma work. Every course holder in his syllabus before the start of class notifies his students, among other, about the method of evaluating the outcomes of learning as well as the criteria for grading.

Examination of students is taken care of at the end of each course, either in writing or verbally, depending on the course holder. As well, individual teachers give their students quizzes (announced or unannounced) and define colloquium for larger modules.

Essays provide teachers an insight into the quality of the knowledge acquired, especially in the development of research competencies as well as the ability of students to express themselves through writing. After presenting a seminar paper to the other students in the course, the teacher has an additional insight into the student's capabilities for verbal communication, his presentation skills, the ability to argument a differing opinion and the ability to make a dialog for a given topic.

Practical service is evaluated by pastors and other church works where students are doing their internship. This form of valuing the results of learning is the most complex considering that it summarizes all cognitive and tactical knowledge which students gain during their studies.

Thesis or diploma work, as an extended and more complex form of a seminar paper, with its public defense in front of an examination board and mentor, has a significant role with which a student completes his studies or one of its phases.

Examinations and other methods of evaluating the knowledge of a student is based on, by the teachers of particular courses, impartiality and objectivity as well as through continuous monitoring and other settled methods. Considering the limited number of students in any of our classroom groups (at most 30), the verification of knowledge and the results of learning keep a personal, social and human component.

Evaluation of the program is conducted by comparing with the programs of leading theological educational institution in the western world (particularly in the UK and US) and the occasional minor adaptations. Study program of theology is rooted in its own tradition of teaching and hence neither teachers nor church authorities are not inclined to big changes. Adaptation to the Bologna process was the last big change, and since then we have been monitoring learning outcomes and students' inclusion in the labor market.

5.11. Support to students

In what way is your School providing support to students (academic, professional, counseling, etc.)?

Our concern for the students is expressed primarily through a quality education, access to library resources and providing an appropriate level of student standards (accommodation, meals, laundry, etc.). A special sensitivity is shown towards the students who come to study theology from poorer countries from the region (Macedonia, Bosnia and Herzegovina, Serbia, Kosovo) as well as to those whose material and family circumstances require it. Students can request and receive special forms of support, for example: pastoral care, help in learning, assistance in obtaining student scholarships, assistance in choosing a higher educational institution for the continuation of their studies, etc. In the case a student is unable to pay a part of their tuition, extra work hours in the kitchen, laundry room or library are offered to him or her.

Students can express their opinion concerning the relationship between themselves and faculty through periodical student surveys which are given to students through individual classes. Considering that the number of our students is relatively small, the opinion of students concerning this and other question easily find their way to the lecturer. If the need is discovered, the professional board considers individual problems and, in cooperation with students, chooses an acceptable solution.

Our students have formed their Student board whose representatives participate in the work of the Managing and Professional board, as well as other bodies established by law and internal regulations. The management of the School fully supports such and other initiatives and provides them the necessary legal assistance and material-financial logistics. By building trusting relationships with the Student board and its representatives, the management of the School believes it contributes to the quality of studying and is preparing students for an independent professional life.

We strive to provide timely information to our students about all events and circumstances related to their studies and various aspects of the student standard. Students have the option to present individual issues, which are considered particularly important, for discussion at their meetings and the appropriate conclusions at the meetings of the professional or managing boards. Likewise, they are able to express their dissatisfaction through occasional official surveys.

Periodically the student board holds meetings, as a rule at the beginning and end of a semester. Sessions of the student board are governed by elected student representatives. During the meeting, topics that the students choose themselves are discussed. Lecturers, the dean, secretary, student dean, student pastor may be present but only with the intention of answering any eventual questions that might arise. Such questions can be related to any aspect of student life, their housing, food and their studies at the school of higher learning. Such debates are in our Christian surrounding very useful as it eliminates actual and potential rumors or half-information, and sometimes provides better organizational solutions. Students are highly motivated to give their suggestions knowing that their suggestions won't priori be rejected, rather, very carefully and with respect be considered and, if they are acceptable to the management of the school of higher learning, they will be implemented in an appropriate way.

The housing of our students and their meals has been an important factor, since the very beginning of our operations in 1972, in the rate of completion of students' studies. The capacity of our housing and board is appropriate for the number of students. Students generally decide to stay in our dormitory which is adapted for living, studying and their spiritual growth. The student dean, which is responsible for the pastoral and moral upbringing of our students living in the dormitory and is available at all hours (24/7). The responsibilities of the student dean refer to the spiritual and pastoral needs of the students and includes psychological counseling. In the case of need, the student dean may connect a student, requesting such, with one of the counseling departments in Osijek.

The meals are adapted through a vegetarian menu to the religious particularities of those students, which through religious or other reasons don't eat meat or meat byproducts. The kitchen prepares three meals daily, seven days a week, throughout the academic year. The kitchen and dining area (which has 120 seats) are closed in the month of August when a general month-long process of cleaning, painting and maintaining the kitchen appliances takes place.

Extracurricular activities of the students are organized either informally or through the student council. Students involve themselves in the work of organizations and in various forms of public, cultural,

sports or social life in Osijek or the region. Students occasionally organize, with the permission of the student dean, smaller celebrations during which they gather in the social area (Mennonite room) which can accept up to 80 students at one time. Such celebrations are either on the occasion of significant holidays (Easter, Christmas) or on the occasion of the end of classes and the departure of students for summer vacations, or for birthdays, engagements or weddings. Generally, some of the teachers or associates or other staff join such celebrations.

At the end of each academic year, when a promotion of all graduating students is organized, the best students from each year, on the basis of their average grades, are rewarded. The best student from each year (1st, 2nd and 3rd as well as 4th and 5th) is thus awarded select theological books, along with the best graduating student from the specialized studies program. These rewards are thought up as to develop competition between students as one of important characteristics of future pastoral and other ministries.

Those students which achieve above average results in their studies and at the same time are of a lower economic status may request of the professional board to have part of their debt forgiven on the basis of school fees paid. The professional board generally positively answers such requests and will partially or in entirety approve the students request to reduce the school fees.

Exceptionally successful students upon completion of the professional or graduate studies receive a special recommendation for enrollment in advanced theological studies in foreign schools, mainly in Great Britain or the United States of America. Additionally, the management of the school and its rector succeed for such students to obtain special benefits through exemption of paying part or all of the school fees at these foreign doctoral study programs (which are as a rule very expensive). This long-standing practice, well known among students, serves as an additional motivation in successfully mastering their studies.

The managing board of the school of higher learning appoints a student dean whose basic responsibility is to take care of students and their needs. The student dean meets with all of the students as needed or at regular intervals and has with them discussions on a variety of topics depending on the age of the student or potential hardships the student is facing. First year students are offered help in adapting to the conditions of studying, while discussions with graduating students are focused on the possibility of further studies or employment. Further, the topic of the talks can be problems with the studies, financial problems, spiritual or pastoral problems and occasionally might be concerning their health.

The student dean usually has one or two close associates depending on the preferences of those which are part of the professional board. The student dean communicates with students either as a group, when there is a gathering of the student union, either in small groups, either individually. The student dean gives the initiative in organizing smaller parties, excursions into nature – especially in early spring, celebrating religious holidays or activities related to physical education (swimming at city pools, basketball and volleyball) . The student dean is a member of the disciplinary committee as the first step in resolving disciplinary offenses.

The protection of student rights is regulated by the handbook concerning studies in which procedures are outlined for cases where students' rights are violated as well as how to process student complaints. This mainly refers to students' academic rights. Further, students by themselves organize a student council electing their representative towards academic and management bodies of the school of higher learning, per their rule book on the elections for the student union of the Visoko evanđeosko teološko učilište in Osijek. Students have their own student counselor whose duties and responsibilities are described in the law on student councils and the handbook of the work of the student's council of the School.

6. OTHER NOTES

According to the opinion of the proposal submitter, if the study program contains features that can not be displayed by following the instructions for the preparation of study programs, feel free to bring out additional elements that may be important for the initial accreditation of the study program.

We want to list our special characteristics as an institution of higher education for theological education of priests and whose co-founders are Christian evangelical churches.

Evangelical worldview

This School founded its mission and vision in Biblical teaching and the Christian world view. Its Christian, that is evangelical, views are expressed in five main distinctives:

a) Transdenominational Awareness, Interdenominational Dialogue

The School affirms its Evangelical expression of faith, but also supports the process of students strengthening their denominational identities. Transdenominational awareness encourages the notion that differences among denominations are not qualitatively good or bad, but the differences are a reflection of the diversity within the Body of Christ. When there are multiple understandings in a course due to denominational differences, interdenominational dialogues highlight the common ground between denominational doctrines and acknowledge the differences. Interdenominational dialogue, done in a spirit of love, encourages critical reflection, which aids students in being more conscious of the theological assumptions that form their thinking.

b) Multicultural, Multi-ethnic Education

The School offers a very natural, fertile garden for multicultural and multi-ethnic education, which invites the discovery of the influence of our ethnicity and our religious commitments. As students from many different countries study and live together, a process of self-discovery and realignment is set into motion. We are intentional about supporting this process of self-discovery which is a natural byproduct of multicultural education.

c) Relevance to Modern Society

Centered in Jesus Christ, believers are not removed from society and culture, but we are the avant-garde of God's Kingdom. Rightly placing our hope in Jesus Christ, we work towards finding solutions to heal and redeem a broken world. Our hope is that by integrating the observations made by other disciples with the understanding of our world, we will form leaders who are "salt and light" in their communities.

d) Academic Excellence

Through the academic curriculum at ETS, we encourage analytical and critical thinking, rather than a passive acceptance of knowledge. We uphold the standards of university culture concerning form and quality of research. We support the development and use of library and Internet connections which gives students the resources they need to produce academically excellent work. We promote academic excellence through a faculty with academic achievement and creative teaching abilities. We also partner with other quality institutions in Western and Eastern Europe in order to continue in dialogue and to influence academia.

e) Christian Spiritual Formation

The School provides an environment that supports those who desire to deepen their knowledge of the Bible. We promote Christian Spiritual Formation as a distinctive through service, attention to corporate and personal spirituality and servant leadership. We provide opportunities for our students to minister through a wide variety of practical ministry assignments during the school year and internships in the summer. Reflective components, such as written evaluation, small group discussion and interviews are built into the experience in order to hold in tension action and reflection. Professors have an open door policy, which makes them available to counsel and mentor students in their ministry.

The employment policy

The Managing board of the School conducts an employment policy that has three basic forms.

The first form applies to those lecturers and associates who are present every day at the School and are the backbone in teaching and other activities. Many of them receive their pension and health insurance as priests, or respectively have the status of conducting an independent professional activity. The registration of a part of our lecturers and associates at the Croatian institute for pension insurance and Croatian institute for medical insurance is done over their religious communities, with which the lecturers and associates of the

School agreed to receive payment from the School, as well as an amount for monthly expenses for pension and health insurance. Other lecturers and associates that are not registered at these institutes are either receiving scholarships or a monthly reward for their work.

The second part refers to the lecturers, our permanent external associates from the wider region (Zagreb, Bucharest, Budapest, Skopje) which are, in general, our former students who, upon completion of doctoral studies, are employed full time in their organization or church. They usually come and teach two or three weeks and hold modular (intensive) classes.

The third part refers to the occasional teaching associates, guest lecturers from prestigious universities in the world (mainly the US and the UK), which for many years come and teach certain theological courses, paying for their own transportation to the region, while the School provides them with transportation from one of the neighboring airports (Zagreb, Budapest and Belgrade) and room and board in the dormitory.

The employment is made by the dean's proposal of a candidate to the managing board, which then makes its decision taking into account the scientific, professional, moral and religious characteristics of a candidate and the recommendations especially from the church officials of the candidate's church. A similar procedure is done in hiring persons for professional services of the School.

Hiring our external associates is connected with the employment policy of our lecturers. Since the School is a religious institution, it is associated with other churches and their religious institutions. Over the years we have developed a respectable list of teachers who, as permanent or temporary external collaborators, hold classes to our students of theology. Since they monitor the students' progress, they often do their best to encourage students' continuation onto doctoral and other specialized studies at the higher institutions from which they come. The School covers the travel expenses and honorarium of the external associates. Our School also provides them room and board in the dormitory and the help from some of our younger assistants or better students in the specialized studies program. Classes held by our external associates are conducted in English. A list of external lecturers and occasional associates can be seen in Table 1.2.

APPENDIXES

1. Table 1.

List of compulsory and elective courses and/or modules with the number of hours of lecture necessary for their execution and the number of ECTS points

2. Table 2.

Description of academic courses

3. Table 3.

Description of the office and personnel requirements for the execution of the study program

4. Table 4.

Description of the personnel requirements

5. Table 5.

Financial evaluation

Table 1. The list of compulsory and elective courses and/or modules with the number of hours of active teaching required for their performance and ETCS points

Professional (undergraduate) program of theology

First year

| MODULES / COURSES | | | | | | | | |
|--|-------------------------------------|--------------------------------|---|---|---|-----------|---------------------|------------|
| Study year: first – professional study of Christian theology | | | | | | | | |
| Semester: summer 1. | | | | | | | | |
| MODULE | COURSE | TEACHER | L | E | S | ECTS | Status ¹ | |
| | New Testament Introduction | Kevin Walker / Ervin Budiselić | 4 | - | - | 8 | C | |
| | Introduction to Systematic Theology | Dalibor Kraljik | 2 | - | - | 4 | C | |
| | Introduction to Philosophy | Željko Senković | 2 | - | - | 4 | C | |
| | General Pedagogy | Marija Sablić | 2 | 1 | - | 6 | C | |
| | Methodology of scientific research | Julijana Tešija | 1 | 1 | - | 3 | C | |
| | English 1 | Maja Seguin | 1 | 1 | - | 3 | C | |
| | Personal spiritual growth | Anne Harper / Dalibor Kraljik | 1 | 1 | - | 2 | E | |
| | Christian worship | Jasmin Milić | 1 | - | - | 2 | E | |
| | Total | | | | | 30 | 6 C | 2 E |

¹ C: compulsory courses; E: elective courses.

| MODULES / COURSES | | | | | | | | |
|--|--|-----------------------------------|---|---|---|-----------|------------|------------|
| Study year: first – professional study of Christian theology | | | | | | | | |
| Semester: winter 2. | | | | | | | | |
| MODULE | COURSE | TEACHER | L | E | S | ECTS | STATUS | |
| | Old Testament Introduction | Venesa Manavski | 4 | - | - | 8 | C | |
| | Christology and Soteriology | David Kovačević | 2 | - | - | 4 | C | |
| | Overview of Church history | George Harper / Branislav Miličić | 3 | 1 | - | 8 | C | |
| | Psychology and developmental psychology | Lidija Ušurel | 2 | 1 | - | 4 | C | |
| | English 2 | Maja Seguin | 1 | 1 | - | 3 | C | |
| | Foundations and functions of civil society | Antal Balog | 2 | - | - | 3 | E | |
| | Christian leadership | Peter Kuzmič / Stanko Jambreč | 2 | - | - | 3 | E | |
| | Introduction to European Union | Domagoj Hajduković | 1 | - | - | 1 | E | |
| | Total | | | | | 30 | 5 C | 3 E |

Second year

| MODULE / COURSES | | | | | | | | |
|---|---|----------------------------------|---|---|---|-----------|--------|--|
| Study year: second – professional study of Christian theology | | | | | | | | |
| Semester: winter 3. | | | | | | | | |
| MODULE | COURSE | TEACHER | L | E | S | ECTS | STATUS | |
| | Introduction to the exegesis of the Old Testament | Alyssa Walker / Danijel Berković | 2 | 1 | - | 4 | C | |
| | Ecclesiology and pneumatology | David Kovačević | 2 | - | 1 | 4 | C | |
| | Hermeneutics | Alyssa Walker | 2 | - | - | 3 | C | |
| | Ethics and Christian ethics | Ebeling Rainer | 2 | - | 1 | 5 | C | |
| | Intro. to pastoral counseling | Samuel Bombara | 2 | 1 | 1 | 5 | C | |
| | English 3 | Megan Van Dyke | 1 | 1 | - | 3 | C | |
| | Educational psychology | Lidija Ušurel | 2 | - | - | 3 | E | |
| | Biblical theology of peace and justice | Myron Augsburg | 2 | - | - | 3 | E | |
| | Patristics | Steve Paulus / Kostake Milkov | 2 | - | - | 3 | E | |
| | Apologetics | Thomas Sibley | 2 | - | - | 3 | E | |
| | Statistics | Antal Balog | 2 | - | - | 3 | E | |
| | Total | | | | | 30 | | |

| MODULE / COURSES | | | | | | | | |
|---|---|----------------------------|---|---|---|-----------|--------|-----|
| Study year: second – professional study of Christian theology | | | | | | | | |
| Semester: summer 4. | | | | | | | | |
| MODULE | COURSE | TEACHER | L | E | S | ECTS | STATUS | |
| | Introduction to the exegesis of the New Testament (Synoptics) | Ksenija Magda | 2 | | 1 | 4 | C | |
| | History and theology of the Reformation | Stanko Jambreč | 2 | | 1 | 5 | C | |
| | Foundations of communication and conflict resolution | Ranka Jindra | 1 | 1 | | 3 | C | |
| | Church administration | Antal Balog | 2 | | | 3 | C | |
| | Missions, evangelism, and Intercultural Theology | Melody Wachsmuth | 2 | 1 | | 4 | C | |
| | Student praxis 1 | Ligia Macelaru | | 2 | | 2 | C | |
| | English 4 | Maja Seguin/Megan Van Dyke | 1 | 1 | | 3 | C | |
| | History and philosophy of religion | Julijana Tešija | 2 | | | 3 | E | |
| | History of the Papacy | Domagoj Hajduković | 1 | | | 1 | E | |
| | Exegesis of the New Testament | Kevin Walker | 1 | | 1 | 3 | E | |
| | Didactics | Marija Sablić | 2 | 1 | 1 | 6 | E | |
| | Total | | | | | 30 | 7C | 4 E |

Third year

| MODULE / COURSES | | | | | | | | |
|--|---|--|---|---|---|-----------|------------|------------|
| Study year: third – professional study of Christian theology | | | | | | | | |
| Semester: winter 5. | | | | | | | | |
| MODULE | COURSE | TEACHER | L | E | S | ECTS | STATUS | |
| | Biblical theology of the New Testament | Corneliu Constantineanu / Kevin Conway | 3 | - | 1 | 5 | C | |
| | Exegesis of the Old Testament | Alyssa Walker | 2 | - | - | 3 | C | |
| | Pastoral counseling | Ligia Macelaru / Lidija Ušurel | 2 | 1 | 1 | 6 | C | |
| | Homiletics | Mladen Jovanović | 2 | 1 | - | 4 | C | |
| | Introduction to Sociology and the Sociology of Religion | Zorica Kuburuć / Ivan Markešić | 2 | - | - | 3 | C | |
| | Student praxis 2 | Ligia Macelaru | - | 2 | - | 2 | C | |
| | Religious movements | Stanko Jambrek | 2 | - | - | 3 | E | |
| | Pastoral theology | Thomas Sibley | 2 | 1 | - | 4 | E | |
| | World religions | Tomislav Vidaković | 2 | - | - | 2 | E | |
| | The analysis of cultural trends | Anna Robbins | 1 | 1 | - | 2 | E | |
| | Gender and Identity | Julijana Tešija | 2 | - | 1 | 5 | E | |
| | Faith and globalization | Miroslav Volf / Dalibor Kraljik | 2 | - | 1 | 5 | E | |
| | Faith and the environment | Ksenija Magda | 2 | - | 1 | 5 | E | |
| | Total | | | | | 30 | 6 C | 7 E |

| MODULE / COURSES | | | | | | | | |
|--|---|---------------------------------|---|---|---|-----------|------------|------------|
| Study year: third – professional study of Christian theology | | | | | | | | |
| Semester: summer 6. | | | | | | | | |
| MODULE | COURSE | TEACHER | L | E | S | ECTS | STATUS | |
| | Themes in Old Testament theology | Marcel Macelaru | 2 | - | - | 3 | C | |
| | Public relations and a culture of speaking and writing | Julijana Tešija | 2 | 1 | - | 4 | C | |
| | Ecumenical theology | Peter Kuzmič / Daniel Oprean | 2 | - | - | 3 | C | |
| | Evangelism and culture | Krešimir Šimić | 2 | - | - | 3 | C | |
| | Professional final work | | | - | - | 8 | C | |
| | The history of Christianity in Croatia | Stanko Jambrek | 2 | - | - | 3 | E | |
| | History and theology of spiritual awakening | Stanko Jambrek | 2 | - | - | 3 | E | |
| | Protestant and evangelical Christianity in Eastern-European context | Peter Kuzmič / Melody Wachsmuth | 2 | - | - | 3 | E | |
| | Marriage and family | Ligia Macelaru | 2 | - | - | 3 | E | |
| | Methodology in social sciences | Antal Balog | 2 | - | - | 3 | E | |
| | Total | | | | | 30 | 5 C | 5 E |

Table 2. Course descriptions

New Testament Introduction

| General Information | | |
|--|--|---|
| Course Director | Kevin Walker | |
| Course Name | Introduction to the New Testament | |
| Study Programme | Theology | |
| Course Status | Compulsory | |
| Year | First | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 8 ECTS |
| | Number of hours (Lectures/Exercises/Individual Work) | L 4 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| <ul style="list-style-type: none"> - knowing the content of the New Testament - knowing the historical background of Jesus' time (4th century b.c.e. – 1st century b.c.e.) - knowing and understanding the historical-literary criticism of the gospels and other NT texts - knowing the fundamental theological questions in New Testament theology - understanding the nature of the New Testament as Holy Scripture and its value for the contemporary human being | | |
| 1.2. Requirements for Taking the Course | | |
| Knowing the content of the New Testament | | |
| 1.3. Expected Learning Outcomes | | |
| <p>The student</p> <ul style="list-style-type: none"> • is well acquainted with the content of the New Testament • is able to see NT texts in the context of their time • can describe the person, life and work of Jesus Christ • knows the growth and development of the first church; can list and describe the Jerusalem Apostles and the person and work of Apostle Paul • knows the issues in the New Testament and understands the method of the New Testament science – its advantages and limitations • understands the importance of the literary genre in the interpreting of the New Testament • is capable to engage in discussion about questions of inspiration of the NT and questions of application to the contemporary world | | |
| 1.4. Course Content | | |
| Historical context of the Ancient world and second temple Judaism; Gospel as a literary genre; history of interpretation of the Gospels and contemporary approaches to the New Testament; the issue of the historical Jesus; the person and teaching of Jesus; overview of the content of the Gospels; John and the synoptics; Acts and the issue of the historical precedent; apostle Paul and his work; epistles, their context and theology; the issue of deuterocanonicity in Paul's theology, apocalypticism in the New Testament | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories ■ Mentoring □ Other |
| 1.6. Comments | | |
| -- | | |
| 1.7. Student Responsibilities | | |
| <p>The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work).</p> <p>The student is required to write critical reviews on the read material and write a 3 page paper (in which he/she shows the phases of writing according to given schedule).</p> | | |

| | | | | | |
|---|------|------------------------------|--------------------|--------------------|----------------|
| The student is required to write the final written exam. | | | | | |
| 1.8. Monitoring ¹ of Student Work | | | | | |
| Listening to Lectures | 2 | Activities in Instruction | Seminar Paper | 1.75 | Experiments |
| Written Exam | 0.25 | Oral Exam | Essay | | Research |
| Project | | Continuous Knowledge Testing | Paper Presentation | | Practical Work |
| Portfolio | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | |
| Continued: The students write the paper in phases that are evaluated and are a part of the final grade: paper outline; bibliography; taking notes while reading the required literature; The student hands in critical reviews of literature – four 1 page reviews 50% Final exam: 50% | | | | | |
| 1.10. Obligatory Literature | | | | | |
| D. Wenham / S. Walton. <i>Exploring the New Testament. Vol 1.</i> London: SPCK, 2001; H. Marshall et al. <i>Exploring the NT Vol 2.</i> London: SPCK, 2001. Articles: From J. B. Green, S. McKnight, H. Marshall <i>Dictionary of Jesus and the Gospels</i> , Downers Grove: IVP, 1992. Apocalyptic (17-20), Apocalyptic teaching (20-26), Dead Sea Scrolls (137-146), Death of Jesus (146-162); Ethics of Jesus (210-222); Gospels (286-297); Historical Jesus (326-340), Kingdom of God (417-430), Synoptic problem (784-793, Synoptics and John (792-795). F. Watson 'Are There Still Four Gospels' in <i>Reading Scripture with the Church</i> . A. K. M. Adam et al. Eds. (Grand Rapids: Michigan, 2006) 95-116 (most of these articles are internally translated) G. Fee, <i>Kako tumačiti Bibliju</i> . Osijek: Izvori, 1999 | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | |
| J. W. Harrington, <i>Uvod u Novi zavjet</i> . Zagreb: KS, 1983. I. Dugandžić, <i>Kako su nastala evanđelja</i> . Zagreb: KS, 1977. Vidović, <i>Pavlovi spisi</i> J. Stott, <i>Neusporedivi Krist</i> . Zagreb: Steppress, 2003. R. Schnackenburg, <i>Osoba Isusa Krista u četiri Evanđelja</i> . Zagreb: KS 1997. R. Brown, <i>Uvod u Novi zavjet</i> . Zagreb: KS, 2008. Novozavjetni komentari izdavača Logos, Daruvar na evanđelja i Djela apostolska. J. Gnilka, <i>Teologija Novoga zavjeta</i> . Zagreb: KS, 1999. KS-ov Rječnik biblijske teologije | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | |
| Title | | Number of copies | | Number of Students | |
| D. Wenham / S. Walton. <i>Exploring the New Testament. Vol 1.</i> London: SPCK, 2001 | | 5 | | 15 | |
| H. Marshall et al. <i>Exploring the NT Vol. 2.</i> London: SPCK, 2001. | | 5 | | 15 | |
| J. B. Green, S. McKnight, H. Marshall <i>Dictionary of Jesus and the Gospels</i> , Downers Grove: IVP, 1992. | | 3 | | 15 | |
| A. K. M. Adam et al. Eds. <i>Reading Scripture with the Church</i> . Grand Rapids: Michigan, 2006 | | 3 | | 15 | |
| G. Fee, <i>Kako tumačiti Bibliju</i> . Osijek: Izvori, 1999 | | 8 | | 15 | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | |
| Exam results; student evaluations; professor's course evaluations | | | | | |

¹IMPORTANT: In addition to each of the modes of monitoring student work adequate ECTS should be added so that the sum represents ECTS work load for the whole course. Empty fields can be used for additional activities.

Introduction to Systematic Theology

| General Information | | | | | | | |
|--|--|------------------------------|-----|--|-----|---|---|
| Course Director | Dalibor Kraljik | | | | | | |
| Course Name | Introduction to Systematic Theology | | | | | | |
| Study Programme | Christian Theology; Religion and Society; Applied Theology | | | | | | |
| Course Status | Compulsory | | | | | | |
| Year | First | | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | 4 ECTS | |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | | L 2 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| <ul style="list-style-type: none"> - introducing students to basic theological terminology that they will see and use during their studies, that are essential in understanding complex theological concepts and ideas - introducing students with the methodology of systematizing theological doctrines - introducing students with the fundamental Christian doctrines and beliefs that every Christian needs to know, especially Christian theologians - introducing students to the historical development of key theological doctrines - introducing students with prominent theologians and philosophers that have influenced the development of Christian doctrines and have contributed to theology in general | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| There are no prerequisites for this course, i.e. students are not obligated to pass other courses to be able to attend this course; however, this course is a prerequisite for all other courses dealing with systematic theology. | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| <p>The student:</p> <ul style="list-style-type: none"> - knows key theological concepts; - knows fundamental Christian doctrines and discussions; - can list historical authors and their views - recognizes elements of historical heresies in contemporary contexts | | | | | | | |
| 1.4. Course Content | | | | | | | |
| Theological terminology; methodology in the doctrinal approach to faith; history of Christian doctrines; fundamental Christian beliefs; historically important authors – theologians and philosophers – and their contribution to doctrine and theology. | | | | | | | |
| 1.5. Forms of Instruction | | | | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work). | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | | Seminar Paper | | Experiments | |
| Written Exam | 0.5 | Oral Exam | 0.5 | Essay | | Research paper | 1 |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | Readings | 0.5 | Book review | 0.5 | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| - the final grade consists of five elements: written exam in theological doctrines and terminology, oral exam in | | | | | | | |

fundamental Christian beliefs, research paper on a topic chosen from the field of systematic theology, critical book review (C.S. Lewis, *Mere Christianity*, J. Stott *Basic Christianity*) and taking notes while reading the basic literature (A. McGrath *Introduction to Christian Theology*)

1.10. Obligatory Literature

- McGrath, Alister. *Uvod u kršćansku teologiju*. Preveo Zoran Grozdanov. Rijeka: Ex libris, 2006.
- Stott, John R.W. *Što je kršćanstvo*. Preveo Tomislav Jonke. Osijek: Izvori, 1986.
- Lewis, C. S. *Kršćanstvo*. Preveo Mladen Jovanović. Zagreb: Duhovna stvarnost, 1984.

1.11. Additional Reading (at the time of registration of the Study Programme)

- Hammond, T. C. *Uvod u teologiju: Priručnik kršćanske doktrine*. Preveo Miroslav Volf. Osijek: Izvori, 1993.
- Katekizam Katoličke crkve*. Zagreb: Hrvatska biskupska konferencija, 1994.
- Ratzinger, Joseph. *Uvod u kršćanstvo: Predavanja o apostolskom vjerovanju*. 5. izdanje. Preveo Ivo Stipičić. Zagreb: Kršćanska sadašnjost, 2002.
- Waldenfels, Hans. *Kontekstualna fundamentalna teologija*. Preveli Stjepan Gut, Marijan Cipra i Ivan Zirdum. Đakovo: Forum bogoslova Đakovo, 1995.
- Bloesch, Donald G. *Osnove evanđeoske teologije*, sv.1 i sv. 2. Novi Sad: Dobra vest, 1989.
- Etches, Stephen. *Sustavna teologija*. Krapina: UTBP, 2005.
- Domačević, Stjepan. *Sistematska teologija*. Beč: EBI, 1990.

1.12. Number of obligatory books in comparison with the number of current students in the course

| Title | Number of copies | Number of Students |
|--|------------------|--------------------|
| McGrath, Alister. <i>Uvod u kršćansku teologiju</i> . Preveo Zoran Grozdanov. Rijeka: Ex libris, 2006. | 20 | 15 |
| Stott, John R.W. <i>Što je kršćanstvo</i> . Preveo Tomislav Jonke. Osijek: Izvori, 1986. | 8 | 15 |
| Lewis, C. S. <i>Kršćanstvo</i> . Preveo Mladen Jovanović. Zagreb: Duhovna stvarnost, 1984. | 6 | 15 |

1.13. Modes of quality control which enhance exit knowledge, skills and competences.

Exam results; Student course evaluations; Professor's self-evaluation;

Introduction to Philosophy

| General Information | | | |
|---|--|--|--|
| Course Director | Željko Senković | | |
| Course Name | Introduction to Philosophy | | |
| Study Programme | Theology | | |
| Course Status | Compulsory | | |
| Year | First | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 3 ECTS | |
| | Number of hours (Lectures/Exercises/Individual Work) | L 2 | |
| 1. SYLLABUS | | | |
| 1.1. Course Objectives | | | |
| To show the possibilities, essence and purpose of philosophy, its necessity for human beings, and to orient students while they develop their own philosophy. We will go through the basic terminology, and through comparative observing we will learn to differentiate main philosophical eras. That will provide students with the ability to think critically, give them a method of research in dealing with philosophical texts, help them use secondary philosophical literature and help them form their own opinion. | | | |
| 1.2. Requirements for Taking the Course | | | |
| - | | | |
| 1.3. Expected Learning Outcomes | | | |
| The student - knows basic terminology and how to use it - can divide history of philosophy into eras and understands their development and meaning - can list important philosophers in a certain era - understands secondary literature in the field of philosophy | | | |
| 1.4. Course Content | | | |
| Possibility and necessity of true love as love of truth; question of wisdom; true and illusory truth; true wisdom as trinity of theory, practice and poetry; godly (<i>theion</i>) character of wisdom; purpose of doing philosophy as 'being in the likeness of god' (<i>homoiosis to theo</i>). | | | |
| 1.5. Forms of Instruction | | <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Seminars and Workshop <input type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | <input type="checkbox"/> Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other |
| 1.6. Comments | | | |
| -- | | | |
| 1.7. Student Responsibilities | | | |
| The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work). Students are required to write a review of a philosophical text. | | | |
| 1.8. Monitoring of Student Work | | | |
| Listening to Lectures | 1 | Activities in Instruction | Seminar Paper |
| Written Exam | 1 | Oral Exam | Essay |
| Project | | Continuous Knowledge Testing | Paper Presentation |
| Portfolio | | Readings | Book review |
| Experiments | 1 | | |
| | | | Research paper |
| | | | Practical Work |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | |
| Students will be graded according to the written exam and oral exam | | | |
| 1.10. Obligatory Literature | | | |
| A. Anzenbacher, <i>Filozofija</i> . | | | |

| | | |
|---|------------------|--------------------|
| B. Kalin, <i>Povijest Filozofije</i> G. T. W. Patrick, <i>Introduction to Philosophy</i> | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| Aristotel, <i>Nagovor na filozofiju</i> Bošnjak, <i>Filozofija: Uvod u filozofsko mišljenje i rječnik</i> Despot, <i>Uvod u filozofiju</i> A. Bazala, <i>Povijest filozofije</i> B. Bošnjak, <i>Povijest filozofije</i> G. W. Hegel, <i>Historija Filozofije</i> Bloch, <i>Tubingenski uvod u filozofiju</i> Axelos, <i>Uvod u buduće mišljenje</i> Adorno, <i>Filozofska terminologija</i> Bochenski, <i>Uvod u filozofsko mišljenje</i> Jaspers: <i>Uvod u filozofiju</i> Kant: <i>Dvije rasprave</i> Decartes, <i>Rasprava o metodi</i> Dilthey, <i>Die geistige Welt – Einleitung in die Philosophie des Lebens</i> H. Nohl, <i>Einfuehrung in die Philosophie</i> P. Natrop, <i>Philosophie, ihr Problem und ihre Probleme</i> E. Fink, <i>Uvod u filozofiju</i> | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| A. Anzenbacher, <i>Filozofija.</i> | 13 | 15 |
| G. T. W. Patrick, <i>Introduction to Philosophy</i> | 3 | 15 |
| B. Kalin, <i>Povijest Filozofije</i> | 3 | 15 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Exam results; student evaluations; professor's self-assessment of the course | | |

General pedagogy

| General Information | | |
|---|--|---|
| Course Director | Marija Sablić | |
| Course Name | General Pedagogy | |
| Study Programme | Theology | |
| Course Status | Compulsory | |
| Year | First | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 6 ECTS |
| | Number of hours (Lectures/Exercises/Individual Work) | L 2; E 1 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| Students will give an introduction to history and trends in pedagogy; provide tools for individual work with various age groups; differentiating good and bad ways of teaching; | | |
| 1.2. Requirements for Taking the Course | | |
| No requirements | | |
| 1.3. Expected Learning Outcomes | | |
| <ul style="list-style-type: none"> • ability to do individual and group work; • ability to evaluate and think critically about the activity of learning; • being able to explain fundamental pedagogical terms and aspects/presuppositions of education; knowing historical and traditional distinctions of pedagogy; explaining main features of the educational phenomenon, of the structure of the educational process, of fundamental educational fields, of general principles, and of educational methods and means; • being able to critically analyze relationships and relations in surroundings with primary, secondary, positive and negative influences; • being able to apply basic techniques of intellectual work in individual and group research and practical work | | |
| 1.4. Course Content | | |
| <ul style="list-style-type: none"> • Foundations and presuppositions of education: anthropological, philosophical, sociological, psychological and pedagogical aspect of education; • Pedagogical terms and terminology; terminological differences; • Historical and traditional fields of the science of pedagogy (gnoseological, epistemological, teleological) • Pedagogical disciplines; • Contemporary theoretical origins of the educational process and its structure; • Methodological approach to setting goals and tasks for education in society, pedagogical science and school; • Content, forms, methods, principles of education; • Relationships and relations in the educational process; • The educational system; • School between tradition and innovation; • Surroundings with primary, secondary, positive and negative effects; • Critical analysis of the science of pedagogy; • Future of school; • Lifelong learning | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop ■ Exercises □ Distant Learning □ On Field Instruction | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other |
| 1.6. Comments | | |
| -- | | |
| 1.7. Student Responsibilities | | |
| The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can | | |

| | | | | | | |
|---|------------------|------------------------------|--------------------|--------------------|---|----------------|
| be made up through additional individual work). | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | |
| Listening to Lectures | 3 | Activities in Instruction | | Seminar Paper | 1 | Experiments |
| Written Exam | 1 | Oral Exam | 1 | Essay | | Research paper |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work |
| Portfolio | | Book review | 10 | Homework | 3 | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | |
| <p>1. Regular attendance of classes (lectures, seminars), recorded by the lecturer;</p> <p>2. Regular completion of homework:</p> <p style="padding-left: 20px;">a. a paper must be written and presented</p> <p>Students are required to write a research paper according to given propositions. There will also be two colloquia that will be graded. At the end of the semester all grades will be added and there will be a possibility to take an oral exam.</p> | | | | | | |
| 1.10. Obligatory Literature | | | | | | |
| <p>Gudjons, H. (1994), Pedagogija – temeljna znanja. Zagreb: Educa.</p> <p>Lenzen, D. (2002), Vodič za studij znanosti u odgoju. Zagrebu: Educa.</p> <p>---- (1999), Osnove suvremene pedagogije. Zagreb, Hrvatski pedagoško-književni zbor.</p> <p>Previšić, V. Šoljan, N. N. Hrvatić, N. (ur.), (2007), Pedagogija prema cjeloživotnom obrazovanju i društvu znanja (svezak 1. I svezak 2.) Zagreb: Hrvatsko pedagojsko društvo (odabir dva članka).</p> | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | |
| Magazines: Pedagogical research, Social research | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | |
| Title | Number of copies | | Number of Students | | | |
| Gudjons, H. (1994), Pedagogija – temeljna znanja. Zagreb: Educa. | 6 | | 10 | | | |
| Lenzen, D. (2002), Vodič za studij znanosti u odgoju. Zagrebu: Educa. | 2 | | 10 | | | |
| ---- (1999), Osnove suvremene pedagogije. Zagreb, Hrvatski pedagoško-književni zbor. | 2 | | 10 | | | |
| Previšić, V. Šoljan, N. N. Hrvatić, N. (ur.), (2007), Pedagogija prema cjeloživotnom obrazovanju i društvu znanja (svezak 1. I svezak 2.) Zagreb: Hrvatsko pedagojsko društvo (odabir dva članka). | 2 | | 10 | | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | |
| Test results; students' evaluations; teacher's self-evaluation | | | | | | |

Methods of Research and Writing

| General Information | | | | | | | |
|---|--|------------------------------|-----|--|---|----------------|-----|
| Course Director | Julijana Tešija | | | | | | |
| Course Name | Methods of Research and Writing | | | | | | |
| Study Programme | Theology | | | | | | |
| Course Status | Compulsory | | | | | | |
| Year | First | | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | 3 ECTS | |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | | L 1; E 1 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| <ul style="list-style-type: none"> - introducing students with advanced methods necessary for learning and studying on an academic level - helping students to master basic reading, summarizing and paraphrasing skills - introducing students with certain key sources on a basic level of theological studies, and giving them basic guidelines for using those sources - teach students how to write a critical book review - introduce students with form, structure and method of writing a research paper | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| <ul style="list-style-type: none"> - there are no prerequisites for this course, i.e. students are not obligated to pass other courses to be able to attend this course; however, this course is the prerequisite for all other courses that require written assignments; <p>Students who have not fulfilled their tasks at the end of the examination period of the first semester will not be able to attend or apply for any other courses in the second semester.</p> | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| Students understand processes of research and writing; students can summarize and repeat theological concepts from scientific literature; students understand the difference between a topic and a thesis and can structure their arguments; students know the method of scientific research in theology and are able to stay in relevant parameters in their own research; students know what plagiarism is and are warned of the consequences of plagiarism. | | | | | | | |
| 1.4. Course Content | | | | | | | |
| Course introduction: themes, theses and hypotheses; plagiarism warning!; science and theology; Types of research; three most frequent mistakes in research; Criteria as help in research; how to systematize collected data; how to recognize the inadequate subject; How to quote and paraphrase; how to find adequate sources in the library; the critical review; phases in research papers; Technicalities to be adopted by students (VETU rules); footnotes and plagiarisms; common mistakes in writing. | | | | | | | |
| 1.5. Forms of Instruction | | | | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop ■ Exercises □ Distant Learning ■ On Field Instruction | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories ■ Mentoring □ Other | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work). | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | 0,5 | Seminar Paper | | Experiments | |
| Written Exam | | Oral Exam | | Essay | | Research paper | 0,5 |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |

| | | | | | | | |
|---|--|-------------|-----|------------------|-----|--------------------|--|
| Portfolio | | Book review | 0,5 | Homework | 0,5 | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| - the final grade consists of three elements: research paper on a topic of choice, critical book review, homework | | | | | | | |
| - class participation will also be evaluated | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| A. Tkalac Verčić, D. Sinčić Ćorić, N. Pološki Vokić, <i>Priručnik za metodologiju istraživačkog rada</i> ; | | | | | | | |
| Z. Ivanović, <i>Metodologija znanstvenog istraživanja</i> ; | | | | | | | |
| P. Arlov, <i>A Guide to College Writing</i> | | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | | |
| Title | | | | Number of copies | | Number of Students | |
| A. Tkalac Verčić, D. Sinčić Ćorić, N. Pološki | | | | 5 | | 25 | |
| Z. Ivanović, <i>Metodologija znanstvenog istraživanja</i> ; | | | | 5 | | 25 | |
| P. Arlov, <i>A Guide to College Writing</i> | | | | 5 | | 25 | |
| Vokić, <i>Priručnik za metodologiju istraživačkog rada</i> ; | | | | 5 | | 25 | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | | |
| Quality of the final papers; student evaluations; professor's self-assessment of the course | | | | | | | |

English 1

| General Information | | | | |
|---|--|---|--------------------|----------------|
| Course Director | Maja Seguin | | | |
| Course Name | English 1 | | | |
| Study Programme | Theology | | | |
| Course Status | Compulsory | | | |
| Year | First | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 3 ECTS | | |
| | Number of hours (Lectures/Exercises/Individual Work) | L 1; E 1 | | |
| 1. SYLLABUS | | | | |
| 1.1. Course Objectives | | | | |
| This course is for students without prior knowledge of English; it brings the student through the basic structures and vocabulary of the English language in an adult learner's context. | | | | |
| 1.2. Requirements for Taking the Course | | | | |
| -- | | | | |
| 1.3. Expected Learning Outcomes | | | | |
| <ul style="list-style-type: none"> • The student knows basics of English grammar, in particular tenses and prepositional phrases • The student has assumed basic English vocabulary • The student begins to form simple sentences in speaking and writing | | | | |
| 1.4. Course Content | | | | |
| Basic conversational vocabulary; Simple Present and Present Progressive; Frequent Adverbs; Non-progressive verbs; forming questions; auxiliary verbs; articles; Simple Past; irregular verbs; Past progressive; Prepositions; Adjectives (Comparatives and Superlatives); Future Tense; going to Future; if-clauses | | | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop ■ Exercises □ Distant Learning □ On Field Instruction | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | | |
| 1.6. Comments | | | | |
| -- | | | | |
| 1.7. Student Responsibilities | | | | |
| Students are required to attend classes (10% absence is tolerated) Students prepare for each class through completing homework Students are required to speak English in class. | | | | |
| 1.8. Monitoring of Student Work | | | | |
| Listening to Lectures | 1 | Activities in Instructions | Seminar Paper | Experiments |
| Written Exam | 0.5 | Oral Exam | Essay | Research |
| Project | | Continuous Knowledge Testing | Paper Presentation | Practical Work |
| Portfolio | | Individual work | 1.5 | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | |
| Students are graded based on: Attendance Active participation Result of frequent quizzes | | | | |
| 1.10. Obligatory Literature | | | | |
| Azar, Betty. <i>Fundamentals of English Grammar (Vol. A)</i> Eales, Frances and Steve Oaks, <i>Speakout</i> (Elementary Students' Book) | | | | |

| | | |
|--|------------------|--------------------|
| (books available in VETU's English Department) | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| Oxford Learner's Dictionary | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| Azar, Betty. <i>Fundamentals of English Grammar (Vol. A)</i> | 5 | 10 |
| Eales, Frances and Steve Oaks, <i>Speakout</i> (Elementary Students' Book) | 5 | 10 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Final grade and students' proficiency (measured by TOEFL exams); Student Evaluation Forms; Teacher's Self-Evaluation | | |

Spiritual Formation

| General Information | | | | | |
|---|---|------------------------------|---|--------------------|----------------|
| Course Director | Anne Harper; Dalibor Kraljik | | | | |
| Course Name | Spiritual Formation | | | | |
| Study Programme | Theology | | | | |
| Course Status | Elective | | | | |
| Year | First | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | 2 ECTS | |
| | Number of hours (Lectures/Exercises/Individual Work) | | | L 1; E1 | |
| 1. SYLLABUS | | | | | |
| 1.1. Course Objectives | | | | | |
| <p>This course explores and explains the term spirituality (namely personal spirituality) and points to the elements that influence spirituality. It seeks to help students differentiate between personality and spirituality. Students will be acquainted with various approaches and focuses in spirituality throughout church history; students will be acquainted with and will practice various spiritual disciplines that will help them in their personal spiritual enrichment.</p> | | | | | |
| 1.2. Requirements for Taking the Course | | | | | |
| – | | | | | |
| 1.3. Expected Learning Outcomes | | | | | |
| <p>Students know their personality and spiritual needs Students learn about new forms of spirituality and can evaluate their value in their own (students’) context Students have a desire to grow spiritually Students know and apply means for personal spiritual growth Students are aware of other people’s spiritual struggles</p> | | | | | |
| 1.4. Course Content | | | | | |
| <p>What is spirituality (fruits of the Spirit); What influences my spirituality (areas of personality and spirituality); Elements of spirituality (conversion; ups and downs – seeking forgiveness; spirituality and service; spirituality and original sin); Spiritual disciplines: prayer; fasting; simplicity; Bible study; confession;</p> | | | | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures <input type="checkbox"/> Seminars and Workshop ■ Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | | <ul style="list-style-type: none"> ■ Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other | | |
| 1.6. Comments | | | | | |
| -- | | | | | |
| 1.7. Student Responsibilities | | | | | |
| <p>The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work); In addition to class attendance students are required to - hand in 6 reading reviews (summaries) - write a weekly spiritual journal during the semester (15 paragraphs, each a 100 words) - learn Bible verses by heart (Ps 23; Ps 139 1-16; Ps 34; 1-15 and one Psalm of choice (6 verses)) - write a book review on one chapter of R. Foster’s book <i>The Spiritual Disciplines</i></p> | | | | | |
| 1.8. Monitoring of Student Work | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | | Seminar Paper | Experiments |
| Written Exam | | Oral Exam | | Essay | Research |
| Project | | Continuous Knowledge Testing | 1 | Paper Presentation | Practical Work |
| Portfolio | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | |

| | | |
|---|------------------|--------------------|
| <p>The grade consists of:</p> <ul style="list-style-type: none"> - class attendance and participation in discussions: 20% - 6 summaries - topic presentation: 20% - mini quizzes (psalms): 20% - spiritual journal: 20% | | |
| <p>1.10. Obligatory Literature</p> | | |
| <p>J. B. Philips <i>Your God is Too Small</i>. New York: Touchstone, 2004. J. I. Packer, <i>Knowing God</i>. Downers Grove: IVP, 1998. R. Foster, <i>Duhovne discipline</i>. Zagreb: Steppress (org. A Celebration of Discipline. San Francisco: HarperOne, 1988. Required literature can be found in the VETU library</p> | | |
| <p>1.11. Additional Reading (at the time of registration of the Study Programme)</p> | | |
| <p>R. Foster, <i>Devotional Classics</i>. San Francisco: HarperOne, 2005. (selected chapters)</p> | | |
| <p>1.12. Number of obligatory books in comparison with the number of current students in the course</p> | | |
| Title | Number of copies | Number of Students |
| J. B. Philips <i>Your God is Too Small</i> . New York: Touchstone, 2004. | 5 | 15 |
| J. I. Packer, <i>Knowing God</i> . Downers Grove: IVP, 1998. | 6 | 15 |
| R. Foster, <i>Duhovne discipline</i> . Zagreb: Steppress (org. A Celebration of Discipline. San Francisco: HarperOne, 1988 | 5 | 15 |
| <p>1.13. Modes of quality control which enhance exit knowledge, skills and competences.</p> | | |
| <p>Results at the end of the semester; Student evaluations; professors' self-evaluation</p> | | |

Christian Worship

| General Information | | | |
|---|--|---|--------------------------------|
| Course Director | Jasmin Milić | | |
| Course Name | Christian Worship | | |
| Study Programme | Theology | | |
| Course Status | Elective | | |
| Year | First | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | ECTS 2 |
| | Number of hours (Lectures/Exercises/Individual Work) | | L 1 |
| 1. SYLLABUS | | | |
| 1.1. Course Objectives | | | |
| <p>This course is designed to introduce students to the meaning of Christian liturgy (worship) by looking at the developments in history and within diverse Christian traditions (Reformed, Catholic, Orthodox). Students should acquire and ecumenical openness for different types of worship. This course should also further the student's evaluation of church practice.</p> | | | |
| 1.2. Requirements for Taking the Course | | | |
| -- | | | |
| 1.3. Expected Learning Outcomes | | | |
| <p>After completing the course students</p> <ul style="list-style-type: none"> Can name and describe main traditions of worship/liturgy through history Can describe elements of worship in New Testament Understand the development of the more significant liturgical elements Discuss about liturgical practice in their own churches and are able to evaluate it critically Discuss with others about the advantages and disadvantages of their own worship practice | | | |
| 1.4. Course Content | | | |
| <ol style="list-style-type: none"> 1. Introduction and terminology 2. Christian worship in the New Testament 3. Christian worship in post-apostolic times 4. The formation of the different liturgical traditions in West and East 5. Development of liturgy around Constantine's time 6. Liturgical deviations in pre-Reformation times 7. Liturgy in Reformation 8. The Book of Common Prayer 9. Informal worship 10. Reform of the RC liturgy after 2nd Vaticanum 11. Contemporary Eastern liturgies 12. Ecumenical approaches | | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | <ul style="list-style-type: none"> □ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | |
| 1.6. Comments | | | |
| -- | | | |
| 1.7. Student Responsibilities | | | |
| <p>Students' class attendance is required (10% absences are tolerated; up to 30% excused absences can be made up for by additional individual work.</p> <p>In addition to class participation the students are required to read the assigned literature and write critical reviews on it. Students can also write a research paper after the topic has been approved by the professor.</p> | | | |
| 1.8. Monitoring of Student Work –ECTS! | | | |
| Listening to Lectures | 0.75 | Activities in Instruction | 0,25 Seminar Paper Experiments |

| | | | | | | | |
|--|--|------------------------------|--|--------------------|--|----------------|---|
| Written Exam | | Oral Exam | | Essay | | Research | 1 |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| Class participation 20% | | | | | | | |
| Paper 80% | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | | |
| 1. Zagorac, Vladimir, <i>Kristova svećenička služba</i> , Zagreb: Kršćanska sadašnjost, 1997. | | | | | | | |
| 2. Kirigin, Martin, <i>Konstitucija o svetoj liturgiji</i> , Zagreb: Filozofsko teološki institut, 1985. | | | | | | | |
| 3. Šaško, Ivan, <i>Na vrelu liturgije</i> , Zagreb, Hrvatski institut za liturgijski pastoral, 1985. | | | | | | | |
| 4. <i>Leksikon ikonografije, liturgike i simbolike zapadnog kršćanstva</i> , Zagreb: Kršćanska sadašnjost, 1990. | | | | | | | |
| 5. Bloesch Donald G., <i>Osnove evanđeoske teologije</i> , Novi Sad: Dobra vest, 1989., str. 92-96. | | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | | |
| Title | | Number of copies | | Number of Students | | | |
| 1. Adam, Adolf, <i>Uvod u Katoličku liturgiju</i> , Zadar: Hrvatski institut za liturgijski pastoral, 1993. | | 1 | | 5 | | | |
| 2. Milić, Jasmin, <i>Povijesni pregled liturgije</i> , Osijek: KC Dobroga Pastira, 2007. | | 5 | | 5 | | | |
| 3. Milić, Jasmin, <i>Blagoslovljeno kraljevstvo njegovo</i> , Osijek: KC Dobroga Pastira, 2012. | | 2 | | 5 | | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | | |
| Exam results; student evaluations, professor's self-assessment | | | | | | | |

Introduction to the Old Testament

| General Information | | | | | | | |
|--|--|------------------------------|--|--------------------|---|---|---|
| Course Director | Venesa Manavski | | | | | | |
| Course Name | Introduction to the Old Testament | | | | | | |
| Study Programme | Theology | | | | | | |
| Course Status | Compulsory | | | | | | |
| Year | First | | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | 8 ECTS | |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | | L 4 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| Introduction to the Old Testament introduces students to basic historical, literary and theological ideas and problems of the Hebrew Bible (Christian Old Testament). | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| Methods in Research and Writing | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| The students Have been exposed to the entire text of the Old Testament Are aware of the most important texts from the Ancient Near East which inform the reading of OT know opinions shared by majority of scholars pertaining to authorship, dating and structure of biblical books; know key theological concepts which appear in books and the canonical blocks of the material of the OT | | | | | | | |
| 1.4. Course Content | | | | | | | |
| Torah; Ancient Near Eastern literature; Biblical narrative of Israel's history; Prophets and development of prophecy in Israel; Megiloth – the Writings their content and significance. | | | | | | | |
| 1.5. Forms of Instruction | | | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | | | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work). Students have to actively participate in class; students have to read the entire Old Testament | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 2 | Activities in Instruction | 0.5 | Seminar Paper | 1 | Experiments | |
| Written Exam | 1 | Oral Exam | | Essay | | Research | 1 |
| Project | | Continuous Knowledge Testing | 0.5 | Paper Presentation | | Practical Work | |
| Portfolio | | Individual reading | 2 | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| Reading assignments (entire OT; Enuma Elish and Gilgamesh Epic in translation; secondary literature as stated by this syllabus) Writing assignments (Research on assigned topic needs to be completed before colloquia) Attendance and active participation in class Examination through three colloquia (background and Torah 30%; Prophets 40%; Writings 30%) Final exam (the students must achieve 40%+ on the colloquia) Course work expires by Sept 30 for the current ac. Yr; if a student has not passed all assignments he/she will have to retake the course | | | | | | | |

| | | |
|--|------------------|--------------------|
| 1.10. Obligatory Literature | | |
| J. Drane, <i>Uvod u Stari zavjet</i> . Zagreb: Teološki fakultet 'Matija Vlačić Ilirik', 2009. M. W. Hamilton, <i>Riječ koja preobražava</i> . Zagreb: Biblijski institut, 2010. W. Harrington, <i>Uvod u Stari zavjet</i> . III izdanje. Zagreb: KS, 1993 (str. 271-393; 406-436) | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| Lucas, <i>Exploring the Old Testament</i> . Downers Grove: InterVarsity, 2003. | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| J. Drane, <i>Uvod u Stari zavjet</i> . Zagreb: Teološki fakultet 'Matija Vlačić Ilirik', 2009. | 3 | 15 |
| M. W. Hamilton, <i>Riječ koja preobražava</i> . Zagreb: Biblijski institut, 2010. | 5 | 15 |
| W. Harrington, <i>Uvod u Stari zavjet</i> . III izdanje. Zagreb: KS, 1993 (str. 271-393; 406-436) | 10 | 15 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Exam results; student course evaluations; professors self-evaluation | | |

Christology and Soteriology

| General Information | | | | | | | |
|---|--|---|----|---------------|--|-------------|--|
| Course Director | | David Kovačević | | | | | |
| Course Name | | Christology and Soteriology | | | | | |
| Study Programme | | Theology | | | | | |
| Course Status | | Compulsory | | | | | |
| Year | | First | | | | | |
| ECTS Value and Modes of Instruction | | ECTS work load for students | | | | ECTS 4 | |
| | | Number of hours (Lectures/Exercises/Individual Work) | | | | L 2 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| This lecture aims to cover the basic theological issues in the area of Christology and Soteriology. The aim is to cover the two main theological areas: a) the person of Jesus Christ, and b) the work of Jesus Christ. | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| Introduction to systematic theology | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| At the end of this course, students should be able to articulate the fundamental issues in the Christological studies, principles of work in this area of theology, issues in the dialogue about Historical Jesus and the Jesus of faith, fundamental Christological titles that the New Testament writers used to describe the person and work of Jesus Christ, basic Christological heresies and their advocates, the orthodox doctrine (classic affirmation of Christ: God, man, God-man) and their promoters, and church councils that discussed these issues, know and distinguish theory of atonement: the cross as a victory, the cross as ransom and cross as a moral example, to articulate the human condition before God and the work of Christ through the ministry of Priest, King and Prophet, to know contemporary trends and challenges in Christology, such as Liberation theology, violence and crises, and the uniqueness of Christ. | | | | | | | |
| 1.4. Course Content | | | | | | | |
| During the lectures we will cover following content: Fundamental problems in Christological studies, principles of work in this area of theology, the issues in dialogue about Historical Jesus and the Jesus of faith, the fundamental Christological titles that the New Testament writers used to describe the person and work of Jesus Christ, the fundamental Christological heresies and their advocates, the orthodox doctrine (classic affirmation of Christ: God, man, God-man) and their promoters, church councils that discussed these issues, theories of atonement: the cross as a victory, the cross as a ransom and the cross as a moral example, the human condition before God and the work of Christ through the ministry of Priest, King and Prophet, contemporary trends and challenges in Christology, such as Liberation theology, violence and crises, and the uniqueness of Christ. | | | | | | | |
| 1.5. Forms of Instruction | | ■ Lectures <input type="checkbox"/> Seminars and Workshop <input type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | | | ■ Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| Students are required to attend classes with toleration of 10% of absences, up to 30% of absences for legitimate reasons, may be offset by additional independent work, except for regular attendance, students should do a critical review with respect to the default bibliography, research paper of 8 pages with respect to defaults topics within the field of Christology and Soteriology, and finally pass a written exam. | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | | Activities in Instruction | 5% | Seminar Paper | | Experiments | |

| | | | | | | | |
|--------------|-----|------------------------------|--|--------------------|-----|----------------|-----|
| Written Exam | 50% | Oral Exam | | Essay | 20% | Research | 25% |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | | | | | | |

1.9. Grading and Evaluation of Student Work During Instruction and at Finals

During the lecture the students are monitored in their participation in class (5%). By the end of the lecture the students are expected to write a critical review (20%) and research paper (25%). During the exam week, the students are expected to pass the written exam (50%).

1.10. Obligatory Literature

Ivan Karlič, *Bogočovjek Isus Krist* / 1. Uvod u kristologiju

Walter Kasper, *Isus Krist*

Gerald O' Collinss S.J., *Christology*

Jaroslav Pelikan, *Jesus Through the Centuries: His Place in the History of Culture*

1.11. Additional Reading (at the time of registration of the Study Programme)

G. C. Berkouwer, *The Person of Christ*

G. C. Berkouwer, *The Work of Christ*

Donald G. Bloesch, *Jesus Christ*

Karl Barth, *Learning Jesus Christ through the Heidelberg Catechism*

John Knox, *The humanity and divinity of Christ*

Christoph Schonborn, *Bog posla Sina svoga*

John Stott, *Neusporedivi Krist*

Joachim Gnilka, *Isus iz Nazareta*

Jean Galot, *Kristologija*

Jean Galot, *Soteriologija*

Jurgen Moltman, *Raspeti Bog*

Rudolf Bultman, *Isus*

Ljudevit Rupčić, *Vjerujem u Isusa Krista*

Ljudevit Rupčić, *Pravi Bog i pravi čovjek*

Philip Yancey, *Isus kakvog nisam poznavao*

Joseph Ratzinger, *Isus iz Nazareta*

1.12. Number of obligatory books in comparison with the number of current students in the course

| Title | Number of copies | Number of Students |
|--|------------------|--------------------|
| Ivan Karlič, <i>Bogočovjek Isus Krist</i> | 3 | 5 |
| Walter Kasper, <i>Isus Krist</i> | 10 | 5 |
| Gerald O' Collinss S.J., <i>Christology</i> | 1 | 5 |
| Jaroslav Pelikan, <i>Jesus Through the Centuries</i> | 2 | 5 |

1.13. Modes of quality control which enhance exit knowledge, skills and competences.

The survey among the students for the evaluation of teachers as determined by the High Council of Professors in theological education. Also, monitoring and analysis assume quality of teaching performance under the rules of study.

Church history survey

| General Information | | | | | | |
|--|--|------------------------------|---|--------------------|------|----------------|
| Course Director | George Harper; Branislav Miličić | | | | | |
| Course Name | Church History Survey | | | | | |
| Study Programme | Theology | | | | | |
| Course Status | Compulsory | | | | | |
| Year | First | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | 8 ECTS |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | | L 3; E 1 |
| 1. SYLLABUS | | | | | | |
| 1.1. Course Objectives | | | | | | |
| <ul style="list-style-type: none"> - to acquaint students with the development of the church since its beginning till today - to help students identify trends and interrelations in the development of the church - to help students recognize the usefulness of the study of church history for the understanding of contemporary church settings | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | |
| -- | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | |
| <ul style="list-style-type: none"> - the student can display the chronology of the development of church history - the student recognizes all major ages in CH - the student can describe ages of CH including the leaders of these historical trends - the student recognizes developments in contemporary society and compares them to historical developments | | | | | | |
| 1.4. Course Content | | | | | | |
| - Incipient church; monasticism; heresies and Councils; Bysanthinum and Rome; Constantine's Reform; Medieval Church and Scholasticism; Period after Reformation. | | | | | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop ■ Exercises □ Distant Learning ■ On Field Instruction | | <ul style="list-style-type: none"> □ Individual work ■ Multi Media and IT □ Laboratories ■ Mentoring □ Other | | | |
| 1.6. Comments | | | | | | |
| -- | | | | | | |
| 1.7. Student Responsibilities | | | | | | |
| <p>Students are required to attend lectures – up to 10% of absences can be tolerated; up to 30% of justified absences can be made up for by individual additional work;</p> <p>For this course 80% presence in class is required. Students are required to write a 1500 word paper on one of the fields covered in the course. Only students with both these segments fulfilled can take the final oral examination.</p> | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | 0.5 | Seminar Paper | 0.5 | Experiments |
| Written Exam | | Oral Exam | 1.25 | Essay | | Research |
| Project | | Continuous Knowledge Testing | | Paper Presentation | 0.75 | Practical Work |
| Portfolio | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | |
| Paper – 50% | | | | | | |
| Exam – 50% | | | | | | |
| 1.10. Obligatory Literature | | | | | | |
| Bedouelle, Guy, <i>Povijest crkve</i> | | | | | | |

| | | |
|--|------------------|--------------------|
| Bruce L. Shelly, <i>Povijest Crkve razumljivim jezikom</i> | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| August Franzen, <i>Pregled povijest Crkve</i> Raymound Kotje, Bernd Moeller, <i>Ekumenska povijest Crkve</i> . Vol. 1-3 Hubert Jedin (ur.), <i>Velika povijest Crkve</i> . Vol. 1-6 Hubert Jedin, <i>Crkveni sabori</i> Jochaim Bleicken (ur.), <i>Povijest svijeta</i> . Vol. 1-3 Georgije Ostrogorski, <i>Povijest Bizanta</i> Maškin, <i>Rimsko Carstvo</i> Franjo Šanjek, <i>Srednji vijek</i> Franjo Šanjek, <i>Kršćanstvo na hrvatskom prostoru</i> Stanko Jambrek, <i>Protestantski pokret u Hrvatskoj 16.-18. stoljeće</i> Owen Chadwick <i>Istorija reformacije</i> | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| Bedouelle, Guy, <i>Povijest crkve</i> | 3 | 15 |
| Bruce L. Shelly, <i>Povijest Crkve razumljivim jezikom</i> | 3 | 15 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Exam results, students evaluations; professor's self-assessment | | |

Psychology and Developmental psychology

| General Information | | |
|--|--|----------|
| Course Director | Lidija Ušurel; Ligia Macelaru | |
| Course Name | Psychology and Developmental psychology | |
| Study Programme | Theology | |
| Course Status | Compulsory | |
| Year | First | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 4 ECTS |
| | Number of hours (Lectures/Exercises/Seminars) | L 2; E 1 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| <p>The course is divided in two major parts. The first part is designed to give students basic information on psychology and show them how these studies can enhance the work they will be doing after finishing their studies. Psychology is the study of behavior and mental processes and it draws on many fields such as biology, philosophy and physiology. While trying to help students understand why people act in a certain way in specific situations and how behaviors can be changed, this course will not only provide information on the main directions in psychology and leading psychologists, but will also expose students to different experiments which help them observe, analyze, collect and interpret data and apply them in workshops, seminars and other projects.</p> <p>The second and larger part of the course is concerned with processes pertaining to the lifespan human development and its psychological implications. It provides an overview of the major theories in the field and a description of specific themes related to each stage of development. By highlighting interconnectedness between physical, cognitive, socio-emotional and spiritual development and educational processes, the course introduces students to the concept of a dynamic, life-long growth, which is also holistic in its nature.</p> | | |
| 1.2. Requirements for Taking the Course | | |
| -- | | |
| 1.3. Expected Learning Outcomes | | |
| <p>Students can</p> <ul style="list-style-type: none"> • Describe the field of psychology and name the important theories and their proponents • Understand psychological processes as they develop from other sciences • Name tests that are routinely used to assess behavior • Identify and describe major theories of developmental science • Relate developmental concepts to educational endeavors and experiences • Understand their own basic psychological make-up • Apply basic knowledge to real life situations • Know the boundaries of their basic knowledge | | |
| 1.4. Course Content | | |
| <p>History of psychology; neurophysiology of the psychological processes: the brain, nervous system, sensations and perceptions, memory, pleasure and pain, emotions, thinking and language, intelligence, motivation, stress and health, social psychology, psychological disorders and therapy;</p> <p>The subject and basic notions related to developmental psychology; the role of nature/nurture factors in development;</p> <p>research methods; major theories of development: Freudian psycho-dynamics, Piaget's theory of cognitive development,</p> <p>Erickson's psychosocial theory of development, Kohlberg's theory of moral development, Fowler's theory of faith development; stages of development: prenatal development, infancy, early childhood, middle and late childhood, adolescence, early adulthood, middle and late adulthood, death and grieving ;</p> | | |

| | | | | | |
|---|---|---|--|--------------------|----------------|
| 1.5. Forms of Instruction | | | | | |
| <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Seminars and Workshop <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | | <input checked="" type="checkbox"/> Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other | | | |
| 1.6. Comments | | | | | |
| -- | | | | | |
| 1.7. Student Responsibilities | | | | | |
| In addition to attendance, the students are required to provide critical reviews on the material they have read; evaluate a movie with regards to written criteria, conduct a project from questionnaire to analysis of data, write a seminar or a research paper, and participate in the final exam. | | | | | |
| 1.8. Monitoring of Student Work | | | | | |
| Listening to Lectures | 2 | Activities in Instruction | | Seminar Paper | Experiments |
| Written Exam | 1 | Oral Exam | | Essay | Research 1 |
| Project | 1 | Continuous Knowledge Testing | | Paper Presentation | Practical Work |
| Portfolio | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | |
| The final grade results of: 10% - attendance and active involvement in class activities 10% - critical review of the reading materials 40% - written project/seminar/movie evaluation/research paper 40% - final exam | | | | | |
| 1.10. Obligatory Literature | | | | | |
| Atkinson/Hilgard, <i>Uvod u psihologiju</i> . Jastrebarsko: Naklada Slap, 2007. Meyers, David G., <i>Psychology</i> . Worth Publishers, 2001. Furlan, I., <i>Čovjekov psihički razvoj</i> . Zagreb: Školska knjiga, 1991. Andrilović, V., <i>Osnove opće i razvojne psihologije</i> . Zagreb: Školska knjiga, 1994. Santrock, John W. <i>Life-span Development</i> . New York, 2009. | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | |
| Collins, G., <i>Can You Trust Psychology</i> . Downers Grove: InterVarsity, 1988. Gorsuch, Richard L., <i>Integrating Psychology and Spirituality?</i> Westport CT: Praeger, 2002. McMinn, Mark R., and Clark D. Campbell, <i>Integrative psychotherapy: toward a comprehensive Christian approach</i> . Downers Grove: InterVarsity, 2007. Piaget, J., Inhelder, B. <i>Intelektualni razvoj deteta</i> . Zavod za udžbenike i nastavna sredstva. Beograd, 1978. Fowler, J. W., <i>Stages of Faith: The Psychology of Human Development and the Quest for Meaning</i> . New York: Harper One, 1981. | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | |
| Title | | Number of copies | | Number of Students | |
| Furlan, I., <i>Čovjekov psihički razvoj</i> . Zagreb: Školska knjiga, 1991 | | 7 | | 15 | |
| Andrilović, V., <i>Osnove opće i razvojne psihologije</i> . Zagreb: Školska knjiga, 1994. | | 3 | | 15 | |
| Santrock, John W. <i>Life-span Development</i> . New York, 2009. | | 5 | | 15 | |
| Smith E. Atkinson/Hilgard, <i>Uvod u psihologiju</i> . Naklada Slap, 2007. | | 3 | | 15 | |
| Meyers, David G., <i>Psychology</i> . Worth Publishers, 2001. | | 16 | | 15 | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | |
| Student exam results; Student evaluation forms; Professors' self-assessment | | | | | |

English 2

| General Information | | | | | |
|--|--|---|-----|---|----------------|
| Course Director | Maja Seguin | | | | |
| Course Name | English 2 | | | | |
| Study Programme | Theology | | | | |
| Course Status | Compulsory | | | | |
| Year | First | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | 3 ECTS |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | P 1; E 1 |
| 1. SYLLABUS | | | | | |
| 1.1. Course Objectives | | | | | |
| This is a conversation based English Language teaching course for non-native speakers with an emphasis on skills needed to achieve a 550 score on the VETU English Proficiency Exam. | | | | | |
| 1.2. Requirements for Taking the Course | | | | | |
| English 1 (or equivalent level of English to be determined by an entrance exam) | | | | | |
| 1.3. Expected Learning Outcomes | | | | | |
| The student Knows and uses specific vocabulary Knows and uses irregular verbs Utilizes present tenses correctly Utilizes past tenses correctly Utilizes future tenses correctly | | | | | |
| 1.4. Course Content | | | | | |
| The two main components of the course are vocabulary and grammar; vocabulary is assigned on a weekly basis from <i>Words for TOEFL</i> ; Last semester grammar is revisited and trained through various texts; | | | | | |
| 1.5. Forms of Instruction | | <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Seminars and Workshop <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | | <input checked="" type="checkbox"/> Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other | |
| 1.6. Comments | | | | | |
| The language of the class is English only. | | | | | |
| 1.7. Student Responsibilities | | | | | |
| The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work). In addition to class attendance and class participation the students are required to come to class prepared (by finishing their homework), by taking vocabulary quizzes and by passing the final exam; Students are required to have a folder to keep ALL hand-outs until the end of class; | | | | | |
| 1.8. Monitoring of Student Work | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | | Seminar Paper | Experiments |
| Written Exam | 1 | Oral Exam | | Essay | Research |
| Project | | Continuous Knowledge Testing | 0.5 | Paper Presentation | Practical Work |
| Portfolio | | individual work | 0.5 | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | |
| The final grade consists of Attendance and participation: 25% Homework grade: 20% | | | | | |

| | | |
|---|------------------|--------------------|
| Quizzes: 25% | | |
| Exam: 25% | | |
| Professor's discretion: 5% | | |
| 1.10. Obligatory Literature | | |
| Understanding and using English grammar 2nd edition; Fundamentals of English grammar 2nd edition; Speakout. | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| Oxford Learners Dictionary | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| Understanding and using English grammar 2nd edition; | 10 | 10 |
| Fundamentals of English grammar 2nd edition; | 10 | 10 |
| Speakout. | 10 | 10 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Final grade and students' proficiency (measured by TOEFL exams) | | |
| Student Evaluation Forms; Teacher's Self-Evaluation | | |

Introduction to Civil Society

| General Information | | |
|--|---|--------|
| Course Director | Antal Balog | |
| Course Name | Introduction to Civil Society | |
| Study Programme | Theology | |
| Course Status | Elective | |
| Year | First | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 3 ECTS |
| | Number of hours (Lectures/Exercises/Seminars) | L 2 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| <p>This course has been designed to introduce students of theology to basic functions and terminology of civil society; Students should be enabled to discern among the specific roles of religious communities in civil society and to evaluate their general and specific contributions to society. It is also the goal of this course to help students in the critical evaluation of their surrounding, in analytical thinking and concluding.</p> | | |
| 1.2. Requirements for Taking the Course | | |
| -- | | |
| 1.3. Expected Learning Outcomes | | |
| <p>After completing the course students</p> <ul style="list-style-type: none"> • Can define and describe civil society, its structure and functions • Understand limit of civil society in the Republic of Croatia • Can name elements in strategic planing in civil society settings • Can name elements in leading an organization and understand their effectiveness • Know how to manage volunteers and volunteer work • Know processes of setting up a project (including budgets) in civil society settings <p>They are also skilled in</p> <ul style="list-style-type: none"> • Understanding the role of the church and church related organizations from the perspective of civil society • Evaluating their own denomination with regard to expectations of civil society • Setting up projects, including budgets, for hypothetical church projects that could be useful for the civil society | | |
| 1.4. Course Content | | |
| <ul style="list-style-type: none"> • General introduction to the course • The context of civil society in Croatia • Social capital and how it is measured (CIVICUS index) • Normative establishments of civil society • Typology of organizations in civil society • Mission, vision, values and goals of organization in civil society; strategic planning and acting • Managing organizations of civil society (planning, organizing, leading, controlling) • Managing human resources and volunteers • Budgeting and Fund-raising; non-profit marketing towards donors • Archiving for civil society organizations • Relationships with government institutions • Religious communities and civil society • Organizations of civil society and public relations • Lobbying in social settings • Networking among civil society organizations locally and internationally | | |

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|---|-----|--|---|--------------------|---|----------------|--|
| 1.5. Forms of Instruction | | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories ■ Mentoring □ Other | | | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| Students are required attend class (10% of absences are tolerated; up to 30% of justified absences can be made up for with additional individual work); in addition students are required to actively participate in class and take notes; they are also required to read the assigned literature and take notes while reading; they are required to write a paper of 1500 words on a topic which has been discussed with the professor; the students take a final exam. | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instructions | 0.5 | Seminar Paper | 1 | Experiments | |
| Written Exam | 0.5 | Oral Exam | | Essay | | Research | |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| The final grade consists of Participation in class 20% Final exam 40% Paper 40% | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| Bežovan, G. <i>Civilno društvo</i> . Zagreb: Nakladni zavod Globus, 2004. Wyatt, M. <i>Priručnik za upravljanje nevladinim organizacijama</i> . Zagreb: Trenerski forum, 2006. (www.uzuvrh.hr/userfiles/file/Prirucnik-hrv(1).pdf) Baloban, S. <i>Izazovi civilnog društva u Hrvatskoj</i> . Zagreb: Centar za promicanje socijalnog nauka crkve, Kršćanska sadašnjost, 2000. | | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | | |
| Gojko, B.; Zrinščak, Z.: <i>Civilno društvo u Hrvatskoj</i> , Zagreb : Naklada Jesenski i Turk : Hrvatsko sociološko društvo, 2007. Valkovoč, M. <i>Civilno društvo – izazov za državu i Crkvu</i> , Centar za promicanje socijalnog nauka Crkve, Zagreb, 2000. Cooper, L.; Knight, B.; Blackore, S.: <i>Društveni kapital u Hrvatskoj</i> , Nacionalna zaklada za razvoj civilnog društva, Zagreb, 2005. Ivanović, M.: <i>Pravni okvir za djelovanje nevladinih organizacija koje u Republici Hrvatskoj obavljaju djelatnost od javnog interesa</i> , Nacionalna zaklada za razvoj civilnog društva, Zagreb, 2005. Mitrović, Ljubiša; Đorđević B. Dragoljub; Todorović, Dragan: <i>Civilno društvo i multikulturalizam na balkanu</i> , Filozofski fakultet Univerziteta u Nišu, Institut za sociologiju, Sven, Niš, 2004. | | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | | |
| Title | | Number of copies | | No. of Students | | | |
| Bežovan, G. <i>Civilno društvo</i> . Zagreb: Nakladni zavod Globus, 2004. | | 2 | | 10 | | | |
| Wyatt, M. <i>Priručnik za upravljanje nevladinim organizacijama</i> . Zagreb: Trenerski forum, 2006. (www.uzuvrh.hr/userfiles/file/Prirucnik-hrv(1).pdf) | | Available on the Internet | | 10 | | | |
| Baloban, S. <i>Izazovi civilnog društva u Hrvatskoj</i> . Zagreb: Centar za promicanje socijalnog nauka crkve, Kršćanska sadašnjost, 2000. | | 4 | | 10 | | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | | |
| Student grades; student evaluations, professor's assessment of the course | | | | | | | |

Christian Leadership

| General Information | | |
|---|--|--|
| Course Holder | Peter Kuzmič; Stanko Jambrek | |
| Course Name | Christian Leadership | |
| Study Programme | Theology | |
| Course Status | Elective | |
| Year | First | |
| ECTS Value and Modes of Instruction | ECTS work load for students | ECTS 3 |
| | Number of hours (Lectures/Exercises/Individual Work) | L 2 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| <p>This course will:</p> <ul style="list-style-type: none"> - Help students to establish the biblical concept of servant leadership, by comparing it with the models of leadership practiced in worldly contexts such as business, government and some religious institutions. - Help students to create a strong sense of integrity with regard to leadership, to identify unbiblical motives for desiring offices in the church, and replace those motives with the right ones. - Help students to identify and practice non-manipulative techniques for assisting his subordinates to grow in Christ. | | |
| 1.2. Requirements for Taking the Course | | |
| General requirements. | | |
| 1.3. Expected Learning Outcomes | | |
| <p>After completing the course students should</p> <ul style="list-style-type: none"> • be able to understand the biblical view of leadership; • be able to apply biblical principles in leadership; • be able to describe the problems concerning leadership; • be able to describe issues in contemporary Christian leadership models; • be able to recognized influences of business practices on church leadership; • be able to deal with different kind of people; • be able to serve as mentor. | | |
| 1.4. Course Content | | |
| 3. The Biblical view of Christian leadership 4. Keys to leadership 5. Vision 6. Planning and goals 7. Creative thinking 8. Relations between leaders 9. Basic principles of communication 10. Communicating with subordinates 11. Dealing with wolves 12. Dealing with different kind of people 13. Conflict resolution and diplomacy 14. Decision making 15. Mentoring: Heart of mentoring 16. Mentoring: Who is competent to mentor? 17. Conclusion | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures <input type="checkbox"/> Seminars and Workshop <input type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | <ul style="list-style-type: none"> ■ Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories ■ Mentoring <input type="checkbox"/> Other |
| 1.6. Comments | | |
| -- | | |
| 1.7. Student Responsibilities | | |
| Students are required to attend class (10% is tolerated; up to 30% of excused absences can be made up for | | |

through additional individual work); students are expected to read and write critical reports on the reading according to the proposed schedule; students are required to contribute to class discussions; students are required to write and present a paper.

1.8. Monitoring of Student Work

| | | | | | |
|-----------------------|-----|---|-----|--------------------|----------------|
| Listening to Lectures | 0,5 | Activities in Instruction | 0,5 | Seminar Paper | Experiments |
| Written Exam | 1 | Oral Exam | | Essay | Research |
| Project | | Continuous Knowledge Testing | | Paper Presentation | Practical Work |
| Portfolio | | Reading and report on reading with theological reflection | 1 | | |

1.9. Grading and Evaluation of Student Work During Instruction and at Finals

The grade consists of
 25% - discussion contribution in class
 25% - reading and report on reading with theological reflection
 50% - final written exam

1.10. Obligatory Literature

Tom Marshal, *Razumijevanje vodstva (Understanding Leadership)*. Zagreb: Bogoslovni institut, 2001.

1.11. Additional Reading (at the time of registration of the Study Programme)

Oswald Sanders, *Spiritual Leadership*
 Nouwen, Henri J. M., *In the name of Jesus: reflections on Christian leadership*
 Stott, John R. W., *Basic Christian leadership: biblical models of church, gospel and ministry*

1.12. Number of obligatory books in comparison with the number of current students in the course

| Title | Number of copies | Number of Students |
|---|------------------|--------------------|
| Tom Marshal, <i>Razumijevanje vodstva</i> | 1 | 5 |

1.13. Modes of quality control which enhance exit knowledge, skills and competences.

Exam results; student evaluations, professor's assessment of the course;

Introduction to the European Union

| General Information | | |
|--|--|---|
| Course Holder | Domagoj Hajduković | |
| Course Name | Introduction to the European Union | |
| Study Programme | Theology | |
| Course Status | Elective | |
| Year | First | |
| ECTS Value and Modes of Instruction | ECTS work load for students | ECTS 1 |
| | Number of hours (Lectures/Exercises/Individual Work) | L 1 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| Objectives of this course are: (1) to introduce students to the basics of the historical evolution of the European Union; (2) to introduce students to the legal and legislative foundations of the Union; (3) to acquaint students with institutions of the Union and their role in the make-up of the Union; (4) to make clear the difference between European Union and Euro zone (political and economic union); (5) to capacitate students to use search EU acts clients (EuroSTAT); (6) to encourage and develop critical thinking in students when taking and shaping stands. | | |
| 1.2. Requirements for Taking the Course | | |
| None. | | |
| 1.3. Expected Learning Outcomes | | |
| At the completion of the course students: - can define and describe European Union, its structure and evolution - understand reach and limitations of the functioning of the European Union - understand the role of the European Union from the perspective of religious groups and free religious | | |
| 1.4. Course Content | | |
| <i>Introduction to the European Union</i> is linear, one-semester-long course that aims at giving students a working knowledge of the European Union as well as a historical outline of its evolution. Course provides students with historical and functional overview of the development of the European Integrations with addition of basic legal and political foundations of the Union and political and legislative processes that shape the modern Union. Structure of the course: Introductory class (1 class) which introduces students to the course, outlines was is expected of them and provides them with the set of topics that shall be covered during the course; <i>ex cathedra</i> classes (3 classes) that acquaint students with the basic historical facts of the formation of the Union as well as the modern political and economic make-up of the Union; introduction to the topics (prepared by the students) and debate (10 classes) where the student who prepares the introduction to the topic researches and writes a paper about the topic, presents it to their fellow students and endeavours to provoke debate; evaluation class (1 class) used for shaping general conclusions, evaluation of the course and preparation for the written exam. | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other |
| 1.6. Comments | | |
| -- | | |
| 1.7. Student Responsibilities | | |
| Students are obliged to attend classes (it is tolerated to be absent at 10% of the lectures, maximum of 30% absence in justified cases can be redeemed by additional work assignments; students are obliged to actively participate in the classes and take notes. Furthermore, they must read appropriate scientific literature and make notes accordingly. With mentoring of the teacher, students have to write a paper summing five pages. Finally, students must pass final written exam with a passing grade. | | |

| 1.8. Monitoring of Student Work | | | | | | |
|---|-----|---|------|--------------------|------|--------------------|
| Listening to Lectures | 1 | Activities in Instruction | 0.25 | Seminar Paper | | Experiments |
| Written Exam | 0.5 | Oral Exam | | Essay | | Research |
| Project | | Continuous Knowledge Testing | | Paper Presentation | 0.25 | Practical Work |
| Portfolio | | Reading and report on reading with theological reflection | 1 | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | |
| <p>Four elements constitute the final grade: (1) attendance, (2) participation in in-class debates, (3) introduction to the topic of debate, (4) written exam which combines basic topics and facts about the Union. These elements constitute the final grade in following ratio:</p> <p>Attendance 10%</p> <p>Participation in in-class debates 10%</p> <p>Introduction to the topic of debate 30%</p> <p>Written exam 50%</p> | | | | | | |
| 1.10. Obligatory Literature | | | | | | |
| <p>Hix, Simon, <i>The Political System of the European Union</i>, Palgrave MacMillan, Baingstoke, 2005.</p> <p>Boehm, Wolfgang, Lahodinsky Otmar, Bišćević Hido, <i>EU for You</i>, MVPEI, Zagreb, 2006.</p> <p>Marijanović, Goran, <i>Institucijski sustav Europske unije</i>, EFOS, Osijek, 2010.</p> <p>Herdegen, Matthias, <i>Europsko pravo</i>, PFR, Rijeka, 2002.</p> | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | |
| <p>Omejec, Jasna, <i>Vijeće Europe i Europska unija : institucionalni i pravni okvir</i>, Novi informator, Zagreb, 2008.</p> <p>Pušćarić, Mladen, <i>Europska unija od Leakena do Lisabona</i>, Studia Vita, Zagreb, 2011.</p> <p>Ljubišić, Branka, <i>Pravna zaštita i promidžba nacionalnih vrednota u integracijskim procesima</i>, PFOS, Osijek, 2006.</p> <p>Vidačak, Igor, <i>Lobiranje: interesne skupine i kanali utjecaja u Europskoj uniji</i>, Planetopija, Zagreb, 2007.</p> <p>Bouquerel, Sarah, de Malleray, Pierre-Alain, <i>L'Europe et la pauvreté: quelles réalités?</i>, Fondation Robert Schuman, Bruxelles, 2006.</p> <p>Hajduković, Domagoj, <i>Influence of National Political Parties on European Politics</i>, FPZG, Zagreb, 2009.</p> | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | |
| Title | | | | Number of copies | | Number of Students |
| Hix, Simon, <i>The Political System of the European Union</i> , Palgrave MacMillan, Baingstoke, 2005. | | | | 1 | | 5 |
| Marijanović, Goran, <i>Institucijski sustav Europske unije</i> , EFOS, Osijek, 2010. | | | | 1 | | 5 |
| Herdegen, Matthias, <i>Europsko pravo</i> , PFR, Rijeka, 2002. | | | | 1 | | 5 |
| Boehm, Wolfgang, Lahodinsky Otmar, Bišćević Hido, <i>EU for You</i> , MVPEI, Zagreb, 2006. | | | | 1 | | 5 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | |
| Exam results; student evaluations, professor's assessment of the course; | | | | | | |

Introduction to Exegesis of the Old Testament

| General Information | | | | | | |
|---|--|---------------------------|--|---------------|---|-------------|
| Course Director | Alyssa Walker | | | | | |
| Course Name | Introduction to Exegesis of the Old Testament | | | | | |
| Study Programme | Theology | | | | | |
| Course Status | Compulsory | | | | | |
| Year | Second | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | 4 ECTS |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | | L 2; E 1 |
| 1. SYLLABUS | | | | | | |
| 1.1. Course Objectives | | | | | | |
| Develop student competence in the exegesis of Hebrew narrative by studying a biblical book (for example, Genesis); introduce students to the main historical, literary and theological issues in the interpretation of biblical narrative. | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | |
| Successful completion of Old Testament Survey, Hermeneutics, Research Skills and Writing. Ability to read English-language commentaries | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | |
| <p>After completing the course students are able</p> <p>To understand the structure and message of a narrative book in the Old Testament.</p> <p>To acquire skill in reading and interpreting Hebrew narrative.</p> <p>To acquire skill in detailed observation of the content of Hebrew narrative.</p> <p>To acquire skill in interpreting according to context (historical, literary, and canonical).</p> <p>To acquire skill in accurate, well-supported interpretation of Hebrew narrative.</p> <p>To acquire skill in Christ-centered, Church-aware application of Hebrew narrative.</p> <p>To learn to analyze, compare and evaluate scholarly interpretations of Hebrew narrative.</p> | | | | | | |
| 1.4. Course Content | | | | | | |
| <p>Lectures will progress through a narrative book of the Old Testament, demonstrating and teaching method along the way. Specific things taught include:</p> <ul style="list-style-type: none"> • How to discern structure in a narrative text. • How to discern the message of a narrative. • How to let careful observation of a narrative direct interpretation. • How to read a narrative based on cultural context (customs, geography, politics, etc.). • How to read literarily. • How to apply narrative texts today. • How to evaluate scholarly opinions about narrative texts. | | | | | | |
| 1.5. Forms of Instruction | | | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop ■ Exercises □ Distant Learning □ On Field Instruction | | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | |
| 1.6. Comments | | | | | | |
| -- | | | | | | |
| 1.7. Student Responsibilities | | | | | | |
| Students are required to attend class (absences of 10% of classes are tolerated; up to 30% of approved absences can be made up through individual additional reading / writing, at the discretion of the professor); Students must show they have learned the exegetical method through written work throughout the semester; and pass a final written exam. | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | |
| Listening to Lectures | 1 ¾ | Activities in Instruction | | Seminar Paper | ¾ | Experiments |
| Written Exam | ¾ | Oral Exam | | Essay | | Research |

| | | | | | | | |
|---|------------------|------------------------------|---------------|--------------------|--|----------------|--|
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | Reading | $\frac{3}{4}$ | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| Final grade consists of: Class participation (10%); Reading (20%); Seminar paper (30%); Final written exam (40%) | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| Bible (parts) Commentary on the narrative book studied in class. For example: Postanak / Genesis by Derek Kidner. | | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | | |
| In addition, students will be required to read extracts from selected commentaries in preparation for their seminar papers. | | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | | |
| Title | Number of copies | | | Number of Students | | | |
| Genesis by Derek Kidner | 7 | | | 15 | | | |
| Bible | 15 | | | 15 | | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | | |
| Exam results; Student Course Evaluation Forms; the professor's self assessment | | | | | | | |

Ecclesiology and pneumatology

| General Information | | | | | | |
|---|--|--|--|--------------------|---|----------------|
| Course Director | David Kovačević | | | | | |
| Course Name | Ecclesiology and pneumatology | | | | | |
| Study Programme | Theology | | | | | |
| Course Status | Compulsory | | | | | |
| Year | Second | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | 4 ECTS | |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | L 2; S 1 | |
| 1. SYLLABUS | | | | | | |
| 1.1. Course Objectives | | | | | | |
| <p>Give students understanding of the doctrines of Ecclesiology and Pneumatology. Give students a broad outline of the doctrines of Ecclesiology and Pneumatology as they have been historically understood. Help the student interact and come into dialogue with theologians and theological concepts related to the doctrines of Ecclesiology and Pneumatology. Bring the students to an understanding of the formal and material connections between the doctrines of Pneumatology, Ecclesiology, and Ministry. Give the students the tools to form their methodology regarding these doctrines. Help the students investigate the person and work of the Holy Spirit. Help the students investigate the being and nature of the Church.</p> | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | |
| Introduction to Systematic Theology | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | |
| <ul style="list-style-type: none"> - students can reproduce the doctrines of Ecclesiology and Pneumatology - students know names of main scholars and their arguments in these debates - students understand and can apply these doctrines in ministry contexts | | | | | | |
| 1.4. Course Content | | | | | | |
| <p>This course is designed to further student's knowledge of the doctrines of Ecclesiology and Pneumatology, their relationship to each other, and their applications in ministry. An overview of the evolution of the doctrines will be given. Primary figures and their contributions to these Christian doctrines will be given. Some attention will be given to current issues and trends in the Church and the theological response to those trends.</p> <p>The Holy Spirit in the Old Testament; the Holy Spirit in the New Testament; The doctrine of the Holy Spirit in the early church; Orthodox Contributions to Pneumatology; Filioque; Basic theological emphases in Pneumatology; the gifts and the fruit of the Holy Spirit; Church and Culture dilemmas; the foundation of the church; the nature of the church; Church-State relationships; the characteristics of the church; Church leadership</p> | | | | | | |
| 1.5. Forms of Instruction | | <ul style="list-style-type: none"> ■ Lectures ■ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | | | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | |
| 1.6. Comments | | | | | | |
| -- | | | | | | |
| 1.7. Student Responsibilities | | | | | | |
| The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work). | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | | Seminar Paper | 0.5 | Experiments |
| Written Exam | 0.5 | Oral Exam | | Essay | | Research |
| Project | | Continuous Knowledge | | Paper Presentation | | Practical Work |

| | | | | | | |
|--|--|------------------|---|--------------------|--|--|
| | | Testing | | | | |
| Portfolio | | Reading | 1 | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | |
| Attendance/Participation: 10% | | | | | | |
| Reading/Book Review: 25% | | | | | | |
| Final Exam 65% | | | | | | |
| 1.10. Obligatory Literature | | | | | | |
| T. Ivančić, Crkva: fundamentalno-teološka ekleziologija | | | | | | |
| Dunn, James D. G., The Christ and the Spirit: pneumatology | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | |
| J. McIntyre, The Shape of Pneumatology | | | | | | |
| J. Calvin, Institutes of the Christian Religion Book IV | | | | | | |
| Berkouwer, The Church | | | | | | |
| H. Kueng, The Church | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | |
| Title | | Number of copies | | Number of Students | | |
| Dunn, James D. G., The Christ and the Spirit: pneumatology | | 3 | | 15 | | |
| T. Ivančić, Crkva: fundamentalno-teološka ekleziologija | | 4 | | 15 | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | |
| - Course evaluation forms filled out by students and course leaders; The Dean evaluates the forms and discusses course with course leaders | | | | | | |

Hermeneutics

| General Information | | | |
|--|--|---|-----------------------------------|
| Course Director | Alyssa Walker | | |
| Course Name | Hermeneutics | | |
| Study Programme | Theology | | |
| Course Status | Compulsory | | |
| Year | Second | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 3 ECTS | |
| | Number of hours (Lectures/Exercises/Individual Work) | L 2 | |
| 1. SYLLABUS | | | |
| 1.1. Course Objectives | | | |
| Introduce students to the issues and history related to hermeneutics; Provide students with the tools needed to become good interpreters of the Bible, including skills in observant reading, interpreting in context, and genre recognition. | | | |
| 1.2. Requirements for Taking the Course | | | |
| Successful completion of New Testament Survey, Old Testament Survey, Research Skills and Writing. | | | |
| 1.3. Expected Learning Outcomes | | | |
| skill in detailed observation of the biblical text. skill in interpreting the biblical text according to its context (historical, cultural, literary, canonical and theological). competence in understanding the different genres of literature in the Bible. skill in accurate, well-supported interpretation of the biblical text. skill in Christ-centered, Church-aware application of the biblical text. awareness of the history of Biblical interpretation, and a better understanding better of interpretive history and the legacy we inherit—both positively and negatively. | | | |
| 1.4. Course Content | | | |
| Hermeneutics: What is it and why do we do it? History of the Interpretation of the Bible Hermeneutical Method (multiple steps that help students observe the text, interpret in context, and apply the text today) Biblical Genres (Epistles, Old Testament Narratives, Acts, Gospels, Parables, Law, Prophets, Psalms, Wisdom, Revelation) | | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | <ul style="list-style-type: none"> ■ Individual work ■ Multi Media and IT □ Laboratories □ Mentoring □ Other | |
| 1.6. Comments | | | |
| -- | | | |
| 1.7. Student Responsibilities | | | |
| Students are required to attend class (absences of 10% of classes are tolerated; up to 30% of approved absences can be made up through individual additional reading / writing, at the discretion of the professor); Students must show they have learned the hermeneutical method through written work throughout the semester; and pass a final written exam. | | | |
| 1.8. Monitoring of Student Work | | | |
| Listening to Lectures | 1 ¼ | Activities in Instructions | Seminar Paper ¾ Experiments |
| Written Exam | ½ | Oral Exam | Essay Research |
| Project | | Continuous Knowledge Testing | Paper Presentation Practical Work |
| Portfolio | | Reading ½ | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | |

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|---|------------------|--------------------|
| Participation of students during instruction: 10%; Reading (assessed by quizzes): 30%; Homework applying the hermeneutical method: 50%; Final exam: 20%. | | |
| 1.10. Obligatory Literature | | |
| Bible (parts) <i>How to Read the Bible for All its Worth</i> , by Douglas Stuart and Gordon Fee | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| Fee, Gordon D. <i>New Testament Exegesis: A Handbook for Students and Pastors</i> . Third Edition. Louisville, Kentucky: Westminster John Knox Press, 1983. (Available in Croatian) | | |
| Jasper, David. <i>A Short Introduction to Hermeneutics</i> . Louisville, Kentucky: Westminster John Knox Press: 2004. | | |
| Kaiser, Walter C., and Moises Silva. <i>An Introduction to Biblical Hermeneutics: the Search for Meaning</i> . Grand Rapids, Michigan: Zondervan, 1994. | | |
| Klein, William W., Craig L. Blomberg, Robert L. Hubbard. <i>Introduction to Biblical Interpretation</i> . Dallas, Texas: Word Publishing, 1993. | | |
| Osborne, Grant R. <i>The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation</i> . Downers Grove, Illinois: InterVarsity Press, 1991. | | |
| Sandy, D. Brent, and Ronald L. Giese, Jr. <i>Cracking Old Testament Codes: A Guide to Interpreting the Literary Genres of the Old Testament</i> . | | |
| Stuart, Douglas. <i>Old Testament Exegesis: A Handbook for Students and Pastors</i> . Louisville, Kentucky: Westminster John Knox Press, 1980. | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| <i>How to Read the Bible for All its Worth / Kako tumačiti Bibliju: Vodič za razumijevanje Svetog Pisma</i> | 22 | 16 |
| Biblija / Bible | 16 | 16 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Final grade; student evaluation forms; professor's self-assessment | | |

Ethics and Christian Ethics

| General Information | | |
|---|--|---|
| Course Director | Rainer Ebeling | |
| Course Name | Ethics and Christian Ethics | |
| Study Programme | Theology | |
| Course Status | Compulsory | |
| Year | Second | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 5 ECTS |
| | Number of hours (Lectures/Exercises/Individual Work) | P 2; S 1 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| <p>This course teaches students to define ethics and view Christian ethics in relationship to philosophical ethics and differentiate it from morals. There is an emphasis on revelation ethics as well as on basic orders and steps to moral and ethical maturity. The students are familiarized with Christian ethicists throughout history and with their standing regarding traditionally major issues in ethics such as Christian and the state; Christian and science; Christian and sexuality. A major part of the course however is devoted to such subjects in ethics that concern contemporary issues in ethics. In the course it is deliberated and discussed what a Christian response should be to issues of environment, sexuality and family life, work, consumerism, the beginning and the end of life .</p> | | |
| 1.2. Requirements for Taking the Course | | |
| Introduction to Systematic Theology; Church History Survey; Introductions to Old and New Testaments, Hermeneutics | | |
| 1.3. Expected Learning Outcomes | | |
| <p>The students</p> <ul style="list-style-type: none"> Can define ethics and Christian ethics; differentiate between ethics and morals Know historically important ethicists and can recount their contribution to ethics Can discuss ethical norms and values and maturity Understand the biblical basis for ethics Deliberate on contemporary issues in ethics by referring to contemporary thinkers Can suggest biblical solutions to issues of environment, sexuality, work, consumerism and the beginning and end of life Can apply normative and situational ethics | | |
| 1.4. Course Content | | |
| Definitions and terminology; ethical and moral competence – levels of maturity; ethical norms; fields of ethics; Christian ethics and questions of guilt, sin, responsibility, forgiveness; OT Ethics; NT ethics; norms and values – their origin and changes; Contemporary Issues in ethics: environment, consumerism, beginning and end of life, sexuality and family. | | |
| 1.5. Forms of Instruction | | |
| | <ul style="list-style-type: none"> ■ Lectures ■ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other |
| 1.6. Comments | | |
| -- | | |
| 1.7. Student Responsibilities | | |
| <p>The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work).</p> <p>In addition to attendance requirements students need to read required literature and find additional materials in the library to write a research paper of 3500-4000 words (ca. 12 p); students are also required to write 1200 words description of the four pillars of ethics and have to apply what they learned in course to two case studies (1200 words each)</p> | | |

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|--|------------------|------------------------------|-----|--------------------|-----|----------------|---|
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | 0.5 | Seminar Paper | 1 | Experiments | |
| Written Exam | | Oral Exam | | Essay | 0.5 | Research | 1 |
| Project | 1 | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| Research paper on given topic: 50% | | | | | | | |
| other required activities: 50% | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| R. Riesner, <i>Ethics</i> (available as translation) | | | | | | | |
| Hazerwas, <i>A Community of Character</i> : – chapter 3 | | | | | | | |
| (one of the following) | | | | | | | |
| J. Stott, <i>On Social and Sexual Ethics</i> . | | | | | | | |
| P. Singer, <i>Applied Ethics</i> . | | | | | | | |
| Derrida, <i>Negotiations</i> | | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | | |
| ??? <i>Ethics After Christendom</i> | | | | | | | |
| S. Grenz, <i>Sexual Ethics</i> | | | | | | | |
| J. Naish, <i>Loving Nature</i> | | | | | | | |
| Bastera, <i>Bioethics</i> . | | | | | | | |
| Forester, <i>Computer Ethics</i> | | | | | | | |
| Internet sources | | | | | | | |
| P. Singer, <i>Practical Ethics</i> , Cambridge: 1993 | | | | | | | |
| _____, <i>One World: Ethics and Globalisation</i> , New Haven: 2004 | | | | | | | |
| _____, <i>Rethinking Life and Death</i> . | | | | | | | |
| J. Naish, <i>Enough: Breaking Free from the World of More</i> . | | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | | |
| Title | Number of copies | | | Number of Students | | | |
| R. Riesner, <i>Ethics</i> (available as translation) | 3 | | | 15 | | | |
| Hauerwas, <i>A Community of Character</i> : – chapter 3 | 3 | | | 15 | | | |
| ed. P. Singer, <i>Applied Ethics</i> . | 3 | | | 15 | | | |
| Derrida, <i>Negotiations</i> | 3 | | | 15 | | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | | |
| Results of student exams; Student evaluation forms; Professor's self-assessment | | | | | | | |

Pastoral Care

| General Information | | | | | | |
|---|--|--|--|--------------------|---|----------------|
| Course Director | Samuel Bombara | | | | | |
| Course Name | Pastoral Care | | | | | |
| Study Programme | Theology | | | | | |
| Course Status | Compulsory | | | | | |
| Year | Second | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | ECTS 5 |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | | L 2; E 1; S 1 |
| 1. SYLLABUS | | | | | | |
| 1.1. Course Objectives | | | | | | |
| <p>This course acquaints students with the pastor's calling, spirituality, authority in ministry and personal growth. Biblical models of leadership of the church are presented. The course also shows students how other areas of research apply to pastoral work. The course then continues to present and explain particular pastoral duties within a worship service (liturgy); and special services such as weddings, funerals, dedications and communion services which are also performed by students in class. The course concludes with the description of crisis situations in pastoral work.</p> | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | |
| -- | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | |
| <p>After completing the course students should</p> <ol style="list-style-type: none"> 1. Be able to present Pastoral Care in all its complexity and demands 2. Can describe their own strong and weak points with regards to demands of pastoral care and can pinpoint how they can make up for the weak points 3. Know where and how to find help from other areas of research 4. Be able to skilfully conduct well-balanced and purpose-driven worship services 5. Be aware that difficulties are a part of pastoral ministry | | | | | | |
| 1.4. Course Content | | | | | | |
| <p>Pastoral Care – what it is; Biblical foundation for Pastoral Care; Other areas as they impinge on Pastoral Care; the Person of the Pastor; How to find adequate help from others; The centrality of Worship (liturgy); Special worship services, their theology and how to conduct them; Difficulties and crisis situations and how one should deal with them</p> | | | | | | |
| 1.5. Forms of Instruction | | <ul style="list-style-type: none"> ■ Lectures ■ Seminars and Workshop ■ Exercises □ Distant Learning □ On Field Instruction | | | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | |
| 1.6. Comments | | | | | | |
| <p>Students take two other courses to complete their skills in pastoral care: Introduction to Pastoral Counseling and Homiletics</p> | | | | | | |
| 1.7. Student Responsibilities | | | | | | |
| <p>Class attendance is mandatory (up to 10% of absences are tolerated; up to 30% of justified absences can be made up for through individual work); in addition, students read relevant materials, take part in practical group work, write a case study and take the final exam.</p> | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | | Seminar Paper | | Experiments |
| Written Exam | | Oral Exam | | Essay | | Research |
| Project | 1 | Continuous Knowledge Testing | | Paper Presentation | 1 | Practical Work |
| Portfolio | | | | | | |

| | | |
|---|------------------|--------------------|
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | |
| The grade consists of 25% - class participation 25% - group project 25% - case study 25% exam | | |
| 1.10. Obligatory Literature | | |
| J. Carr, <i>Uvod u Pastoral</i> . Zagreb: 2011. | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| individual choice according to research | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| J. Carr, <i>Uvod u Pastoral</i> . Zagreb: 2011. | 3 | 15 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Exam results; student evaluations, professor's assessment of the course; | | |

English 3

| General Information | | | | | | | |
|--|--|---|------|--------------------|---|----------------|--|
| Course Director | Megan Van Dyke | | | | | | |
| Course Name | English 3 | | | | | | |
| Study Programme | Theology | | | | | | |
| Course Status | Compulsory | | | | | | |
| Year | Second | | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | 3 ECTS | |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | | L 1; E 1 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| This is a beginning level course on written composition in English, with emphasis on understanding the parts of speech and correct sentence construction. The structure of complex English sentences will be studied with the goal of writing the academic paragraph. | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| English 1 and English 2 or adequate proficiency level tested on the Entrance exam. | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| Students Distinguish between spoken and written English Know the English Syntax and the function of words in a complex sentence Understand the writing process Recognize a well written academic paragraph Can read, understand and properly translate academic paragraphs Understand the necessity for re-writing their own writing | | | | | | | |
| 1.4. Course Content | | | | | | | |
| Writing as a form of thinking; Audiences; Building blocks of language; the function of nouns and othe words in sentences; passive voice; Prepositions and prep. Phrases; punctuation; Four kinds of sentence structures; Style | | | | | | | |
| 1.5. Forms of Instruction | | <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Seminars and Workshop <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | | | <input checked="" type="checkbox"/> Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other | | |
| 1.6. Comments | | | | | | | |
| The language of the class is English. | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work). In addition to attendance students have to do daily writing assignments and other homework; they will regularly have to be tested by taking quizzes and will need to pass a final exam | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | 0.25 | Seminar Paper | | Experiments | |
| Written Exam | 0.25 | Oral Exam | | Essay | | Research | |
| Project | | Continuous Knowledge Testing | 0.25 | Paper Presentation | | Practical Work | |
| Portfolio | | writing assignments and homework | 0.25 | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| 25% daily writing assignments | | | | | | | |

| | | |
|---|------------------|--------------------|
| 30% homework 20% quizzes 25% test | | |
| 1.10. Obligatory Literature | | |
| M. Frank, <i>Modern English: A Practical Reference Guide</i> _____, <i>Modern English: Exercises for Non-Native Speakers</i> J. B. Cheney, <i>Wordsmith Craftsman</i> . J. Withrow, <i>Effective Writing</i> . | | |
| Books will be distributed in class. | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| -- | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| M. Frank, <i>Modern English: A Practical Reference Guide</i> | 5 | 5 |
| _____, <i>Modern English: Exercises for Non-Native Speakers</i> | 5 | 5 |
| J. B. Cheney, <i>Wordsmith Craftsman</i> . | 5 | 5 |
| J. Withrow, <i>Effective Writing</i> . | 5 | 5 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Final grade and students' proficiency (measured by TOEFL exams) Student Evaluation Forms; Teacher's Self-Evaluation | | |

Psychology of pedagogy

| General Information | | | | | |
|---|---|--|-----|---|----------------|
| Course Director | Lidija Ušurel | | | | |
| Course Name | Psychology of pedagogy | | | | |
| Study Programme | Theology | | | | |
| Course Status | Elective | | | | |
| Year | Second | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | 3 ECTS | |
| | Number of hours (Lectures/Exercises/Seminars) | | | L 1; E 1 | |
| 1. SYLLABUS | | | | | |
| 1.1. Course Objectives | | | | | |
| <p>This course is designed to make students realize how people learn and to explain the processes which enable better and easier learning. Students learn definitions and terminology of pedagogical psychology and major theories of learning. They are acquainted with memorizing and forgetting; they learn about motivation and are confronted with subjective, objective, organizational factors, methods, techniques and strategies for learning and educational processes. Students are encouraged to try some psychological aspects of the educational process in their own learning processes.</p> | | | | | |
| 1.2. Requirements for Taking the Course | | | | | |
| Introduction to Psychology and Developmental Psychology | | | | | |
| 1.3. Expected Learning Outcomes | | | | | |
| <p>After finishing this course the student</p> <ul style="list-style-type: none"> • Know basic terminology and the definition in Psychology of Education • Can name and describe the more important theories of learning • Understand processes involved in memorizing and forgetting • Can describe factors which contribute or harm processes of learning • Apply some of the taught techniques on their own learning processes • Recognize the need and know how to apply the techniques of learning on others | | | | | |
| 1.4. Course Content | | | | | |
| <p>The subject of educational psychology; the areas of educational psychology; intended and unintentional learning; transferable forms of learning; classical and emotional conditioning; behavioral therapy; operational and instrumental conditioning; rewards and punishments; Model driven learning; Learning by insight; Jean Piaget; Memory and Forgetfulness; techniques of memorization; subjective, objective and organizational factors in learning processes and memorizing; methods, techniques and strategies of learning; motivation.</p> | | | | | |
| 1.5. Forms of Instruction | | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | |
| 1.6. Comments | | | | | |
| -- | | | | | |
| 1.7. Student Responsibilities | | | | | |
| <p>Class attendance is required (10% absences are tolerated; up to 30% of excused absences can be made up through individual work)</p> <p>In addition to class participations students are expected to read assigned literature; to write a research paper (2100-2400 words) and take a final exam.</p> | | | | | |
| 1.8. Monitoring of Student Work | | | | | |
| Listening to Lectures | 1 | Activities in Instructions | 0.5 | Seminar Paper | Experiments |
| Written Exam | 0.5 | Oral Exam | | Essay | Research |
| Project | 1 | Continuous Knowledge Testing | | Paper Presentation | Practical Work |
| Portfolio | | | | | |

| | | |
|--|------------------|--------------------|
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | |
| The final grade consists of 10% class participation 10% reports on reading 40% research paper 40% final exam | | |
| 1.10. Obligatory Literature | | |
| V. Andrilović, M. Čudina, <i>Psihologija učenja i nastave</i> . Zagreb: ŠK, 1991. N. L. Gage, D. C. Berliner, <i>Educational Psychology</i> . Boston: Houghton Mifflin Company, 1984. | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| I. Furlan, <i>Psihologija podučavanja</i> . Zagreb: Školska knjiga 1990. M. S. Gazzaniga, T. F. Heartherton, <i>Psychological Science</i> . New York: W.W. Norton and Co., 2006. S. M. Kosslyn, R. S. Rosenberg, <i>Fundamentals of Psychology: The Brain, the Person, the World</i> . Boston: Pearson Education Inc., 2003. | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| V. Andrilović, M. Čudina, <i>Psihologija učenja i nastave</i> . Zagreb: ŠK, 1991. | 2 | 5 |
| N. L. Gage, D. C. Berliner, <i>Educational Psychology</i> . Boston: Houghton Mifflin Company, 1984. | 1 | 5 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Student exam results; Student evaluation forms; Professors' self-assessment | | |

Biblical Theology of Peace and Justice

| General Information | | | | | | | |
|--|--|--|-----|--------------------|---|----------------|--|
| Course Director | Myron Augsburger | | | | | | |
| Course Name | Biblical Theology of Peace and Justice | | | | | | |
| Study Programme | Theology | | | | | | |
| Course Status | Elective | | | | | | |
| Year | Second | | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | 3 ECTS | |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | | L 2 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| This course is focused on getting students acquainted with the biblical and theological understanding of peace and justice, their meaning and cost. We wish to present ways towards transformation of conflict, Christian principles of love which gives itself for the other, and justice as respect of the inner value of every individual. | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| Introduction to NT; Introduction to OT; | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| Students know the basic terms in the biblical-theological study of peace and justice from various perspectives understand terms 'justice' and 'righteousness' understand the way in which the doctrine of creation and doctrine of the rule of man over the world influence peace and justice in the world understand the subtle topic of peace in the OT re able to explain why Christ is the centre point of peace in the Bible are able to identify and apply the teaching of the Sermon on the Mount in everyday peacemaking understand the concept of church as a community of different, yet reconciled people are encouraged and prompted to get personally involved in urging for a society of justice and peacemaking | | | | | | | |
| 1.4. Course Content | | | | | | | |
| Basic terms and problems in the biblical theology of peace and justice; Jesus, Justice of nations; OT, peacemaking and justice; Doctrine of creation and of man's rule over the world; New Testament and peacemaking; Sermon on the mount as ethics; justice as reconciliation; Church as community of reconciled as a model of peace and justice; mission of the church in society in regards to peace and justice; possible roles of believers and church in bringing peace and justice in the world; peace and justice as a demand of the global world today and the role of the church | | | | | | | |
| 1.5. Forms of Instruction | | <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Seminars and Workshop <input type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | | | <input checked="" type="checkbox"/> Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work); In addition to class attendance, students are required to participate in class discussions and to take notes; they are required to read additional literature (out of at least 6 sources); students need to write a shorter essay (1500 words) on one of the topics from class; they will present theses from M. Volf's book <i>Exclusion and Embrace</i> (ch. 5) or from J. Yoder's <i>Politics of Jesus</i> (one of the chapters from 5-9). | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instructions | 0.5 | Seminar Paper | | Experiments | |
| Written Exam | | Oral Exam | | Essay | 1 | Research | |
| Project | | Continuous Knowledge Testing | | Paper Presentation | 0.5 | Practical Work | |

| | | | | | | |
|--|--|------------------|--|--------------------|--|--|
| Portfolio | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | |
| Students' grade is based on equal percentages in class participation and reading of literature, essay, book chapter presentation | | | | | | |
| 1.10. Obligatory Literature | | | | | | |
| Birch, <i>Let Justice Roll Down</i> . J. Yoder, <i>Priestly Kingdom</i> ili <i>The Politics of Jesus</i> _____, <i>When War is Unjust</i> M. Augsburg, <i>The Abundant Life</i> _____, <i>The Peacemaker</i> _____, <i>The Robe of God</i> S. Hauerwas, <i>The Peacable Kingdom</i> _____, <i>Christian Existence Today</i> <i>Newbegin, The Church in a Pluralist Society</i> | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | |
| Students will receive a longer list of additional literature attached to the syllabus provided by the professor. | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | |
| Title | | Number of copies | | Number of Students | | |
| Birch, <i>Let Justice Roll Down</i> . | | 1 | | 5 | | |
| J. Yoder, <i>Priestly Kingdom</i> ili <i>The Politics of Jesus</i> _____, <i>When War is Unjust</i> | | 5 | | 5 | | |
| M. Augsburg, <i>The Abundant Life</i> _____, <i>The Peacemaker</i> _____, <i>The Robe of God</i> | | 1 1 1 | | 5 | | |
| S. Hauerwas, <i>The Peacable Kingdom</i> _____, <i>Christian Existence Today</i> | | 2 1 | | 5 | | |
| <i>Newbegin, The Church in a Pluralist Society</i> | | 1 | | 5 | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | |
| Results of the final exam; Student evaluations; professor's self-assessment of the course. | | | | | | |

Patristics

| General Information | | | | | | | |
|---|-----|--|------|--------------------|---|----------------|--|
| Course Director | | Steve Paulus | | | | | |
| Course Name | | Patristics | | | | | |
| Study Programme | | Theology | | | | | |
| Course Status | | Elective | | | | | |
| Year | | Second | | | | | |
| ECTS Value and Modes of Instruction | | ECTS work load for students | | | | 3 ECTS | |
| | | Number of hours (Lectures/Exercises/Individual Work) | | | | P 2 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| This course is a historical overview of the Greek and Latin Fathers. The course includes a survey of their written works, historical circumstances, and doctrinal controversies. Emphasis is placed on the development of doctrine and dogma in the historical setting of the various fathers. | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| Church History Survey; Introduction to Systematic Theology . | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| After completing the course the students - Can name and describe the work of the more important church writers - Are familiar with the major controversies that shaped the theological activity of the church in the first eight centuries - Have read some primary sources in translation - Understand the formative influences of Catholicism and Orthodoxy on historic Protestantism - Are equipped to interact with foundational concepts within these three major Christian traditions and recognize them and apply in contemporary contexts. | | | | | | | |
| 1.4. Course Content | | | | | | | |
| Patrology as study; Apostolic Fathers (Ignatius; Clement of Rome, Polycarp; the premaxy of Rome); The schools of Alexandria and Antioch; North African Church – Cyprian; Augustine; Nicean Council and Arian Controversy; 2nd council; monasticism; celibacy; Christological controversies; Iconoclast Controversy; Origen, Athanasius, Gregory; Rise of the Papacy; The Schism; Dominus Iesus. | | | | | | | |
| 1.5. Forms of Instruction | | <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Seminars and Workshop <input type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | | | <input checked="" type="checkbox"/> Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work). In addition to mandatory attendance the students are expected to create an annotated bibliography citing 20 relevant primary sources, reference works, monographs and journal articles in any language pertaining to the subject in proper academic form; they must submit a detailed reading record of dates, titles, pages of literature read; and they also need to pass the final exam. They are each required to do a short presentation (max. 5 minutes) on an assigned topic) . | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | 0.25 | Seminar Paper | | Experiments | |
| Written Exam | 0.5 | Oral Exam | | Essay | | Research | |
| Project | | Continuous Knowledge Testing | 1 | Paper Presentation | 0.25 | Practical Work | |
| Portfolio | | | | | | | |

| | | |
|---|------------------|--------------------|
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | |
| The final grade consists of the following: 25% for the annotated bibliography 25% for the class presentation 50% for the final exam | | |
| 1.10. Obligatory Literature | | |
| H. Jedin, Velika povijest crkve. Vol 1 and 2. Zagreb: KS, 1972. J. Pavid, T. Tensek Patrologija. Zagreb: KS 1993. | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| T. J. Šagi-Bunić. Povijest kršćanske literature. Zagreb: KS, 1976. C. Coxe ed. Ante-Nicene Fathers. Rpt. 1887, Peabody: Hendrickson, 1994. J. Pelikan, The Christian Tradition. Vol 1-4; Chicago: University of Chicago Press, 1971-84 Students read 250 pages from these books. | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| H. Jedin, Velika povijest crkve. Vol 1 and 2. Zagreb: KS, 1972. | 8, 4 | 15 |
| J. Pavid, T. Tensek Patrologija. Zagreb: KS 1993. | 13 | 15 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Exam results, Student evaluations, Professors Self-assessment . | | |

Apologetics

| General Information | | |
|---|--|---|
| Course Holder | Thomas Sibley | |
| Course Name | Apologetics | |
| Study Programme | Theology | |
| Course Status | Elective | |
| Year | Second | |
| ECTS Value and Modes of Instruction | ECTS work load for students | ECTS 3 |
| | Number of hours (Lectures/Exercises/Individual Work) | L 2 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| Contemporary Apologetics will help equip student to respond to the honest questions and doubts which believers and unbelievers have about the Christian faith. The course will introduce student to key topics in apologetics and provide the foundation for a confident defense of the Christian worldview. | | |
| 1.2. Requirements for Taking the Course | | |
| General requirements. | | |
| 1.3. Expected Learning Outcomes | | |
| After completing the course students should | | |
| <ul style="list-style-type: none"> - be able to understand what it means to be Christ's ambassador including its purpose, mission, and mindset. - be able to compare and contrast the major elements of an orthodox Christian worldview with the elements of other prevalent religious systems. - be able to provide reasoned apologetic arguments for the tenets of the Christian faith including the existence of God, the deity of Christ, the authority of the Scriptures, and the exclusivity of redemption. - be able to evaluate and address national and world cultural trends and current issues in order to equip church members to be dynamic ambassadors for Christ. • be able to incorporate Christian worldview aspects into their sermons and teaching to effectively counter the current trend of the Croatian church member to conform to popular culture rather than to biblical principles. | | |
| 1.4. Course Content | | |
| Introduction to Christian Apologetics: What, Why, & How; New Testament Material: Romans 1 and I Corinthians 1; Matthew and John; Acts; The Medieval Period: Patristics and Augustine; Anselm; Aquinas; Reformation and Enlightenment: Luther; Calvin; The Enlightenment and Nineteenth-Century Thought; Modern Apologetic Models: Evidentialism and Presuppositionalism; Theistic Foundationalism and Plantinga; Schaeffer; Worldviews and Christian Apologetics; The Self-Revealing God; Authority of the Bible; The Uniqueness of Christ – The Resurrection; The Uniqueness of Christ – His Deity; Critical Issues – Miracles and Religious Pluralism; Critical Issues – The Problem of Evil; Religion and Science; Bioethics and the Environment; Modern Apologetic Challenges. | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures <input type="checkbox"/> Seminars and Workshop <input type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | <ul style="list-style-type: none"> ■ Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other |
| 1.6. Comments | | |
| -- | | |
| 1.7. Student Responsibilities | | |

Students are required to attend class (10% is tolerated; up to 30% of excused absences can be made up for through additional individual work); students are expected to read and write critical reports on the reading according to the proposed schedule; students are required to contribute to class discussions; students are required to write and present a paper.

1.8. Monitoring of Student Work

| | | | | | | | |
|-----------------------|-----|---|-----|--------------------|---|----------------|--|
| Listening to Lectures | 0,5 | Activities in Instruction | 0,5 | Seminar Paper | 1 | Experiments | |
| Written Exam | | Oral Exam | | Essay | | Research | |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | Reading and report on reading with theological reflection | 1 | | | | |

1.9. Grading and Evaluation of Student Work During Instruction and at Finals

The grade consists of
 25% - written critical reviews
 25% - discussion contribution in class
 50% - research paper

1.10. Obligatory Literature

James Sire, *Izazov svjetonazora*, Zagreb, 2001.

1.11. Additional Reading (at the time of registration of the Study Programme)

Francis Schaffer, *Otkaz razumu*. Zagreb, 1976
 C.S. Lewis, *Kršćanstvo*. Zagreb
 J. McDowell, *I ne samo tesar*. Zagreb, 1989.

1.12. Number of obligatory books in comparison with the number of current students in the course

| Title | Number of copies | Number of Students |
|--|------------------|--------------------|
| James Sire, <i>Izazov svjetonazora</i> , Zagreb, 2001. | 7 | 15 |

1.13. Modes of quality control which enhance exit knowledge, skills and competences.

Exam results; student evaluations, professor's assessment of the course;

Statistics

| General Information | | |
|--|--|---|
| Course Director | Antal Balog | |
| Course Name | Statistics | |
| Study Programme | Theology | |
| Course Status | Elective | |
| Year | Second | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 3 ECTS |
| | Number of hours (Lectures/Exercises/Seminars) | 2+0+0 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| <p>The aim of this course is to enable students to learn the basics of statistics and its application to concrete examples in the field of church administration, the sociology of religion, in other words the possibility to use the basis of statistics in later professional work.</p> <p>The course is elective and it is intended for those students who plan to continue study residency or enter in graduate program.</p> | | |
| 1.2. Requirements for Taking the Course | | |
| Finished Methodology of search and writings course. | | |
| 1.3. Expected Learning Outcomes | | |
| After completion of the course student is able for the simplify statistical methods in the social sciences. | | |
| 1.4. Course Content | | |
| <p>Basic concepts of descriptive statistics such as the presentation of the results, measures of central tendency, correlation regression analysis, time series analysis.</p> <p>Basic concepts and tasks of statistics. Defining a statistical set, statistical characters, the basic set and the sample. Analyzing data sets and the role of computers in it.</p> <p>Statistical series, statistical distributions: Forming of statistical series, distributions and tabulation, determining grades and drawing distribution to selected examples. Absolute and relative frequencies - experimental probability. Differentiating and comparing distributions. Establishing a set of statistical homogeneity.</p> <p>Statistical environment: define and calculate the mode, median, quartiles, arithmetic, geometric and harmonic mean. Define and test examples from the characteristics of the mean.</p> <p>Statistical measures of dispersion: Define and calculate measures of dispersion such as range of variation, interquartile, variance, standard deviation, coefficient of variation and exercising them on examples.</p> <p>Other statistical measures: to define and calculate other statistical measures to exercise the arbitration cases.</p> <p>Correlative regression analysis: to define and calculate the Pearson correlation coefficient. Draw a scatter diagram. Determine the coefficients in a simple linear regression model. Quality measures models: variance, standard deviation, coefficient of variation.</p> <p>Time series analysis: defining the time series. Draw a time series in some cases.</p> <p>Analyze the trend, seasonal, cyclical and random component in the series. Define the basic dynamic parameters such as rate and index. Determine the coefficient of linear trend.</p> <p>Interval estimation of the main pattern.</p> | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures <input type="checkbox"/> Seminars and Workshop <input type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | <ul style="list-style-type: none"> ■ Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other |
| 1.6. Comments | | |
| -- | | |

| | | | | | | |
|--|----------|---------------------------------|----------|--------------------|--|--------------------|
| 1.7. Student Responsibilities | | | | | | |
| Student is obligated to attend classes regularly, in other words, attend lectures and exercises and participate in the class. Tolerated 10% absence, and up to 30% of absences for legitimate reasons, may be offset by additional independent work. Students are required to take notes in the class and read the assigned readings and take notes on read materials. With the help of the teacher student should developed a simple self study which then presents to the participants of the course. At the end of the course students have to pass a written exam. | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | |
| Listening to Lectures | 0.2 5 | Activities in Instructions | 0.2 5 | Seminar Paper | | Experiments |
| Written Exam | 1 | Oral Exam | | Essay | | Research |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work |
| Portfolio | | Homework | 0.5 | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | |
| The final grade consists of 20% - critical review of literature, 10% - contribution in class discussions; 25% - research paper; 45% - exam. | | | | | | |
| 1.10. Obligatory Literature | | | | | | |
| Ivan Šošić, Primijenjena statistika, Šk. knjiga, Zagreb, 2004 | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | |
| 1. Boris Petz, Osnovne statističke metode za nematematičare, 5. izdanje, Naklada Slap, Zagreb 2004. 1. Ivan Šošić, Vladimir Serdar: Uvod u statistiku, Školska knjiga, Zagreb 2000. 2. Vladimir Kolesarić, Boris Petz: Statistički riječnik, Naklada Slap, Zagreb 2003. | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | |
| Title | | | | Number of copies | | Number of Students |
| Ivan Šošić , Primijenjena statistika, Šk. knjiga, Zagreb, 2004 | | | | 5 | | 15 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | |
| Student exam results; Student evaluation forms; Professors' self-assessment | | | | | | |

Introduction to the Exegesis of the New Testament (Synoptics)

| General Information | | |
|---|--|---|
| Course Director | Ksenija Magda | |
| Course Name | Introduction to the Exegesis of the New Testament (Synoptics) | |
| Study Programme | Theology | |
| Course Status | Compulsory | |
| Year | Second | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 4 ECTS |
| | Number of hours (Lectures/Exercises/Individual Work) | L 2; S 1 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| <p>This course deals with the theory and practice of exegesis, and also with basic, modern and postmodern methods of approach to the biblical text (e.g. textual critique, source analysis, textual forms analysis, history and tradition of ideas, redaction analysis, modern linguistics, discourse analysis, rhetoric etc.). The course also addresses general hermeneutical questions that arise from textual analysis, as well as general questions of interpretation of the biblical text, e.g. authority, the role of historical, cultural and social research that help understand the text. Exegetical methods are applied to synoptic gospels (Mark's Gospel is suggested to be the basic gospel in the general opinion), and the student is directed to do exegesis individually, and write a report (exegetical paper).</p> | | |
| 1.2. Requirements for Taking the Course | | |
| Introduction to the New Testament | | |
| 1.3. Expected Learning Outcomes | | |
| <ul style="list-style-type: none"> - students know historical and contemporary approaches to the text and are able to describe them - students understand the issue of inspiration and questions that arise from hermeneutics, and can form their own opinion about the issues - students apply exegetical methods on New Testament texts (they know how to ask questions about the text and identify those questions according to method) - students read the Gospel of Mark critically and recognize methods that are useful for its interpretation - students understand narrative criticism and apply it to the text of the Gospel of Mark - students can develop a simple thesis from a biblical perspective and can defend it using exegetical methods - students adequately handle secondary literature and are able to individually find sources for their paper | | |
| 1.4. Course Content | | |
| <p>Methods in biblical theology in comparison with systematic theology; questions of inspiration; questions of understanding (Vlačić's Clavis Scripturae Sanctae); historical-critical method (reconstruction of the author's intent) and the problem of the historical approach to the text; literary criticism and methods focused on the text: genre, narration, vocabulary, linguistic theories, structuralism and deconstruction; methods focused on text reception: socio-political reconstruction; sociological method, contemporary reader-response theories (Liberation theology, feminist approaches); application to Mark's text as a narration about Christ; work on the exegetical paper; visit to the library, phases in writing an exegetical work, books relevant for certain phases; using and referencing secondary literature. Since this will be the first exegetical work the students do, the professor will supervise each phase of the exegetical procedure and report.</p> | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures ■ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories ■ Mentoring □ Other |
| 1.6. Comments | | |
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| 1.7. Student Responsibilities | | |
| <p>The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work).</p> <p>The student is required to participate in class, namely in exercises on the text; to read required literature and</p> | | |

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| write reports about the reading; to write an academic paper and write two colloquia, one on exegetical methods, the other on Mark's Gospel. | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | |
| Listening to Lectures | 1.5 | Activities in Instruction | 0.5 | Seminar Paper | 1 | Experiments |
| Written Exam | 1 | Oral Exam | | Essay | | Research |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work |
| Portfolio | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | |
| The final grade consists of: Class participation 10% Readings 20% Average grade from the two colloquia 20% Exegetical paper 50% | | | | | | |
| 1.10. Obligatory Literature | | | | | | |
| D. A. Black, D. S. Dockery (ur), <i>Interpreting the New Testament: Essays on Methods and Issues</i> . Nashville: Broadman&Holman Publishers, 2001; J. B. Green (ur.) <i>Hearing the New Testament: Strategies for Interpretation</i> . Grand Rapids: Eerdmans, 1995; Novi zavjet na grčkom Tyndale House Gateway to Biblical Studies – online resources. R. T. France, <i>The Gospel of Mark</i> . NiGTC, Grand Rapids: Eerdmans, 2002; A. Cole <i>Evangelje po Marku</i> , Daruvar: Logos, 1997. | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | |
| J. Gnilka, <i>Teologija Novoga zavjeta</i> . Zagreb: KS, 1999; R. H. Gundry, <i>Mark: An Apology for the Cross</i> . Grand Rapids: Eerdmans, 2000; I. Dugandžić, <i>Kako su nastala evanđelja?</i> Zagreb: KS, 1999. R. Schnackenburg, <i>Osoba Isusa Krista u četiri evanđelja</i> . Zagreb: KS, 1997. W. Stenger, <i>Introduction to New Testament Exegesis</i> . Grand Rapids: Eerdmans, 1993; J. Green et al ur. <i>Dictionary of Jesus and the Gospels</i> . Downers Grove: IVP, 1993. | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | |
| Title | Number of copies | | Number of Students | | | |
| D. A. Black, D. S. Dockery (ur), <i>Interpreting the New Testament: Essays on Methods and Issues</i> . Nashville: Broadman&Holman Publishers, 2001; | 3 | | 15 | | | |
| J. B. Green (ur.) <i>Hearing the New Testament: Strategies for Interpretation</i> . Grand Rapids: Eerdmans, 1995; | 3 | | 15 | | | |
| R. T. France, <i>The Gospel of Mark</i> . NiGTC, Grand Rapids: Eerdmans, 2002; A. Cole <i>Evangelje po Marku</i> . Daruvar: Logos, 1997. | 3 | | 15 | | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | |
| Students' papers; student evaluation of the course; professor's self-evaluation | | | | | | |

The History and the Theology of the Reformation

| General Information | | |
|---|--|---------------|
| Course Director | Stanko Jambrek | |
| Course Name | The History and the Theology of the Reformation | |
| Study Programme | Theology | |
| Course Status | Compulsory | |
| Year | Second | |
| ECTS Value and Modes of Instruction | ECTS work load for students | ECTS 5 |
| | Number of hours (Lectures/Exercises/Individual Work) | 2+0+1 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| <p>In the introductory part of the lectures a general introduction to Reformation is presented so that relationships between humanism and reformation and scholasticism and reformation become evident. Secondly, the lives of the reformers and their major works are presented (Luther, Melancton, Flacius; Zwingli; Calvin, Butzer and others). Main emphasis is places on key reformation theological issues: righteousness by faith, predestination, Holy Scripture, sacraments, church and others. This is followed by a survey of theological disagreements among reformers and adopted creeds.</p> | | |
| 1.2. Requirements for Taking the Course | | |
| Church History Survey | | |
| 1.3. Expected Learning Outcomes | | |
| <p>After completing the course students are able</p> <ul style="list-style-type: none"> To understand the influence of humanism on reformation and the development of reformation traditions To understand the value of reformation and its influence on the contemporary society To understand when and why divisions happened in Christianity and why there is such a large number of Christian churches To understand why and how basic Protestant doctrines were formed and when and how the Protestant worship services were developed To understand the dynamics of relationships between state and church in the last 5 centuries To understand when and how diverse spiritual movements developed in the churches and how they contribute to unity of the church To argue how Protestant churches have contributed to contemporary society and culture. | | |
| 1.4. Course Content | | |
| <p>1. Introduction Introduction; the quest for the true church; the importance of printing; social context of Reformation</p> <p>2. Christianity of the later Middle Ages The growth of public religiosity; anti-clericalism; doctrinal pluralism; crisis of authority.</p> <p>3. Humanism and Reformation The concept of Humanism and Renaissance; <i>Ad fonts</i>; north-European humanism; Erasmus of Rotterdam; Humanism and Reformation</p> <p>4. Scholasticism and Reformation Definitions; scholasticism and universities; modes of scholasticism; scholasticism and Reformation</p> <p>5. Leading Reformers and Traditions Lutheran tradition of Reformation; Reformed tradition of Reformation; Radical tradition of Reformation; Anglican tradition of Reformation.</p> <p>6. The Holy Scriptures The Bible in Latin; Bibles in national languages; The Canon of Holy Scriptures; The Authority of the Holy Scriptures; The Adequacy of Holy Scriptures; Interpretations of the Scriptures</p> <p>7. Justification by Faith Alone Atonement through Christ; the concept of grace; the Doctrine of justification; The Righteousness of God (according to Luther); the nature of justification by faith</p> <p>8. Justification by Faith Alone 2 The notion of forensic justification; differences in understanding of justification between the Reformers; Justification according to the Council of Trident</p> <p>9. The Doctrine of the Sacraments The sacraments in the later Middle Ages; Luther on sacraments; Zwingli on sacraments; Calvin on</p> | | |

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| sacraments; Anabaptist notions on sacraments; The Trident Council and sacraments | | | | | | | |
| 10. The Doctrine of the Church | | | | | | | |
| The Context of Reformation views of the Church; Luther's view of the nature of the Church; Radical view of the Church; Calvin's view of the Church; Discussions on the catholicity of the Church | | | | | | | |
| 11. Political Thought of the Reformation | | | | | | | |
| Radical Reformation and secular authority; Luther's Doctrine of the Two Kingdoms; Zwingli on the state and magistrate; Butzer on magistrate and ministry; Calvin on Magistrate and ministry | | | | | | | |
| 12. Discussions and Colloquia during Reformation | | | | | | | |
| Between Catholics and Protestants; During magistrate Reformation; between Protestants and radical reformers; between radical reformers | | | | | | | |
| 13. Dispersion of Reformation Ideas, Deliberations, Teachings and Creeds | | | | | | | |
| Books, tracts, brochures, posters in national languages; migrations of people, especially of preachers, catechisms and potiles, creeds | | | | | | | |
| 14. The Influence of Reformation on History | | | | | | | |
| Positivistic view of the world; Protestant work ethics; Protestant thought and impulses for capitalism; Reformation thought and natural sciences | | | | | | | |
| 15. Conclusion | | | | | | | |
| 1.5. Forms of Instruction | | <input checked="" type="checkbox"/> Lectures <input checked="" type="checkbox"/> Seminars and Workshop <input type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | | <input checked="" type="checkbox"/> Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other | | | |
| 1.6. Comments | | | | | | | |
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| 1.7. Student Responsibilities | | | | | | | |
| Students are required to attend classes (10% of absences are tolerated; up to 30% of excused absences can be made up for through individual work; In addition, students are required | | | | | | | |
| 1. to read assigned works and to write a critical review of 4-5 pages according to presented rules | | | | | | | |
| 2. to write a research paper of 15-16 pages length on the topic of reformation; the theme of the paper should be agreed upon with the professor. | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | | Seminar Paper | 2 | Experiments | |
| Written Exam | 1 | Oral Exam | | Essay | | Research | |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | | | Reading and reading report | 1 | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| The final grade consists of | | | | | | | |
| Class attendance and participation – 10% | | | | | | | |
| Reports on reading – 20% | | | | | | | |
| Research paper – 35% | | | | | | | |
| Written exam – 35% | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| McGrath, Alister E., <i>Reformation Thought: An Introduction</i> , Oxford, Blackwell, 1999. | | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | | |
| Althaus, Paul, <i>The Theology of Martin Luther</i> , Philadelphia, Fortress Press, 1989. | | | | | | | |
| <i>Augsburško vjeroispovijedanje</i> , | | | | | | | |
| <i>Belgijsko vjeroispovijedanje</i> , Tordinci, Reformirani teološki institut, 2008. | | | | | | | |
| George, Timothy, <i>Theology of the Reformers</i> , Nashville, Broadman Press, 1988. | | | | | | | |
| <i>Heidelberski katekizam i Drugo helvetsko vjeroispovijedanje</i> , Osijek, Reformirana kršćanska crkva u HR i Reformirani teološki institut, 2000. | | | | | | | |
| Jambrek, Stanko, <i>Hrvatski protestantski pokret XVI. i XVII. stoljeća</i> , Zaprešić, Matica | | | | | | | |

hrvatska Zaprešić, 1999.

Jambrek, Stanko (ur.), *Matija Vlačić Ilirik: Zbornik s međunarodnog znanstvenog skupa*, Labin, Grad Labin, 2004.

Kalvin, Žan, *Nauk hrišćanske vere*, Sremski Karlovci, Izdavačka knjižarnica Zorana Stojanovića, 1996.

Luther, Martin, *95 teza*, Zagreb, Bogoslovni institut.

Luther, Martin, *O slobodi kršćanina*, Novi Sad, Izvori, 1983.

Neve, J. L., *A History of Christian Thought*, Volume One, Philadelphia, The Muhlenberg Press, 1946.

Vlačić Ilirik, Matija, *O načinu razumijevanja Svetoga pisma*, Zagreb, Sveučilišna naklada, 1993.

Vlačić Ilirik, Matija, Spis protiv papina primata, *Kairos* 3, br. 1, 2009, str. 138-171.

Trideset i devet članaka vjere Anglikanske crkve, Osijek, Protestantska reformirana kršćanska Crkva u RH, 2003.

Westminstersko vjeroispovijedanje, Tordinci, Reformirani teološki institut, 2008.

1.12. Number of obligatory books in comparison with the number of current students in the course

| Title | Number of copies | Number of Students |
|---|------------------|--------------------|
| McGrath, Alister E., <i>Reformation Thought: An Introduction</i> , Oxford, Blackwell, 1999. | 3 | 15 |

1.13. Modes of quality control which enhance exit knowledge, skills and competences.

Exam results; student evaluations; professor's self- assessment

Communication and Conflict Transformation

| General Information | | | | | | | |
|--|--|---|-----|---------------|--|-------------|--|
| Course Director | Ranka Jindra | | | | | | |
| Course Name | Communication and Conflict Transformation | | | | | | |
| Study Programme | Applied Theology; Religion and Society | | | | | | |
| Course Status | Compulsory | | | | | | |
| Year | Second | | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | 3 ECTS | |
| | Number of hours (Lectures/Exercises/Seminars) | | | | | L 1; E 1 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| This course is intended to equip students with the necessary knowledge and art of communication, and teach them how to act in situations of conflicted opinions, since their job will require working with people. | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
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| 1.3. Expected Learning Outcomes | | | | | | | |
| After finishing the course, students: | | | | | | | |
| - can list and explain skills needed for good communication | | | | | | | |
| - understand the phenomenon of conflict and what are its triggers | | | | | | | |
| - start to recognize their own processes in certain conflicts | | | | | | | |
| - start to apply skills of transformation of conflict in everyday situations | | | | | | | |
| - think about their abilities of mediation in conflicts | | | | | | | |
| 1.4. Course Content | | | | | | | |
| Introductory lecture on communication and the philosophy of non-violent speech | | | | | | | |
| Skills of communication: learning the skill of active listening | | | | | | | |
| Learning skills of asking open questions | | | | | | | |
| Skills of „I“ speech – assertiveness | | | | | | | |
| Skills of rephrasing and summarizing | | | | | | | |
| Skills of receiving and giving feedback | | | | | | | |
| How do I react in certain conflict situations (awareness of emotional reactions in conflict situations) | | | | | | | |
| Role of power in conflict | | | | | | | |
| Setting boundaries | | | | | | | |
| Styles of conflict handling | | | | | | | |
| Relationships – two sides in conflict – responsibility for the relationship | | | | | | | |
| Stages of mediation in conflict | | | | | | | |
| 1.5. Forms of Instruction | | <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Seminars and Workshop <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | | | <input type="checkbox"/> Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work). | | | | | | | |
| In addition to class attendance, students are required to participate in exercises that are an integral part of this course; | | | | | | | |
| Students are required to read given literature and write an essay based on what they read | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instructions | 1 | Seminar Paper | | Experiments | |
| Written Exam | | Oral Exam | 0.5 | Essay | 0.5 | Research | |

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|--|--|------------------------------|--|--------------------|--|--------------------|--|
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| Active participation in classes and exercises: 50% | | | | | | | |
| Essay based on read literature: 50% | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| M. Rosenberg (2006) <i>Nenasilna komunikacija, jezik života</i> . Osijek: Centar za mir, nenasilje i ljudska prava. | | | | | | | |
| L. Bognar et al (2004) <i>Miroljupci: Promišljamo i gradimo mir. Priručnik mirovnog odgoja</i> . Osijek: Centar za mir, nenasilje i ljudska prava. | | | | | | | |
| P. Brajša (1993) <i>Pedagoška komunikologija</i> . Zagreb: Školske novine. | | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | | |
| M. Ajduković i N. Pečnik (1994) <i>Nenasilno rješavanje sukoba</i> . Zagreb: Alinea | | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | | |
| Title | | | | Number of copies | | Number of Students | |
| M. Rosenberg (2006) <i>Nenasilna komunikacija, jezik života</i> . Osijek: Centar za mir, nenasilje i ljudska prava. | | | | 8 | | 15 | |
| L. Bognar et al (2004) <i>Miroljupci: Promišljamo i gradimo mir. Priručnik mirovnog odgoja</i> . Osijek: Centar za mir, nenasilje i ljudska prava. | | | | 3 | | 15 | |
| P. Brajša (1993) <i>Pedagoška komunikologija</i> . Zagreb: Školske novine. | | | | 3 | | 15 | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | | |
| Final exams; Students' evaluations; the professor's self-assessment; | | | | | | | |

Church Administration

| General Information | | |
|--|--|--------|
| Course Director | Antal Balog | |
| Course Name | Administration and Time Management | |
| Study Programme | Theology | |
| Course Status | Compulsory | |
| Year | Second | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 3 ECTS |
| | Number of hours (Lectures/Exercises/Individual Work) | P 2 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| <p>The goal of this course is to get students acquainted with the basic terms of contemporary management of non-profit organizations, with a special focus on role, possibilities and significance of management in churches and church organizations, i.e. church organizational surroundings. Also, the goal of this course is to enable students to understand non-profit management as a process, function, profession and science, and to understand ways in which it can be applied in the church if it is a non-profit organization and part of the civil society.</p> | | |
| 1.2. Requirements for Taking the Course | | |
| -- | | |
| 1.3. Expected Learning Outcomes | | |
| <ul style="list-style-type: none"> • At the end of the course students will have developed the following competencies: • Understanding of the importance of efficient management of resources and church and church organization potentials. • Knowledge of basic principles and acquaintance with basic methods and techniques of non-profit management from the point of view of Christian theology. • Skill for interpreting fundamental management skills and functions. • Skill in analysis and evaluation of the existing church organization structures and their functioning. • Skill in providing well-argued suggestions for improvement and advancement in organizational transformation and adaptation of organizational functioning in a certain social surroundings. • Skill for further development of abilities to argue points of view, to cooperate and work in a team. | | |
| 1.4. Course Content | | |
| <ul style="list-style-type: none"> • General introduction to the course • Definition and specificities of the church as a community of believers and a non-profit organisation • Church in society: legal, political, social and technological surroundings in which churches and church organizations operate • Normative and management documents (statutes, rule books, rules of conduct, and other documents) • Planning in church organizations • Organizing as a management function • Control as a management function • Church leadership: group and individual; activity and development of councils, boards and commissions • Shaping of a church organization – principles, organizational schemes, job descriptions, levels of organization (management, executive, leadership and fundamental) • Authority and responsibility of church leadership: definitions, contents, application, mutual balance and preparation • Giving out assignments (delegating): definition and principles, typology, balance of authority, responsibilities and delegation • Records management: staff, communication, organization of files, reports, etc. • Archiving church and church organization documentation • Business decisions and business meetings • Self-evaluation of churches, church organizations and church institutions and evaluation of the surroundings (demographic analysis and church statistics, evaluation of the effectiveness of organizational structures and functions, evaluation of the existing mission and goals) • Setting the mission, goals and tasks; planning – short-term (operative) and long-term (strategic) • Managing human potentials – clerics and laymen, i.e. professionals and volunteers (evaluation, motivation, supervision, disciplinary actions) • Managing financial resources – fundamental principles of financial transactions, financial responsibility and | | |

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|--|-----|--|-----|--------------------|---|----------------|--|
| <p>sustainability, bookkeeping structure, budgeting and money management</p> <ul style="list-style-type: none"> • Managing material assets (equipment, inventory, real estate) and rights • Managing programs and projects • Managing crises and conflicts, and damage control • Self-development in a community of believers: motivation and enthusiasm, spiritual and emotional growth, development of interpersonal abilities, specialization and permanent education, time management • Non-profit entrepreneurship in church surroundings – publishing, production, organization of social services and humanitarian activities, etc. • Managing intensive church development – Christian (theological) education, church growth, multiplication of church services and activities, influence on church surroundings) • Church public relations and publicity • Representation of Christian worldviews and social awareness • Raising funds for church programs and projects – non-profit marketing towards donors • Inter-church collaboration, connections and networking • International church collaboration • Bureaucratization of management structures | | | | | | | |
| 1.5. Forms of Instruction | | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | | | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| <p>Students are required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work). Students are required to actively participate in class and take notes. Also, students are required to read given literature and make notes. Students write one individual written paper of five pages with the help of the professor. Finally, students have to pass the exam for the course.</p> | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 2 | Activities in Instructions | 20% | Seminar Paper | 20% | Experiments | |
| Written Exam | 60% | Oral Exam | | Essay | | Research | |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| <p>During lectures students' knowledge is tested through occasional exams (quizzes). At the end of the lectures students are required to take a written exam.</p> | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| <p>Balog, A.: Upravljanje u crkvama i crkvenim organizacijama, skripta, neobjavljeno, Osijek, 2010. Sikavica, P., Bahtijarević Šiber, F., Pološki Vokić, N., Suvremeni menadžment- vještine, sustavi i izazovi, Školska knjiga, Zagreb, 2008. Sikavica, P., Bahtijarević Šiber, F., Pološki Vokić, N., Temelji menadžmenta, Školska knjiga, Zagreb, 2008.</p> | | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | | |
| <p>Gangell, Kenneth O.: <i>Competent to Lead. A guide to management in Christian organizations</i>. Moody press, Chicago 1974. Gangell, Kenneth O.: <i>Feeding and Leading, A Practical Handbook on Administration in Churches and Christian Organizations</i>, Victor Books, Wheaton 1993. Alvin Lindgren: <i>Foundations for Purposeful Church Administration</i>, Abingdon, Nashville 1965. Tidwell, C.: <i>Creative Church Administration</i>, Abingdon, Nashville 1975 Ditzen, L. R.: <i>Handbook of Church Administration</i>, MacMillan, New York 1962. Weihrich, Heinz; Koontz, Harold: <i>Menadžment, Mate</i>, Zagreb 1994. Bergstorm, Richard; Fenton, G.; Pohl, W.: <i>Mastering Church Finances</i>, Multnomah, Portland, Oregon 1992. Cousins, D.; Anderson, L.; DeKruyter, A.: <i>Mastering Church Management</i>, Multnomah, Portland, Oregon</p> | | | | | | | |

1990.
 Anthony, Michael J.: *Effective Church Board: A Handbook for Mentoring and Training Servant Leaders*, Baker Books, Grand Rapids 1994.
 Rush, Myron: *Management: A Biblical Approach*, Victor Books, Wheaton 1994.

1.12. Number of obligatory books in comparison with the number of current students in the course

| Title | Number of copies | Number of Students |
|---|------------------|--------------------|
| Balog, A.: Upravljanje u crkvama i crkvenim organizacijama, skripta, neobjavljeno, Osijek, 2010 | 15 | 15 |
| Sikavica, P., Bahtijarević Šiber, F., Pološki Vokić, N., <i>Suvremeni menadžment- vještine, sustavi i izazovi</i> , Školska knjiga, Zagreb, 2008. | 3 | 15 |
| Sikavica, P., Bahtijarević Šiber, F., Pološki Vokić, N., <i>Temelji menadžmenta</i> , Školska knjiga, Zagreb, 2008. | 3 | 15 |

1.13. Modes of quality control which enhance exit knowledge, skills and competences.

- Student course evaluations as agreed by the Faculty of VETU; Professor's self-assessment of the course
- Monitoring and analysis of the quality of the lectures in accord with Rules of studying.

Mission, Evangelism and Intercultural Theology

| General Information | | |
|--|---|---|
| Course Director | Melody Wachsmuth | |
| Course Name | Mission, Evangelism and Intercultural Theology | |
| Study Programme | Theology | |
| Course Status | Compulsory | |
| Year | Second | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 5 ECTS |
| | Number of hours (Lectures/Exercises/Seminars) | L 2; E 1 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| Define mission, evangelism and intercultural theology within contemporary contexts; Read the Bible from a missiological perspective; familiarize students with contemporary models of mission and problems in setting of cross cultural communication of the Gospel; evaluate case studies of mission contexts with students | | |
| 1.2. Requirements for Taking the Course | | |
| Introduction to the Old Testament; Introduction to the New Testament; Introduction to Systematic Theology | | |
| 1.3. Expected Learning Outcomes | | |
| Students recognize the biblical importance of mission as 'sending out of people to reach them for God' in both OT and NT; Students are familiarized with the history of missions; students are made aware of the intercultural implications of mission such as differences in value systems, dealing with money, conflicts; students recognize the difference between the gospel and culture; students can identify current models and trends in mission and evaluate cultures in different evangelism or mission situations | | |
| 1.4. Course Content | | |
| Introduction Biblical Foundations Mission in Old Testament Mission in Old Testament Jesus and Mission Mission in Acts Mission History Mission History/Case Studies Culture and Transformation: Values, Communication, Conflict Culture and Transformation: Contextualization Culture and Transformation: specific topics Global Christianity/Trends and Issues in Mission Global Christianity/Trends & Issues in Mission | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures <input type="checkbox"/> Seminars and Workshop ■ Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | <ul style="list-style-type: none"> ■ Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other _____ |
| 1.6. Comments | | |
| -- | | |
| 1.7. Student Responsibilities | | |
| Students are required in class (10% of absences are tolerated; if students are absent for valid reasons and less than 30% they can be required to make up for missed classes through individual work, which can be tested with additional tests Attendance Daily reading and written summaries: 100 pts Active Participation/Group work: 50 pts One page reflection: 50 pts Final Paper: 300 pts | | |

| 1.8. Monitoring of Student Work | | | | | | |
|---|---|------------------------------|-----|--------------------|-----|--------------------|
| Listening to Lectures | 2 | Activities in Instruction | | Seminar Paper | | Experiments |
| Written Exam | | Oral Exam | | Essay | 0.5 | Research |
| Project | 1 | Continuous Knowledge Testing | 0.5 | Paper Presentation | | Practical Work |
| Portfolio | | Reading | 1 | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | |
| <p>Grading in points as follows: 450-500 pts. 5 400-449 pts. 4 350-399 pts. 3 300-349 pts. 2 Less than 300- fail</p> <p>Final Paper: The final 10 page paper will be an integration and application of concepts learned in class and through readings. Each student will be given a case study involving a cross-cultural problem. Students must respond to the problem from a Biblical, historical, and cultural perspective. 2-3 pages will apply a Biblical missional motif from both the Old Testament and New Testament relevant to the problem 2-3 pages will relate a relevant missional theme/motif or person in mission history 2-3 pages will apply a cultural model or perspective to the problem. 1-2 page conclusion bringing it all together and offering recommendations based on your paper's previous discussion. Papers must be double spaced, 12 point font, and 1 inch margins using the Turabian Style. Paper must use resources from class, readings, and additional research done for the paper. Students should expect to read an additional for their papers. Papers will be graded for appropriate application of readings and course concepts, depth of reflection on the problem, and creativity in response.</p> | | | | | | |
| 1.10. Obligatory Literature | | | | | | |
| <p>"The Whole Bible is a Missionary Book" 11 pgs; "God's Plans for Missions in the OT" 23 pgs Reflections on Biblical Models of Mission 13 pgs "From Doingness to Beingness: A Missiological Interpretation 10 pgs; The Jerusalem Council: Some Implications for Contextualization 13 pgs "Encountering Missions in History", Chapters 6,7 42pgs "Encountering Missions in History", Chapter 8 19 pgs "Gospel as Prisoner and Liberator of Culture" 13 pgs "Flaw of the Excluded Middle" 10 pgs "African Initiated Christianity in Eastern Europe" 3 pgs "Pentecostal Phenomena and Revivals in India: Implications for indigenous church leadership" 10 pgs -"Shifting Southward-Globa Christianity since 1945" 14 pgs -"A New Christianity, but what kind?" 17 pgs Migration and Mission 6 pgs. -"Pentecostal Movement in Croatia" 28 pgs -"Unity as a Prerequisite for Mission" 14 pgs -Recasting Theology of Mission 16 pgs.</p> | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | |
| Students must use additional books for their final research work. | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | |
| Title | | | | Number of copies | | Number of Students |
| Required Reading is available on the Reserve shelf of the library of VETU | | | | 5 | | 15 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | |
| Exam results; Student course evaluation forms; Teachers course evaluations | | | | | | |

Practicum 1

| General Information | | | | |
|--|--|--|--------------------|---|
| Course Director | Ligia Macelaru | | | |
| Course Name | Practicum 1 | | | |
| Study Programme | Theology | | | |
| Course Status | Compulsory | | | |
| Year | Second | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 2 ECTS | | |
| | Number of hours (Lectures/Exercises/Individual Work) | E 60h in year | | |
| 1. SYLLABUS | | | | |
| 1.1. Course Objectives | | | | |
| Student Practicum should immerse students into the field of work for which they are preparing for in their studies. The work areas include churches, para-church organizations, diverse institutions and NGO-s. | | | | |
| 1.2. Requirements for Taking the Course | | | | |
| first year pass | | | | |
| 1.3. Expected Learning Outcomes | | | | |
| Students understand volume and mode of work for which they are preparing Students monitor their own motivation for this work Students try out work in organizations under the supervision of a skilled mentor. | | | | |
| 1.4. Course Content | | | | |
| -- | | | | |
| 1.5. Forms of Instruction | <input type="checkbox"/> Lectures <input type="checkbox"/> Seminars and Workshop <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | <input type="checkbox"/> Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other _____ | | |
| 1.6. Comments | | | | |
| -- | | | | |
| 1.7. Student Responsibilities | | | | |
| Students work 60 hours in organizations of their choice but which have been approved by the Student Dean. | | | | |
| 1.8. Monitoring of Student Work | | | | |
| Listening to Lectures | Activities in Instruction | Seminar Paper | Experiments | |
| Written Exam | Oral Exam | Essay | Research | |
| Project | Continuous Knowledge Testing | Paper Presentation | Practical Work | 2 |
| Portfolio | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | |
| The student's work is evaluated during and after the practicum along the Practicum form which has been approved by the Faculty of VETU | | | | |
| 1.10. Obligatory Literature | | | | |
| -- | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | |
| -- | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | |
| Title | | Number of copies | Number of Students | |
| | | | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | |
| Student's evaluations | | | | |

English 4

| General Information | | | | | |
|---|--|---|---------------|--------------------|----------------|
| Course Director | Megan Van Dyke | | | | |
| Course Name | English 4 | | | | |
| Study Programme | Theology | | | | |
| Course Status | Compulsory | | | | |
| Year | Second | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 3 ECTS | | | |
| | Number of hours (Lectures/Exercises/Individual Work) | L 1; E 1 | | | |
| 1. SYLLABUS | | | | | |
| 1.1. Course Objectives | | | | | |
| This is an intermediate English Composition course with emphasis on developing and writing strong paragraphs of academic prose and understanding theological academic writing. | | | | | |
| 1.2. Requirements for Taking the Course | | | | | |
| English 1, 2 and 3 (or adequate proficiency tested by the VETU proficiency exam) | | | | | |
| 1.3. Expected Learning Outcomes | | | | | |
| Students apply standard elements of writing process understand elements of well-composed paragraph (apply rules of unity and cohesion) have improved writing skills through re-writing and practice have improved writing skills through peer critique have ability to support a strong thesis statement in 500 word essays understand intermediate theological prose (and other academic level writings) | | | | | |
| 1.4. Course Content | | | | | |
| Good academic style; Editing your own work; Editing your colleagues' writing; Writing paragraphs with logic (Topic sentences); proving your point (three point paragraphs); the choice of words (vivid words); transitions and connections – how to give your argument a logical flow) | | | | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop ■ Exercises □ Distant Learning □ On Field Instruction | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | | | |
| 1.6. Comments | | | | | |
| The language of the class is English. | | | | | |
| 1.7. Student Responsibilities | | | | | |
| The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work); In addition to class attendance the students are required to keep folder for handouts and assignments; Students are required to do all writing assignments and homework; Students need be present at tests and the final exam | | | | | |
| 1.8. Monitoring of Student Work | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | Seminar Paper | Experiments | |
| Written Exam | 0.5 | Oral Exam | Essay | Research | |
| Project | | Continuous Knowledge Testing | 0.5 | Paper Presentation | Practical Work |
| Portfolio | | Writing assignments | 1 | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | |
| The final grade will be based on student performance in the following manner: | | | | | |

| | | |
|---|------------------|--------------------|
| 20% daily writing assignments 30% homework assignments 15% quizzes 15% essays 20% final exam | | |
| 1.10. Obligatory Literature | | |
| J. B. Cheney, <i>Wordsmith Craftsman</i> ; J. Withrow, <i>Effective Writing</i> _____, <i>Changes: Reading for ESL Writers</i> R. Donald et al, <i>Writing Clear Paragraphs</i> R. Smalley, <i>Refining Composition</i> | | |
| Books available from VETU English department. | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| -- | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| Wordsmith Craftsman | 10 | 10 |
| Effective Writing | 10 | 10 |
| Changes: Reading for ESL Writers | 10 | 10 |
| Writing Clear Paragraphs | 10 | 10 |
| Refining Composition | 10 | 10 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Final grade and students' proficiency (measured by TOEFL exams) Student Evaluation Forms; Teacher's Self-Evaluation | | |

History and Philosophy of Religion

| General Information | | |
|---|--|---|
| Course Director | Julijana Tešija | |
| Course Name | History and Philosophy of Religion | |
| Study Programme | Christian Theology; Religion and Society; | |
| Course Status | Elective | |
| Year | Second | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 3 ECTS |
| | Number of hours (Lectures/Exercises/Individual Work) | L 2 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| <p>The course will investigate questions related to the subject and methods of Philosophy of Religion and her main areas of interest, such as the question of experience, philosophical and religious experience, the relation between faith and mind, knowledge and religion, the differences between Philosophy, Psychology and Sociology of Religion, Philosophy of Religion and Theology as well as basic knowledge on the history of Philosophy of Religion and the concepts of the key representatives of this discipline. Students will get acquainted with the works of these philosophers too.</p> | | |
| 1.2. Requirements for Taking the Course | | |
| Introduction to Philosophy. | | |
| 1.3. Expected Learning Outcomes | | |
| <p>Students elaborate on the philosophical problems of this subject; Students have read selected philosophers of religion securing that each student will get introduced with the certain philosopher(s), their writing style and way of thinking requiring critical thinking and comparing on behalf of the student</p> <p>Students have researched a selected topic through an essay work requiring to get introduced and compare (at least) two philosophers. Students demonstrate their knowledge, capacities for critical thinking and active use of philosophy terminology and methodology</p> | | |
| 1.4. Course Content | | |
| <p>Religious symbols and religious language <i>Kako je moguć govor o Bogu? Religijski jezik – karakteristike. Što filozofija i teologija mogu reći o Bogu? Religijski simboli i njihovo značenje.</i> Experience of faith <i>Što je iskustvo i koja su iskustva vjere?</i> Religious knowledge <i>Vjera i razum. Istina i subjektivnost. Analiza stavova filozofa T. Akvinski – S. Kierkegaard – M. Buber – I. Kant – A. Flew</i> In defence of theism <i>Klasični dokazi Božjeg postojanja (kozmoški, teleološki, dokaz iz činjenice morala, ontološki) kroz analizu stavova A. Kantenbergijskog, T. Akvinskog i I. Kanta</i> Science and religion <i>Što je znanost, a što religija? Religija i razvoj znanosti: Darwinizam, teorije 20. stoljeća (relativnost i kvantna teorija), neodarwinizam, kritički realizam...</i> The origin of religion <i>Teorije o podrijetlu religije – psihogenično, sociogenično, transcendentalno: S. Freud – L. Feuerbach – K. Marx – E. Durkheim – R. Otto</i> Atheism and theology in the contemporary world <i>J. P. Sartre – F. Nietzsche – T. Altizer – J. Jukić</i></p> | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures <input type="checkbox"/> Seminars and Workshop <input type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | <ul style="list-style-type: none"> ■ Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other _____ |
| 1.6. Comments | | |
| <p>Students will be assigned to read thirty to forty pages texts. They will be also divided into groups for pro-contra argumentations regarding author's theses. The main aim of the lecturer will be to support and</p> | | |

encourage their discussion and intervene if needed.
Students are welcome to come and consult with the lecturer on any issue related to the subject/classes/exams.
Students should have at least minimum English language knowledge to be able to read some of the additional readings in this language.

1.7. Student Responsibilities

Students are required to attend lectures (10% is tolerated; up to 30% of excused absences can be made up for through additional individual work).
students are expected to read and write critical reports on the reading according to the proposed schedule;
students are required to contribute to class discussions; students are required to write and present a paper.

1.8. Monitoring of Student Work

| | | | | | | | |
|-----------------------|-----|------------------------------|-----|--------------------|-----|----------------|--|
| Listening to Lectures | 0,5 | Activities in Instruction | | Seminar Paper | 0,5 | Experiments | |
| Written Exam | | Oral Exam | 0,5 | Essay | 0,5 | Research | |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | | | | | | |

1.9. Grading and Evaluation of Student Work During Instruction and at Finals

Grading and evaluation will include a total of 100 points plus possible bonus points for active participation in the classes (up to 10 points), seminar activities – article reviews (up to 10 points), writing exam – essay (up to 40 points) and final oral exam (up to 40 points). Bonus points: 1,5 point for each assignment delivered in time.

1.10. Obligatory Literature

M. Thompson, Filozofija religije
N. Dogan, U potrazi za Bogom
Devčić, Bog i filozofija
A. Krešić, Filozofija religije

1.11. Additional Reading (at the time of registration of the Study Programme)

J. Jukić, Rascjep u svetome
K. Armstrong, Povijest Boga ([sveizfotelje.com/files/ karenarmstrong_.povijest_boga.pdf](http://sveizfotelje.com/files/karenarmstrong_.povijest_boga.pdf))
S. Kušar, Filozofija o Bogu
P. Tillich, Dynamics of Faith (dio: Symbols of Faith)
I. Macan, Filozofija spoznaje
T. Akvinski, Summa Theologiae – Izabrano djelo (II. Dio, pitanja 1, 2, 4, 6)
S. Kierkegaard, Strah i drhtanje (priča o Abrahamu)
M. Buber, Ja i ti (Relacija Ja-ti)
S. Freud, Budućnost jedne iluzije (III. glava)
L. Feuerbach, Predavanja o suštini religije (esej "Opći pregled suštine religije")
K. Marx, Prilog kritici Hegelove filozofije prava (dio "O religiji")
E. Durkheim, Elementarne forme religijskog života (zaključak)
R. Otto, Sveto (2, 4 i 5 poglavlje)
J. P. Sartre, Egzistencijalizam i humanizam (dio "Ateistički humanizam")
F. Nietzsche, Vesela nauka (knjiga III, aforizam 125)
Articles:
"Religion, Truth and Religious Education"
(<http://www.informaworld.com/smpp/content~db=all~content=a746555554>)
S. Tadić, Religiozno iskustvo - neistraživana i/ili neistraživa dimenzija religije i religioznosti, na
<http://www.hrcak.srce.hr/file/32195>
Celestin Tomić, Vjerujem u Boga, http://www.ver.hr/arhiv/ver2006/ver04_06/bozjaric.ht

1.12. Number of obligatory books in comparison with the number of current students in the course

| Title | Number of copies | Number of Students |
|---------------------|------------------|--------------------|
| Filozofija religije | 9 | 15 |
| U potrazi za Bogom | 6 | 15 |
| Bog i filozofija | 4 | 15 |

1.13. Modes of quality control which enhance exit knowledge, skills and competences.

Exam results; student evaluations

History of the Papacy

| General Information | | |
|--|--|---|
| Course Director | Domagoj Hajduković | |
| Course Name | History of the Papacy | |
| Study Programme | Theology | |
| Course Status | Elective | |
| Year | Second | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 1 ECTS |
| | Number of hours (Lectures/Exercises/Individual Work) | L 1 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| <p><i>History of the Papacy</i> is a linear, one-semester-long course that aims at giving students an outline of the hierarchy of the Catholic Church, the significance and influence the Bishop of Rome had on the history of the Church, Christianity and Europe in general, as well as encouraging and developing critical thinking in students when debating and scrutinizing historical events. Objectives of this course are: (1) to familiarize students with the basic historical facts about Papacy; (2) to introduce students with the role of Papacy in political life of Europe in Middle Ages and New Age; (3) to acquaint students with the legal and theological foundations of the institution of Papacy; (4) to differentiate between Holy See and Vatican; (5) to familiarize students with critical and objective analysis of historical documents; (6) to encourage and develop critical thinking in students when taking and shaping stands..</p> | | |
| 1.2. Requirements for Taking the Course | | |
| None. | | |
| 1.3. Expected Learning Outcomes | | |
| <p>At the completion of the course students:</p> <ul style="list-style-type: none"> - are able to recognize all important stages of development of the Papacy - can order in chronological order the stages of the development of the Papacy - are able to describe major elements of every period of the history of the Papacy and recognize major personae - recognize development of the modern Papacy and can compare it to its historical development - comprehends theological and historical importance of the Papacy in development of Christian society | | |
| 1.4. Course Content | | |
| <p>Structure of the course: Introductory class (1 class) which introduces students to the course, outlines was is expected of them and provides them with the set of topics that shall be covered during the course; <i>ex cathedra</i> classes (3 classes) that acquaint students with the basics of the historical development of the Papacy and its modern form; introduction to the topics (prepared by the students) and debate (10 classes) where the student who prepares the introduction to the topic researches and writes a paper about the topic, presents it to their fellow students and endeavours to provoke debate; evaluation class (1 class) used for shaping general conclusions, evaluation of the course and preparation for the written exam.</p> | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures <input type="checkbox"/> Seminars and Workshop <input type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | <ul style="list-style-type: none"> ■ Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other _____ |
| 1.6. Comments | | |
| -- | | |
| 1.7. Student Responsibilities | | |
| <p>Students are obliged to attend classes (it is tolerated to be absent at 10% of the lectures, maximum of 30% absence in justified cases can be redeemed by additional work assignments; students are obliged to actively participate in the classes and take notes. Furthermore, they must read appropriate scientific literature and make notes accordingly. With mentoring of the teacher, students have to write a paper summing five pages. Finally, students must pass final written exam with a passing grade.</p> | | |

| 1.8. Monitoring of Student Work | | | | | | | |
|--|------------------|------------------------------|--------------------|--------------------|------|----------------|---|
| Listening to Lectures | 1 | Activities in Instruction | 0,25 | Seminar Paper | | Experiments | |
| Written Exam | 0,5 | Oral Exam | | Essay | | Research | 1 |
| Project | | Continuous Knowledge Testing | | Paper Presentation | 0,25 | Practical Work | |
| Portfolio | | Reading | 1 | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| <p>Four elements constitute the final grade: (1) attendance, (2) participation in in-class debates, (3) introduction to the topic of debate, (4) written exam which combines basic topics and facts about the Union. These elements constitute the final grade in following ratio:</p> <p>Attendance 10% Participation in in-class debates 10% Introduction to the topic of debate 30% Written exam 50%</p> | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| <p>Ledić, Stipe, <i>Pape kroz povijest</i>, Mozaik knjiga, Zagreb, 2005. Mercier, Jacques, <i>Povijest Vatikana</i>, prevela Vesna Pavković, Barbat, zagreb, 2001. Zovkić, Mato ur., <i>Suvremena katolička enciklopedija</i>, preveli Živan Filippi et al., Laus, Split, 2000. Orlandis, Jose, <i>Povijest kršćanstva</i>, Verbum, Split, 2004. Bedouelle, Guy, <i>Povijest Crkve</i>, preveo Stjepan Kušar, Kršćanska sadašnjost, Zagreb, 2004. Duffy, Eamon: <i>Sveci i grešnici: Povijest papa</i>, prevela Olga Vučetić, „Otokar Keršovani,“ Rijeka, 1998.</p> | | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | | |
| <p>Vesely, Ema, <i>Izbor Pape: Od sv. Petra do Ivana Pavla II.</i>, Kršćanska sadašnjost, Zagreb, 2005. Bokenkotter, Thomas: <i>A Concise History of the Catholic Church</i>, Doubldrday & Company Inc., New York, 1977. Cairns, Earle E.: <i>Christianity thourgh the Centuries</i>, Zondervan, Grad Rapids, 1967. Požar, Petar, <i>Tajna povijest rimskih papa</i>, Split, 2000. Lecomte, Bernard, <i>Tajne Vatikana</i>, prevela Vesna Lisičić, Alfa, Zagreb, 2010.</p> | | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | | |
| Title | Number of copies | | Number of Students | | | | |
| Ledić, Stipe, <i>Pape kroz povijest</i> , Mozaik knjiga, Zagreb, 2005. | 1 | | 5 | | | | |
| Mercier, Jacques, <i>Povijest Vatikana</i> , prevela Vesna Pavković, Barbat, zagreb, 2001. | 1 | | 5 | | | | |
| Zovkić, Mato ur., <i>Suvremena katolička enciklopedija</i> , preveli Živan Filippi et al., Laus, Split, 2000. | 1 | | 5 | | | | |
| Orlandis, Jose, <i>Povijest kršćanstva</i> , Verbum, Split, 2004. | 1 | | 5 | | | | |
| Bedouelle, Guy, <i>Povijest Crkve</i> , preveo Stjepan Kušar, Kršćanska sadašnjost, Zagreb, 2004. | 1 | | 5 | | | | |
| Duffy, Eamon: <i>Sveci i grešnici: Povijest papa</i> , prevela Olga Vučetić, „Otokar Keršovani,“ Rijeka, 1998. | 1 | | 5 | | | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | | |
| Exam results, Student evaluations, Professors Self-assessment | | | | | | | |

Exegesis of the New Testament (Epistles)

| General Information | | | | | | | |
|---|---|---|-----|--------------------|---|----------------|---|
| Course Director | | Kevin Walker | | | | | |
| Course Name | | Exegesis NT (Epistles) | | | | | |
| Study Programme | | Theology | | | | | |
| Course Status | | Elective | | | | | |
| Year | | Second | | | | | |
| ECTS Value and Modes of Instruction | | ECTS work load for students | | | | 3 ECTS | |
| | | Number of hours (Lectures/Exercises/Individual Work) | | | | L 2; S 1 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| This course is designed for such students who have an extensive interest in biblical theology and want to have more practice in exegesis of the New or Old Testaments. The topic is decided each year as the course is offered. Preferably, this is a course handling a letter from minor Paulines or General Epistles in the NT. | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| Depending on the choice, Intro to NT | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| Students have gained more skill in addressing a certain biblical book exegetically. Students apply the outcomes of exegesis on modern-day situations | | | | | | | |
| 1.4. Course Content | | | | | | | |
| Depending on the chosen book; Usually, exegetical courses include an overview of circumstances and occasion of the biblical book, its author and audience; they examine theological issues in the book and connect and assess the book's contribution to NT; exegetical courses normally include work on the structure of narrative or argument and linguistic deliberations; they also seek to apply the material to contemporary questions. | | | | | | | |
| 1.5. Forms of Instruction | | <input checked="" type="checkbox"/> Lectures <input checked="" type="checkbox"/> Seminars and Workshop <input type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | | | <input checked="" type="checkbox"/> Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work); In addition to class attendance and participation in class discussions the students are required to write an exegetical research paper. | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instructions | 0.5 | Seminar Paper | 0.5 | Experiments | |
| Written Exam | | Oral Exam | | Essay | | Research | 1 |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| 50% participation in class; 50 % exegetical paper | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| Schreiner, Thomas R. <i>Interpreting the Pauline Epistles</i> Fee, Gordon D. <i>New Testament Exegesis: A handbook for students and pastors</i> | | | | | | | |

| | | |
|---|------------------|--------------------|
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| Grassmick, John D. <i>Principles and Practice of Greek exegesis</i> Stenger, Werner, <i>Introduction to New Testament exegesis</i> | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| Schreiner, Thomas R. <i>Interpreting the Pauline Epistles</i> | 3 | 15 |
| Fee, Gordon D. <i>New Testament Exegesis: A handbook for students and pastors</i> | 6 | 15 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Students' quality of papers; Students' evaluation forms; Professor's self-assessment | | |

Didactics

| General Information | | |
|--|---|---|
| Course Director | Marija Sablić | |
| Course Name | Didactics | |
| Study Programme | Theology | |
| Course Status | Elective | |
| Year | Second | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 6 ECTS |
| | Number of hours (Lectures/Exercises/Seminars) | L 2; S 1; E 1 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| <p>This course will provide students, who are interested in pedagogy, with tools that will efficiently improve their pedagogical work in the future through identification and organization of materials, through methods of learning and teaching, team work, analysis of the work of others and one's own work, etc.</p> | | |
| 1.2. Requirements for Taking the Course | | |
| General pedagogy | | |
| 1.3. Expected Learning Outcomes | | |
| <p>After the final exam in Didactics students should have the following general and specific competencies:</p> <p>General: showing research skills and a continued ability and readiness to work in a team; abilities of analyzing and synthesizing; ability of a reflexive practitioner who is continually evaluating the results of his/her achievements; ability of criticism and self-criticism in the development of interpersonal skills; ability to discuss, plan and organize important elements in the educational process; showing sensibility for children's cognitive and socio-emotional needs;</p> <p>Specific: ability to produce educational practices and concrete creative solutions in practice, theoretically and methodologically; proposition, creation and application of learning and teaching strategies; demonstration of transference and interference of notions from didactics on various situations in the educational process; differentiating the contemporary strategy of learning and teaching in the educational work with children; analysis of strategies in the educational process and cooperative learning; ability to describe and differentiate various styles of learning and explaining their existence and value in the educational process; creating examples for research in the field of didactics and teaching.</p> | | |
| 1.4. Course Content | | |
| <p>the methodical and epistemological need for didactics; terminology and the didactic system; education and teaching (goals, tasks and contents; laws and legality, lawful tendencies, principles, factors, means and social forms); educational and teaching situations; didactic cycle and its levels (preparation, realization, evaluation of teaching and education); planning and programming, structuring of the curriculum; theories about choosing and structuring the content of lectures; technology of education and teaching, macro and micro organization of education and teaching; grading and tracking student improvement; school culture; educational communication.</p> | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures ■ Seminars and Workshop ■ Exercises <input type="checkbox"/> Distant Learning ■ On Field Instruction | <ul style="list-style-type: none"> <input type="checkbox"/> Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories ■ Mentoring <input type="checkbox"/> Other |
| 1.6. Comments | | |
| -- | | |
| 1.7. Student Responsibilities | | |
| <p>The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work);</p> <p>Active participation of students in class; students are required to attend classes regularly, as well as consultations and other aspects of mentoring; carrying out obligations through a written paper and presentation; reading given literature; attendance at class during quizzes and taking the final written and oral exam.</p> | | |

| 1.8. Monitoring of Student Work | | | | | | | |
|--|---|------------------------------|-----|--------------------|---|--------------------|-----|
| Listening to Lectures | 2 | Activities in Instruction | | Seminar Paper | 1 | Experiments | |
| Written Exam | 1 | Oral Exam | 1 | Essay | | Research | 0,5 |
| Project | | Continuous Knowledge Testing | 0.5 | Paper Presentation | | Practical Work | |
| Portfolio | | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| The final grade consists of the grade given for all three written papers which are the prerequisite for taking the final oral exam. | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| L. Bognar, M. Matijević (2002) <i>Didaktika</i> . Zagreb: Školska knjiga | | | | | | | |
| B. Barth (2004) <i>Razumijeti što djeca razumiju: struktura znanja i njegovo oblikovanje, problem prijenosa znanja</i> . Zagreb: Profil. | | | | | | | |
| E. Jensen (2003) <i>Supernastava</i> . Zagreb: Educa. | | | | | | | |
| C. Kyriacou (2001) <i>Temeljna nastavna umijeća</i> . II dopunjeno izdanje. Zagreb: Educa. | | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | | |
| H. Kiper, W. Mischke (2008). <i>Uvod u opću didaktiku</i> . Zagreb: Educa | | | | | | | |
| C. Desforges (2001). <i>Uspješno učenje i proučavanje: psihologijski pristupi</i> . Zagreb: Educa. | | | | | | | |
| I. Lavrnja (1998) <i>Poglavlja iz didaktike</i> . Rijeka: Pedagoški fakultet | | | | | | | |
| Meyer, H. (2002) <i>Didaktika razredne kvake</i> . Zagreb: Educa | | | | | | | |
| _____, (2005) <i>Što je dobra nastava</i> . Zagreb: Erudita. | | | | | | | |
| E. Terhart (2001). <i>Metode poučavanja i učenja</i> . Zagreb: Educa. | | | | | | | |
| M. Matijević (2004) <i>Ocjenjivanje u osnovnoj školi</i> . Zagreb: Tipex. | | | | | | | |
| W. Mattes (2007). <i>Nastavne metode</i> . Zagreb: Ljevak | | | | | | | |
| _____, (2007) <i>Rutinski planirati – učinkovito poučavati</i> . Zagreb: Ljevak. | | | | | | | |
| T. Armstrong (2006) <i>Višestruke inteligencije u razredu</i> . Zagreb: Educa. | | | | | | | |
| V. Andreoli (2006), <i>Pismo učitelju</i> . Zagreb: Školska knjiga. | | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | | |
| Title | | | | Number of copies | | Number of Students | |
| L. Bognar, M. Matijević (2002) <i>Didaktika</i> . Zagreb: Školska knjiga | | | | 2 | | 5 | |
| B. Barth (2004) <i>Razumijeti što djeca razumiju: struktura znanja i njegovo oblikovanje, problem prijenosa znanja</i> . Zagreb: Profil. | | | | 1 | | 5 | |
| E. Jensen (2003) <i>Supernastava</i> . Zagreb: Educa. | | | | 1 | | 5 | |
| C. Kyriacou (2001) <i>Temeljna nastavna umijeća</i> . II dopunjeno izdanje. Zagreb: Educa | | | | 1 | | 5 | |
| 1.13. Načini praćenja kvaliteta koji osiguravaju stećanje izlaznih znanja, vještina i kompetencija | | | | | | | |
| Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | | |
| Exam results; Students evaluation; professor's self-assessment of the course. | | | | | | | |

Biblical Theology of the New Testament

| General Information | | | | | | | |
|---|---|--|--|---------------|---|-------------|---|
| Course Director | | Corneliu Constantineanu | | | | | |
| Course Name | | Biblical Theology of the New Testament: from exegesis to biblical theology | | | | | |
| Study Programme | | Theology | | | | | |
| Course Status | | Compulsory | | | | | |
| Year | | Third | | | | | |
| ECTS Value and Modes of Instruction | | ECTS work load for students | | | | 5 ECTS | |
| | | Number of hours (Lectures/Exercises/Individual Work) | | | | L 3; S 1 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| <p>This is an advanced course in exegesis of Paul's letter to Romans carrying exegesis forward to biblical theology of main Christian doctrines. The students tackle exegetically a choice of texts in Romans by applying exegetical methods and discourse analysis to come to relevant conclusions with regards to the meaning of the text. The students then apply canonical criticism with the end result of looking at particular themes in Romans and comparing them with similar themes elsewhere in the New Testament, engaging thus in Biblical theology of the New Testament with the particular interest of differentiate from Systematic Theology.</p> | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| Introduction to the New Testament; Introduction to NT Exegesis; Introduction to Systematic Theology. | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| <p>Students are versed in applying the exegetical method on biblical epistles; they know various approaches to Romans</p> <p>Students understand the benefits of canonical criticism and understand the necessity for biblical theology particularly in Protestant and Evangelical contexts.</p> <p>Students understand the context and theology of Romans with regards to original audience;</p> <p>Students understand the contribution of Romans to some basic themes of biblical theology (salvation; faith, life in Christ, eschatology etc)</p> <p>Students are equipped to apply the method to other epistles.</p> | | | | | | | |
| 1.4. Course Content | | | | | | | |
| <p>Paul, the writer of Romans; Who are the Romans Paul writes to?; The argument in Romans; Luther's approach to Romans and his followers: why this is not enough?; Baur's historical proposition to understanding the purpose of Romans; Sander's Paradigm shift; Jews and Gentiles in Romans; the new life in Christ; Missiological implications of Romans; Faith and works in the New Testament; the work of the Spirit in Paul and John; Is Paul's theology different from that of the Jerusalem apostles?</p> | | | | | | | |
| 1.5. Forms of Instruction | | <ul style="list-style-type: none"> ■ Lectures ■ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | | | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| <p>The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work).</p> <p>In addition to class attendance, the students are expected to prepare for class as indicated by the professor and read required materials; students write and exegetical paper of 12-15 pages with particular emphasis on a theme in biblical theology.</p> | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 2 | Activities in Instruction | | Seminar Paper | 1 | Experiments | |
| Written Exam | | Oral Exam | | Essay | | Research | 1 |

| | | | | | | | |
|--|--|------------------------------|---|--------------------|--|----------------|--|
| Project | | Continuous Knowledge Testing | 1 | Paper Presentation | | Practical Work | |
| Portfolio | | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| The student's final grade consists in equal parts of preparation and participation in class and paper in biblical theology | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| <p>J. Dunn, <i>Romans</i>. Dallas: Word Books, 1988. K. P. Donfried, <i>The Romans Debate</i>. Peabody: Hendrickson, 1991. N. T. Wright, <i>What St Paul Really Said</i>. Donaldson, <i>Paul and the Nations</i>. E. P. Sanders, <i>Paul and Palestinian Judaism</i>. London: SCM, 1977. B. Childs, <i>Biblical Theology of the Old and New Testament</i>. Philadelphia: Fortress, 1993. J. Gnilka <i>Teologija Novoga zavjeta</i>. Zagreb: KS H. Marshall, <i>New Testament Theology: Many Witnesses One Gospel</i>. Downers Grove: IVP, 2004.</p> | | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | | |
| Students are required to find their own bibliography for the paper. | | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | | |
| Title | | Number of copies | | Number of Students | | | |
| J. Dunn, <i>Romans</i> . Dallas: Word Books, 1988. | | 3 | | 15 | | | |
| K. P. Donfried, <i>The Romans Debate</i> . Peabody: Hendrickson, 1991. | | 3 | | 15 | | | |
| N. T. Wright, <i>What St Paul Really Said</i> . | | 3 | | 15 | | | |
| Donaldson, <i>Paul and the Nations</i> . E. P. Sanders, <i>Paul and Palestinian Judaism</i> . London: SCM, 1977. | | 3 | | 15 | | | |
| B. Childs, <i>Biblical Theology of the Old and New Testament</i> . Philadelphia: Fortress, 1993. | | 3 | | 15 | | | |
| J. Gnilka <i>Teologija Novoga zavjeta</i> . Zagreb: KS | | 3 | | 15 | | | |
| H. Marshall, <i>New Testament Theology: Many Witnesses One Gospel</i> . Downers Grove: IVP, 2004. | | 5 | | 15 | | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | | |
| Results at the end of the course; Student evaluations; Professor's assessment of the course. | | | | | | | |

Exegesis of the Old Testament

| General Information | | | |
|---|--|---|-----------------------------|
| Course Director | Alyssa Walker | | |
| Course Name | Exegesis of the Old Testament | | |
| Study Programme | Theology | | |
| Course Status | Compulsory | | |
| Year | Third | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | 3 ECTS |
| | Number of hours (Lectures/Exercises/Individual Work) | | L 2 |
| 1. SYLLABUS | | | |
| 1.1. Course Objectives | | | |
| This course will develop student competence in the exegesis of Hebrew prophetic literature by studying the biblical book of Isaiah. It will also introduce students to the main historical, literary and theological issues in the interpretation of biblical prophecy. | | | |
| 1.2. Requirements for Taking the Course | | | |
| Successful completion of Old Testament Survey, Introduction to Hermeneutics, Research Skills and Writing, Introduction to Old Testament Exegesis. Ability to read English-language commentaries. | | | |
| 1.3. Expected Learning Outcomes | | | |
| After completing the course the students are able | | | |
| 1. To understand the structure and message of Isaiah. | | | |
| 2. To acquire skill in reading and interpreting prophetic literature. | | | |
| 3. To acquire skill in detailed observation of the content of biblical texts. | | | |
| 4. To acquire skill in interpreting according to context (historical, literary, and canonical). | | | |
| 5. To acquire skill in accurate, well-supported interpretation of prophetic literature. | | | |
| 6. To acquire skill in Christ-centered, Church-aware application of prophetic literature. | | | |
| 7. To learn to analyze, compare and evaluate scholarly interpretations of prophetic literature. | | | |
| 1.4. Course Content | | | |
| Lectures will progress through a prophetic book of the Old Testament, demonstrating and teaching method along the way. Specific things taught include: | | | |
| 1. How to discern structure in a prophetic text. | | | |
| 2. How to discern the message of a prophetic oracle. | | | |
| 3. How to let careful observation of a prophetic oracle direct interpretation. | | | |
| 4. How to read a prophetic text based on cultural context (customs, geography, politics, etc.). | | | |
| 5. How to apply prophetic texts today. | | | |
| 6. How to evaluate scholarly opinions about prophetic literature. | | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | <ul style="list-style-type: none"> ■ Individual work ■ Multi Media and IT □ Laboratories □ Mentoring □ Other | |
| 1.6. Comments | | | |
| -- | | | |
| 1.7. Student Responsibilities | | | |
| Students are required to attend class (absences of 10% of classes are tolerated; up to 30% of approved absences can be made up through individual additional reading / writing, at the discretion of the professor); Students must show they have learned the exegetical method through an exegetical paper; and pass a final written exam. | | | |
| 1.8. Monitoring of Student Work | | | |
| Listening to Lectures | 1 ¼ | Activities in Instruction | Seminar Paper ¾ Experiments |
| Written Exam | ½ | Oral exam | Essay Research |

| | | | | | | | |
|---|--|------------------------------|-----|--------------------|--|----------------|--|
| Project | | Continuous Knowledge Testing | | Paper presentation | | Practical work | |
| Portfolio | | Reading | 1/2 | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| During instruction: Class participation (10%); Reading (20%); Seminar paper (30%); Final written exam (40%) | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| Bible (parts) The Book of Isaiah by John Oswalt; D. Kinder, Assorted articles. Van Gemeren, Willem A. "Oracles of Salvation," Pages 139-156 in Cracking Old Testament Codes: A Guide to Interpreting the Literary Genres of the Old Testament. | | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | | |
| In addition, students will be required to read extracts from selected commentaries in preparation for their seminar papers. | | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | | |
| Title | | Number of copies | | Number of students | | | |
| Genesis, Derek Kidner | | 3 | | 15 | | | |
| Bible | | 15 | | 15 | | | |
| Cracking Old Testament Codes | | 3 | | 15 | | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | | |
| Seminar paper: Exegetical competence; Critical analysis, comparison and evaluation of different scholarly viewpoints Written exam: Acquisition and comprehension of course content, including reading material Student Course Evaluation Forms; the professor's self assessment | | | | | | | |

Christian Counseling

| General Information | | | | | | | |
|---|--|--|-----|---------------|---|---------------|--|
| Course Director | Ligia Macelaru | | | | | | |
| Course Name | Pastoral Counseling | | | | | | |
| Study Programme | Theology | | | | | | |
| Course Status | Compulsory | | | | | | |
| Year | Third | | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | 6 ECTS | |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | | L 2; S 1; E 1 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| <p>This course is designed to give students an integrated approach to Christian counseling of which most of the pastoral work consists. The students are introduced to the basics of counseling which includes the understanding of need for counseling in church and non-church settings and the ethics in counseling. Students learn how to conduct a session and what to expect. They learn how to consider boundaries both their own and that of the client. Students also learn about common areas in counseling so specific emphasis is put on marriage and family, children and trauma counseling and working with children with special needs.</p> | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| Psychology and Developmental Psychology. | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| <p>After completing the course students know</p> <ul style="list-style-type: none"> • basic issues in counseling people in church and non-church settings • understand the needs of particular groups of people • understand family structures and how they impinge on family members • understand marital problems in Christian environments • have conducted at least one session in class under supervision | | | | | | | |
| 1.4. Course Content | | | | | | | |
| <p>People as physical, psychological, emotional, intellectual, social and spiritual being; What is Christian counseling and how it can help (problem areas and the need for counseling); Ethics of counseling; Prevention counseling; Crisis interventions; Support; The person of the counselor; The Counseling session and communication skills; Personal issues and counseling; Attitudes values and prejudices in counseling; Counseling in the church (Spiritual and psychological issues); Family dynamics and biblical family values; the necessity to growing up as parents, conflicts in marriage and family; Children and their needs; Trauma in Children and Adults and Counseling; Children with special needs – how to help them and their families (AD/HD; Tourette, Autism, Down Syndrome, Dyslexia); practical counseling sessions.</p> | | | | | | | |
| 1.5. Forms of Instruction | | <ul style="list-style-type: none"> ■ Lectures ■ Seminars and Workshop ■ Exercises □ Distant Learning ■ On Field Instruction | | | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | | |
| 1.6. Comments | | | | | | | |
| This is course is a joint effort of different area specialists. | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| <p>In addition to attendance in class the student is required to pass 2 colloquium (on introduction to counseling; children with special needs),has to read assigned materials, has to write a paper in the area of counseling (10-12 pages) and has to have a positive evaluation of his performance in counseling practice in order to be allowed to the final exam.</p> | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to | 2 | Activities in Instruction | 0.5 | Seminar Paper | 1 | Experiments | |

| | | | | | | |
|---|---|------------------------------|------------------|--------------------|--|--------------------|
| Lectures | | | | | | |
| Written Exam | 1 | Oral Exam | | Essay | | Research |
| Project | | Continuous Knowledge Testing | 0.5 | Paper Presentation | | Practical Work 1 |
| Portfolio | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | |
| The grade consists of Attendance and participation in class: 20% Colloquium: 10% Counseling exercises assessment: 10% Research paper 30% Final exam 30% | | | | | | |
| 1.10. Obligatory Literature | | | | | | |
| G. Collins, <i>Christian Counseling: A Comprehensive Guide</i> . Dallas: Word, 1988. _____, <i>How to Be a People Helper</i> . Wheaton: Tyndale, 1995. T. Clinton, G. Ohlschlager. <i>Competent Christian Counseling</i> . Colorado Springs: Waterbrook, 2002. M. McMinn, C. Campbell. <i>Integrative Psychotherapy</i> . Illinois: IVP Academic, 2007. J. Baiswick, J. Baiswick. <i>The Family – A Christian Perspective on the Contemporary Home</i> . 2nd ed. Grand Rapids: Baker, 1999. | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | |
| Students are given an additional bibliography in class. | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | |
| Title | | | Number of copies | | | Number of Students |
| G. Collins, <i>Christian Counseling: A Comprehensive Guide</i> . Dallas: Word, 1988. | | | 5 | | | 25 |
| _____, <i>How to Be a People Helper</i> . Wheaton: Tyndale, 1995. | | | 5 | | | 25 |
| T. Clinton, G. Ohlschlager. <i>Competent Christian Counseling</i> . Colorado Springs: Waterbrook, 2002. | | | 5 | | | 25 |
| M. McMinn, C. Campbell. <i>Integrative Psychotherapy</i> . Illinois: IVP Academic, 2007. | | | 5 | | | 25 |
| J. Baiswick, J. Baiswick. <i>The Family – A Christian Perspective on the Contemporary Home</i> . 2nd ed. Grand Rapids: Baker, 1999. | | | 5 | | | 25 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | |
| Results from exam; Student evaluations; Professors class assessment | | | | | | |

Homiletics

| General Information | | | | | | | |
|--|-----|---|-----|--------------------|---|----------------|---|
| Course Director | | Mladen Jovanović | | | | | |
| Course Name | | Homiletics | | | | | |
| Study Programme | | Theology | | | | | |
| Course Status | | Compulsory | | | | | |
| Year | | Third | | | | | |
| ECTS Value and Modes of Instruction | | ECTS work load for students | | | | 4 ECTS | |
| | | Number of hours (Lectures/Exercises/Individual Work) | | | | L 2; E 1 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| <p>This course should assist students in acquiring knowledge and skill of sacral speech in churches of the protestant-evangelical tradition to a degree where the students are capable to recognize need and compose and deliver homilies accordingly. Students should be instructed in basic skills of public speaking and made aware of non-verbal communication. The course is primarily directed towards such preaching which is based in the Bible.</p> | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| Introduction to NT; Introduction to OT; Introduction to Systematic Theology | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| <p>After completing the course students are able to recognize the importance of preaching Biblical truth can explain the purpose and function of preaching in the Bible, in Christian churches and on different occasions know their own ticks in public speaking have trained how to prepare and deliver sermons in front of small groups of people have courage to commit to preaching as a ministry to the church</p> | | | | | | | |
| 1.4. Course Content | | | | | | | |
| Theory of homiletic expression (listening; rules of public speaking; communication and community building; basic kinds of sermons); structure of sermons; non-verbal communication in the Croatian cultural context; the tasks of sermons in church contexts; choice and structuring of a sermon (proclamation; up-building, crisis, celebrations etc); sermons and denominational backgrounds | | | | | | | |
| 1.5. Forms of Instruction | | <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Seminars and Workshop <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | | | <input checked="" type="checkbox"/> Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| Participation in class is mandatory (10% absences are tolerated; up to 30% can be made up for through additional individual work); in addition, students are required to contribute to class discussions and class work, to read assigned readings, prepare sermons on a given topic; evaluate the sermons of colleagues; show generosity in evaluations of colleagues; write a research paper on a given topic. | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | 0,5 | Seminar Paper | 1 | Experiments | |
| Written Exam | | Oral Exam | | Essay | | Research | 1 |
| Project | 0,5 | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | Reading | 1 | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |

| | | |
|---|---------------|-----------------|
| The final grade consists of 10 % interpretative reading 10% evaluation of sermons 40% preparation and delivery of a sermon 40% research paper | | |
| 1.10. Obligatory Literature | | |
| H. Robinson, <i>Biblical Preaching</i> . Grand Rapids: Baker – pgl 3-5 W. E. Pettry, <i>Preaching and Teaching – dostupno u hrv. Prijevodu</i> I. Škarić, <i>Temeljci suvremenog govorništva</i> . Zagreb: ŠK M. Duduit, <i>Handbook of Contemporary Preaching</i> . Nashville: Broadman (pgl 5-7) | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| -- | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | No. of copies | No. of students |
| H. Robinson, <i>Biblical Preaching</i> . Grand Rapids: Baker – pgl 3-5 | 5 | 15 |
| W. E. Pettry, <i>Preaching and Teaching – dostupno u hrv. Prijevodu</i> | 15 | 15 |
| I. Škarić, <i>Temeljci suvremenog govorništva</i> . Zagreb: ŠK | 3 | 15 |
| M. Duduit, <i>Handbook of Contemporary Preaching</i> . Nashville: Broadman (pgl 5-7) | 3 | 15 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Exam results; Student evaluations, professor's assessment of the course. | | |

Introduction to Sociology and Sociology of Religion

| General Information | | | | | | | |
|--|--|--|-----|--------------------|---|----------------|--|
| Course Director | Zorica Kuburić | | | | | | |
| Course Name | Introduction to Sociology and Sociology of Religion | | | | | | |
| Study Programme | Theology | | | | | | |
| Course Status | Compulsory | | | | | | |
| Year | Third | | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | 3 ECTS | |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | | L 2 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| This course is intended to introduce students to the scientific discipline of sociology as one which is concerned with describing and studying of social systems, their relationships and functions. The emphasis of the course is on the theoretical and empirical approach to the study of religion. | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| -- | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| After concluding the course the students Can describe sociology as science and know its terminology Can define religion and can describe its sociological characteristics and functions Can name and describe paradigms in the relationship of church and state Recognize the role of religion in other human relationships (family, nation, education, health) Can view conversion from a sociological viewpoint | | | | | | | |
| 1.4. Course Content | | | | | | | |
| Sociology as a science; methods and research field; religion as a sociological phenomenon; the structure of religion; the function of religion; church-state relationships; religion and nation; religion and family; religion and education, religion and health; conversion; social distance; Church, sect, denomination, cult; World inhabitants and world religions; the future of the relationship between religions. | | | | | | | |
| 1.5. Forms of Instruction | | <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Seminars and Workshop <input type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | | | <input checked="" type="checkbox"/> Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| Student attendance in class is mandatory (10% absences are tolerated; up to 30% excused absences can be made up for by additional individual work) In addition to class attendance the students are required to take part in class discussions, to read assigned literature in time; to hand in their research paper and to take a written exam. | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | 0.5 | Seminar Paper | 1 | Experiments | |
| Written Exam | 0,5 | Oral Exam | | Essay | | Research | |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| The final grade consists of Paper 50% Written exam 50% | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| Z. Kuburić, <i>Religija, porodica i mladi</i> . Beograd: Čigoj štampa 2008. S. Vrcan <i>Od krize religije k religiji krize</i> . Zagreb: ŠK, 1986. | | | | | | | |

| M. Hamilton, <i>Sociologija religije</i> . Beograd: KIIO, 2003. Đ. Šušnjić, <i>Znati i verovati</i> . Beograd: Čigoj | | |
|--|------------------|--------------------|
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| Z. Kuburić <i>Verske zajednice u Srbiji i verska distanca</i> . Novi Sad, 2010. Z. Simonović-Kuburić, <i>Dijalog i dogma</i> . Novi Sad: CEIR, 2002. M. Hamilton, <i>Sociologija religije</i> . Beograd: KIIO, 2003. | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| Z. Kuburić, <i>Religija, porodica i mladi</i> . Beograd: Čigoj štampa 2008. | 3 | 25 |
| S. Vrcan <i>Od krize religije k religiji krize</i> . Zagreb: ŠK, 1986. | 4 | 25 |
| Đ. Šušnjić, <i>Znati i verovati</i> . Beograd: Čigoj | 4 | 25 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Exam result; Students' evaluations; professor's self-assessment of the course | | |

Practicum 2

| General Information | | | |
|---|--|--|----------------|
| Course Director | Ligia Macelaru | | |
| Course Name | Practicum 2 | | |
| Study Programme | Theology | | |
| Course Status | Compulsory | | |
| Year | Second | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 2 ECTS | |
| | Number of hours (Lectures/Exercises/Individual Work) | E 60h | |
| 1. SYLLABUS | | | |
| 1.1. Course Objectives | | | |
| <p>Student practicum 2 is designed to further the students engagement in concrete projects in which they can test their abilities, their organizational skills, project leadership and evaluation abilities which are in the realm of their training. This projects can come from church, para-church, social organizations or NGOs and the student is one of the affirmed co-workers. Projects include but are not restricted to: summer camps for youth and children, religious education classes (in which the student is working with the team for one semester); regular preaching (or preaching series); pastoral assistant, peace building projects etc.</p> | | | |
| 1.2. Requirements for Taking the Course | | | |
| Practicum 1 | | | |
| 1.3. Expected Learning Outcomes | | | |
| <p>Students gain experience in their chosen field They understand their individual engagement as a responsibility for the group They can evaluate their own and the work of others</p> | | | |
| 1.4. Course Content | | | |
| -- | | | |
| 1.5. Forms of Instruction | <input type="checkbox"/> Lectures <input type="checkbox"/> Seminars and Workshop <input checked="" type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | <input type="checkbox"/> Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other | |
| 1.6. Comments | | | |
| -- | | | |
| 1.7. Student Responsibilities | | | |
| Students are required to work 60 hours in organizations of their own choice, but after confirmation by the Student Dean | | | |
| 1.8. Monitoring of Student Work | | | |
| Listening to Lectures | Activities in Instructions | Seminar Paper | Experiments |
| Written Exam | Oral Exam | Essay | Research |
| Project | Continuous Knowledge Testing | Paper Presentation | Practical Work |
| Portfolio | | | 2 |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | |
| Students are evaluated by their approved mentor on Student practicum evaluations which have been issued by the Faculty of VETU | | | |
| 1.10. Obligatory Literature | | | |
| -- | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | |
| -- | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | |
| Title | Number of copies | Number of Students | |
| | | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | |
| Student practicum evaluation. | | | |

Religious Movements

| General Information | | | | | | | |
|---|--|---|--------|--|---|----------------|--|
| Course Director | Stanko Jambrek | | | | | | |
| Course Name | Spiritual Movements of 20th and 21th Century | | | | | | |
| Study Programme | Theology | | | | | | |
| Course Status | Elective | | | | | | |
| Year | Third | | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | ECTS 3 | | | | |
| | Number of hours (Lectures/Exercises/Individual Work) | | L 2 | | | | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| The objectives of this course is to give an overview of the most significant spiritual movements of the 20 th century and how they contributed to the development of the global society and contemporary Christianity; stir processes of deliberation and understanding of the historical background of individual movements; enable students for independent evaluation of contemporary spiritual movements, their key leaders, their values and influences on society. | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| Church History Survey | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| After completing the course students show Understanding of influences of theological tradition on the development of contemporary Christianity; Understanding of the more significant spiritual movements and their influence on contemporary society and Christianity; Understanding of spiritual processes in the RC Church and their influences on the Croatian and global life; Ability to identify and evaluate spiritual movements in the church/society | | | | | | | |
| 1.4. Course Content | | | | | | | |
| The challenges before the Christian faith in the 17 th through 19 th century (rationalism, science, historical criticism; secularization; liberalism); Developments in the 19 th and 20 th centuries (theological liberalism, modernity, fundamentalism, neo-orthodoxy, existentialism, process theology, liberation theology); the great spiritual movements in Reformation heritage churches in the 20 th century (Pentecostalism; Evangelicalism; Charismatic movement, Church planting movement; home group movement; new apostolic reformation); Spiritual movements in Roman Catholicism in the 20 th century (renewal after 2 nd Vaticanum, ecumenical movement, charismatic movement, cursillio movement); | | | | | | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | | | | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| Students attendance is required; 20% absences are tolerated. Student participation in class is part of the final grade; students read 300-350 pages of assigned texts and are required to write a critical review of the reading. | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 0,5 | Activities in Instructions | 0,5 | Seminar Paper | | Experiments | |
| Written Exam | 1 | Oral Exam | | Essay | | Research | |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | | | Reading of text and writing review of text | 1 | | |

| | | |
|--|------------------|--------------------|
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | |
| 20% - class participation 30% - reading and critical review of the reading; 50% - written exam. | | |
| 1.10. Obligatory Literature | | |
| David L. Smith, <i>A Handbook of Contemporary Theology</i> ; Stanko Jambrek, <i>New age i kršćanstvo</i> Stanko Jambrek (editor), <i>Leksikon evanđeoskog kršćanstva</i> | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| Čikaška izjava o nepogrešivosti Biblije; Čikaška izjava o tumačenju Biblije; Čikaška izjava o primjeni Biblije; Drugi vatikanski koncil: Dokumenti; Stanko Jambrek (ur.), <i>Evanđeoski pokret: Zbornik radova sa znanstvenog skupa Protestantsko-evanđeoskog vijeće povodom 150. obljetnice Evanđeoske alijanse</i> ; Stanko Jambrek, <i>Jedinstvo i zajedništvo kršćana iz pentekostne perspektive</i> ; Stanko Jambrek, <i>Kršćanstvo i new age duhovnosti: sličnosti i suprotnosti</i> ; Stanko Jambrek, <i>Pentekostni pokret u Hrvatskoj 1907-2007</i> ; <i>Lausanski zavjet</i> ; <i>Manilski proglas</i> ; Alister E. McGrath (urednik), <i>The Blackwell Encyclopedia of Modern Christian Thought</i> . James W. Sire, <i>Izazov svjetonazora</i> ; <i>Suvremeno evanđeosko gledište rimokatoličanstva</i> ; Gene Edward Veight, <i>Guide to Contemporary Culture</i> . David L. Smith, <i>A Handbook of Contemporary Theology</i> | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| Stanko Jambrek, <i>New age i kršćanstvo</i> | 10 | 15 |
| Stanko Jambrek (editor), <i>Leksikon evanđeoskog kršćanstva</i> | 4 | 15 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Exam results; students evaluations; professor's self-assessment of the course | | |

| | | |
|---|------------------|--------------------|
| Participation in class: 10% Practical tasks and exercises: 40% Minor tests in class: 10% Final exam 40% | | |
| 1.10. Obligatory Literature | | |
| Gerkin, Charles V., An Introduction to Pastoral Care. Nashville: Abingdon Press, (1997) | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| Bidwell, Duane R. Short-Term Spiritual Guidance. Minneapolis: Fortress Press, (2004). Cloud, Henry and Townsend, John. Boundries, Grand Rapids: Zondervan (2000) Savage, John, Listening & Caring Skills in Ministry. Nashville: Abingdon, (1996) Trent, John. Love for All Seasons. Chicago: Moody Press (1996). Taylor, Barbara Brown, Speaking of Sin: The Lost Language of Salvation. Boston: Cowley Publications, (2001) | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| Gerkin, Charles V., An Introduction to Pastoral Care. Nashville: Abingdon Press, (1997) | 3 | 15 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Exam results; Student evaluations; professors assessment of the course | | |

World Religions

| General Information | | | | | | | |
|---|--|------------------------------|--|---|--------|----------------|--|
| Course Director | Tomislav Vidaković | | | | | | |
| Course Name | World Religions | | | | | | |
| Study Programme | Theology | | | | | | |
| Course Status | Elective | | | | | | |
| Year | Third | | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | 2 ECTS | | |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | L 2 | | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| <p>The course World Religions is intended to be a general overview of world religions through history and today, with the main focus on most important historical facts, figures, doctrines, rituals, holidays, and divisions in each religion. This course will shortly deal with New Age spirituality as a contemporary product of some world religions. While presenting religions, the main literature will be the encyclopedia <i>Religije svijeta</i> (published by Kršćanska sadašnjost (older edition) and Mozaik knjiga (latest edition)).</p> | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| -- | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| <p>Students</p> <ul style="list-style-type: none"> - know the basic terminology of religions - can list world religions through history and today - know how to objectively evaluate differences between religions, especially between Christianity and other religions - understand the value of the culture of interreligious dialogue - are well informed about relevant literature in Croatian and English | | | | | | | |
| 1.4. Course Content | | | | | | | |
| Introduction and terminology; History and general characteristics of religion; Leading world religions – described; dialogue between religions. | | | | | | | |
| 1.5. Forms of Instruction | | | <ul style="list-style-type: none"> ■ Lectures <input type="checkbox"/> Seminars and Workshop <input type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | <ul style="list-style-type: none"> ■ Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input type="checkbox"/> Mentoring <input type="checkbox"/> Other | | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| <p>The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work); In addition to class attendance students are required to</p> <ul style="list-style-type: none"> - read assigned literature regularly - take a written exam based on the lectures | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | | Activities in Instruction | 0.5 | Seminar Paper | | Experiments | |
| Written Exam | 1.5 | Oral Exam | | Essay | | Research | |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| Activities in Instruction (25%); Final written exam (75%). | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |

| | | |
|---|------------------|--------------------|
| <p>Beaver R. Pierce et al. (ur.). <i>Religije svijeta</i> (Zagreb: Kršćanska sadašnjost i Grafički zavod Hrvatske, 1991 or newer edition); McGrath, Alister E. <i>Uvod u kršćansku teologiju</i> (Rijeka: Ex libris; Zagreb: Teološki fakultet „Matija Vlačić Ilirik“, 2007.) – only chapter 17: <i>Kršćanstvo i svjetske religije</i></p> | | |
| <p>1.11. Additional Reading (at the time of registration of the Study Programme)</p> | | |
| <p>Marinović Bobinac, Ankica i Marinović Jerolimov, Dinka. <i>Vjerske zajednice u Hrvatskoj</i> (Zagreb: Udruga za vjersku slobodu u RH i Prometej, 2008.) Nikić, Mijo (ur.). <i>Reinkarnacija i/ili uskrnuće</i> – collection of works (Zagreb: FTIDI, 1998.) Partridge, Christopher (ur.) <i>Enciklopedija novih religija</i> (Zagreb: Naklada Ljevak, 2005.) Nigosian, S. A. <i>World Religions: A Historical Approach</i> (Boston/New York: Bedford/St. Martin's, 2000.)</p> | | |
| <p>1.12. Number of obligatory books in comparison with the number of current students in the course</p> | | |
| Title | Number of copies | Number of Students |
| Beaver R. Pierce et al. (ur.). <i>Religije svijeta</i> (Zagreb: Kršćanska sadašnjost i Grafički zavod Hrvatske, 1991 or newer edition); | 3 | 15 |
| McGrath, Alister E. <i>Uvod u kršćansku teologiju</i> (Rijeka: Ex libris; Zagreb: Teološki fakultet „Matija Vlačić Ilirik“, 2007.) – only chapter 17: <i>Kršćanstvo i svjetske religije</i> | 20 | 15 |
| <p>1.13. Modes of quality control which enhance exit knowledge, skills and competences.</p> | | |
| <p>Exam results; Student evaluations; professors self-evaluation</p> | | |

The analysis of cultural trends

| General Information | | | | | | | | |
|--|--|------------------------------|-----|--|---|----------------|--|--|
| Course Director | Anna Robbins | | | | | | | |
| Course Name | The analysis of cultural trends | | | | | | | |
| Study Programme | Theology | | | | | | | |
| Course Status | Elective | | | | | | | |
| Year | Third | | | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | 2 ECTS | | |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | | L 2; E 1 | | |
| 1. SYLLABUS | | | | | | | | |
| 1.1. Course Objectives | | | | | | | | |
| The aim of the course is to provide students with basic tools to understand how our worldview is shaped both by our culture and by our faith; it is also aimed to help students engage and critique various worldviews from a biblical Christian perspective | | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | | |
| -- | | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | | |
| <ul style="list-style-type: none"> • After completing the course students should be able to • Recount the Christ and culture debate • Engage with Atheistic Naturalism by describing its presuppositions • Recognize nihilism on TV and discuss its influence on life • Recognize the outcomes of post-modernism and consumerism and how to counter them • Reflect on the mission of the Church in the age of information overload | | | | | | | | |
| 1.4. Course Content | | | | | | | | |
| Introduction to the Christ and Culture Debate; Nothin' but Mammals? Engaging Atheist Naturalism; On the road to nowhere? Engaging Nihilism on TV; What's real? Engaging the Postmodernism of Consumerism; Who are we? Engaging the Church after Google | | | | | | | | |
| 1.5. Forms of Instruction | | | | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop ■ Exercises □ Distant Learning □ On Field Instruction | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | | | |
| 1.6. Comments | | | | | | | | |
| -- | | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | | |
| <p>The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work.)</p> <p>In addition to class attendance and participation in class discussions the students are required to read G. Marsden's critique of Niebuhr's Christ and Culture; Watch the film 'The Matrix' and 'Catfish' and think about how they present who we are and how we are in this world; write a 5 page letter (or 5 one page blog entries) to a church you know detailing how you think it has failed or succeeded in its mission to culture.</p> | | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | 0.5 | Seminar Paper | 0.5 | Experiments | | |
| Written Exam | | Oral Exam | | Essay | | Research | | |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | | |
| Portfolio | | | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | | |
| Participation in class 20% | | | | | | | | |
| Letter to the church 80% | | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | | |

| | | |
|--|---------------------------|--------------------|
| G. Marsden's critique of Niebuhrs Christ and Culture – available on the Internet. | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| -- | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| G. Marsden's critique of Niebuhrs Christ and Culture | Available on the Internet | 5 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Students' quality of papers; Students' evaluation forms; Professor's self-assessment | | |

Gender and Identity

| General Information | | | | | | | |
|--|--|--|---|--------------------|---|----------------|---|
| Course Director | Krešimir Šimić; Julijana Tešija | | | | | | |
| Course Name | Gender and Identity | | | | | | |
| Study Programme | Theology | | | | | | |
| Course Status | Elective | | | | | | |
| Year | Third | | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | ECTS 5 | |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | | L 2; S 1 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| <p>This course is a comprehensive introduction to the study of gender, how it is socially produced and what its relationships are to biological maleness and femaleness. It also and in comparison discusses how the Bible views gender roles. Special attention is given to inequality and violence as they relate to gender. The course investigates gender roles in different cultures in particular in literature. It attempts to suggest biblical solutions to contemporary questions</p> | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| general prerequisites | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| <p>After completing the course students should</p> <p>Be able to define gender and describe how its role is shaped in the human society</p> <p>Understand biblical proposals for gender and gender relationships</p> <p>Be able to argue for a usefulness of the biblical view concerning gender in contemporary debates</p> | | | | | | | |
| 1.4. Course Content | | | | | | | |
| <p>Gender and sexuality – what is the difference; How are gender roles created; gender, sexuality and inequality; Bible and gender role: exegetical exercises; gender and identity; contemporary questions on violence in families; abuse, homosexuality; families and gender roles; education for equality.</p> | | | | | | | |
| 1.5. Forms of Instruction | | <ul style="list-style-type: none"> ■ Lectures ■ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | | | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| <p>Students are required to attend class (10% is tolerated; up to 30% of excused absences can be made up for through additional individual work); students are expected to read and write critical reports on the reading according to the proposed schedule; students are required to contribute to class discussions; students are required to write and present a paper.</p> | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 2 | Activities in Instructions | 1 | Seminar Paper | 1 | Experiments | |
| Written Exam | | Oral Exam | | Essay | | Research | 1 |
| Project | | Continuous Knowledge Testing | 1 | Paper Presentation | | Practical Work | |
| Portfolio | | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| <p>The grade consists of</p> <p>25% - written critical reviews</p> <p>25% - discussion contribution in class</p> <p>50% - research paper</p> | | | | | | | |

| | | |
|---|------------------|--------------------|
| 1.10. Obligatory Literature | | |
| R. Anić, Kako razumjeti rod? Split, 2011. R. Anić – Zilka Spahić-ŠilJaK (ur.), Rod i religija, Sarajevo, transkulturalna Psihosocijalna obrazovna fondacija Univerziteta u Zenici – Univerzitet u Banja Luci, 2008. | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| <i>The Search for Intimacy</i> Hodder Headline 1994 <i>Created or Constructed: The Great Gender Debate</i> Paternoster Press 2000 David Torrance, <i>Family, Sexuality and Spirituality</i> Hansel Press 1997 | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| R. Anić, Kako razumjeti rod? Split, 2011. | 1 | 5 |
| R. Anić – Zilka Spahić-ŠilJaK (ur.), Rod i religija, Sarajevo, transkulturalna Psihosocijalna obrazovna fondacija Univerziteta u Zenici – Univerzitet u Banja Luci, 2008. | 1 | 5 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Exam results; student evaluations, professor's assessment of the course; | | |

Faith and Globalization

| General Information | | | | | | | |
|--|--|--|---|--------------------|---|----------------|---|
| Course Director | Miroslav Volf; Dalibor Kraljik | | | | | | |
| Course Name | Faith and Globalization | | | | | | |
| Study Programme | Theology | | | | | | |
| Course Status | Elective | | | | | | |
| Year | Three | | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | ECTS 5 | |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | | L 2; S 1 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| <p>This course will explore a set of issues concerning the public role of religious faiths in the context of globalization. Course meetings will (1) familiarize students with the phenomena of globalization and contemporary religious faiths, (2) explore the question of religious exclusivism in the context of a pluralistic world, and (3) examine particular instances of social, economic, and political meeting point of faiths and public life in the world today. By the end of the class students will be able to express how faith traditions and the socio-political dimensions of globalization may influence each other and why understanding this mutual process is important in the twenty-first century. Students will also develop facility in communicating and collaborating with scholars from diverse disciplines, both in terms of oral and written presentation of ideas.</p> | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| Introduction to Systematic Theology, Introduction to the New Testament; Introduction to the Old Testament; Introduction to Philosophy. | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| | | | | | | | |
| 1.4. Course Content | | | | | | | |
| What is globalisation; What is religion; Philosophical Stances: Public reason, public religion; Institutional Approaches: Liberalism, Republicanism and Communalism; Migration and Diasporas; Global Networks and Religious Movements; Religious Exclusivism and Political Pluralism; Religion and Rights; Religious Violence, Reconciliation; A Culture of Respect; | | | | | | | |
| 1.5. Forms of Instruction | | <ul style="list-style-type: none"> ■ Lectures ■ Seminars and Workshop □ Exercises ■ Distant Learning □ On Field Instruction | | | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | | |
| 1.6. Comments | | | | | | | |
| This course can be held over video-link. | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| Students are required to attend class (10% is tolerated; up to 30% of excused absences can be made up for through additional individual work); students are expected to read and write critical reports on the reading according to the proposed schedule; students are required to contribute to class discussions; students are required to write and present a paper. | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 2 | Activities in Instruction | 1 | Seminar Paper | 1 | Experiments | |
| Written Exam | | Oral Exam | | Essay | | Research | 1 |
| Project | | Continuous Knowledge Testing | 1 | Paper Presentation | | Practical Work | |
| Portfolio | | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| The grade consists of | | | | | | | |

25% - written critical reviews
25% - discussion contribution in class
50% - research paper

1.10. Obligatory Literature

Monica Duffy Toft, Daniel Philpott, and Timothy Samuel Shah, *God's Century: Resurgent Religion and Global Politics* (New York: W. W. Norton, 2011).

1.11. Additional Reading (at the time of registration of the Study Programme)

A. Giddens, *Runaway World*, Rutledge, 2004

R. Robertson, 'Mapping the Global Condition: Globalization as the central concept' in *Theory, Culture, and Society*. 1990, p 15-30;

A. Arjun. *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis, 1996. 1-27

E. Durkheim, *Elementary Forms of Religious Life*.

Stark and Bainbridge, "The Nature of Religion" in *The Future of Religion*.

T. Luckmann, 'Shrinking Transcendence, Expanding Religion?' in *Sociological Analysis*, 1990.

M. Riesebrodt, *The Promise of Salvation: A Theory of Religion*.

C. Geertz, 'Religion as a Cultural System' in *The Interpretation of Cultures*.

C. Taylor, 'What Was the Axial Revolution?' in *The Axial Age and its Consequences* (R. Bella; H. Joas, eds.) Cambridge, 2012. pp 30-46.

C. Smith, 'On Religion' in *Moral Believing Animals*.

R. J. Neuhaus, 'Public Reason and Public Religion' in *The Naked Public Square*.

R. Rorty, 'Religion as a Conversation Stopper' in *Philosophy and Social Hope*.

J. Rawls, "The idea of Public Reason Revisited" in *University of Chicago Law Review*. 64/3 (1997), 765-787.

N. Wolterstorff, 'Why We Should Reject What Liberalism Tells Us About Speaking and Acting in Public for Religious Reasons' in *Religion and Contemporary Liberalism*. University of Notre Dame Press, 1997, 162-81.

W. Connolly, 'The Conceits of Secularism' in *Why I am not a Secularist*.

J. Stout, *Religion and Public Reason*.

J. Bowen, *Why the French Don't Like Headscarves*.

K. Khory, 'The Shah Bano Case: Some Political Implications' in *Religion and Law in Independent India*. Baird, ed. Ch 9

M. Juergensmeyer, 'Thinking Globally About Religion' in *Global Religions: An Introduction*. 2003. 3-13

Yang & Ebaugh, 'Transformation in New Immigrant Religions and their Global Implications' in *American Sociological Review*, 2001.

O. Roy, *Globalized*.

Keck and Sikkink, 'Transformational advocacy networks in international and regional politics'

P. Stamatov, "Activist Religion, Empire and the Emergence of Modern Long-Distance Advocacy Networks" in *American Sociological Review*, 2010.

P. Kurien, "Multiculturalism and 'American' Religion: The Case of Hindu Americans" in *Social Forces*, 2006.

M. Volf, 'Religious Exclusivism and Political Pluralism' draft

Sachedina, Abdulaziz Abdulhusein. 'The Search for Democratic Pluralism in Islam' in *Islamic Roots of Democratic Pluralism*. New York, 2001. 3-21

J. Shields, *Democratic Virtues of the Christian Right*. Princeton Uni Press, 2009. "Introduction", pp. 1---18, Ch.1 "Democratic Education in the Christian Right" pp 19-45;

Ch. Taylor, 'Conditions of an Unforced Consensus on Human Rights' in *The East Asian Challenge For Human Rights* New York, 1999. 124-----26 & 129-----44.

J. Fredericks, Buddhism and Human Rights: The Recent Buddhist Discussion and its Implications for Christianity in *Human Rights and Responsibilities in the World Religions*. Oxford, 2003. 247-----57 & 260-----61.

J. Witte, A. Dickensian 'Era of Religious Rights' in *Gods Just Gods, Justice: Law and Religion in the Western Tradition*. Grand Rapids, 2006. 68-79

C. Kurzman, 'The Globalization of Rights in Islamic Discourse' in *Islam Encountering Globalization*. London, 2002. 131-155.

J. Assman, *The Price of Monotheism*. 1-84; 104-120.

C. Taylor, 'Notes on the Sources of Violence: Perennial and Modern' in *Beyond Violence: Religious Sources of Social Transformation in Judaism, Christianity and Islam*. New York, 2004. 15-40

M. Juergensmeyer, 'Cosmic War' in *Terror in the Mind of God: The Global Rise of Religious Violence*. Berkley 2003. 3- 15; 148-166.

M. Volf, 'Christianity and Violence' in *Reflections 91/1 (2004) 16-22*.

R. Scott, 'Retrieving the Missing Dimension of Statecraft: Religious Faith in the service of reading

Peacebuilding in Faith-Based Diplomacy: Trumping Realpolitik. New York, 2003. 236-56
 C. Taylor, 'The Politics of Recognition' in *Multiculturalism: Examining the Politics of Recognition*. Princeton, 1994. 25- 74
 J. Sacks, *The Dignity to Difference: How to Avoid the Clash of Civilizations*. New York, 2002.1-23
 R. Siegel, Dignity. In Yale Law School Global Constitutionalism Seminar Readings. 1-14; 52-59; 62-72
 M. Volf, 'Culture of Respect' in *Faith and Globalization (forthcoming)*

1.12. Number of obligatory books in comparison with the number of current students in the course

| Title | Number of copies | Number of Students |
|---|------------------|--------------------|
| Monica Duffy Toft, Daniel Philpott, and Timothy Samuel Shah, <i>God's Century: Resurgent Religion and Global Politics</i> (New York: W. W. Norton, 2011). | 1 | 5 |

1.13. Modes of quality control which enhance exit knowledge, skills and competences.

Exam results; student evaluations, professor's assessment of the course;

Faith and Creation Care

| General Information | | | | | | | |
|--|--|--|--|--------------------|---|----------------|--|
| Course Director | Ksenija Magda | | | | | | |
| Course Name | Faith and Creation Care | | | | | | |
| Study Programme | Theology | | | | | | |
| Course Status | Elective | | | | | | |
| Year | Third | | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | 5 ECTS | |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | | L 2; S 1 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| <p>The course aims to deepen students' understanding of the environmental crisis facing the planet, and the steps that are needed to respond. Particular reference is made to the impact of climate change, and the depletion of fossil fuels, drinking water, and natural habitats. The impact of unregulated consumerism, international travel, population growth, and war is also highlighted. The biblical and theological basis for creation care is emphasized, along with the inter-connectedness of ecological, economic and social well-being.</p> | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| -- | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| <p>Students understand:</p> <ul style="list-style-type: none"> • The extent and nature of the global environmental crisis • The principal causes of the crisis • The biblical and theological basis for creation care • Students have competence in evaluating the environmental impact of their own lifestyle • students make connections between the evident problems which affect environment and theology • students investigate new biblical and theological approaches to environment | | | | | | | |
| 1.4. Course Content | | | | | | | |
| <p>Ecology and Theology: what they have in common; Health check on the world and on our neighborhood; Are the Christians to be blamed (Sanctity of Human Life; Dominion Theology); OT and questions in creation care; NT and issues in creation care; Where do we go from here? Towards a theology of creation care; How to live as a Christian and care?</p> | | | | | | | |
| 1.5. Forms of Instruction | | <ul style="list-style-type: none"> ■ Lectures ■ Seminars and Workshop □ Exercises □ Distant Learning ■ On Field Instruction | | | <ul style="list-style-type: none"> ■ Individual work ■ Multi Media and IT □ Laboratories □ Mentoring □ Other | | |
| 1.6. Comments | | | | | | | |
| <p>This course is co-taught by theologians and ecologists/biologists The course is taught as a modular course (not linear throughout the semester) to enable intensive work;</p> | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| <p>The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work). In addition to class attendance the student is required to actively participate in all segments of instruction including field trip, readings and finishing homework on time. Students will be ask to begin their research and paper writing ahead of time so they can present their papers in class; or the modular classes are split in a two week instruction in the spring (March/April) and a seminar week in May/June.</p> | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | | Seminar Paper | 2 | Experiments | |
| Written Exam | | Oral Exam | | Essay | | Research | |
| Project | | Continuous Knowledge | | Paper Presentation | 0,5 | Practical Work | |

| | | | | | | |
|--|--|------------|-----|---------|---|--|
| | | Testing | | | | |
| Portfolio | | Field Work | 0,5 | Reading | 1 | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | |
| <p>The final grade consists of: 20% attendance and participation in class 30% homework and related reading 50% research paper and presentation of it in class</p> | | | | | | |
| 1.10. Obligatory Literature | | | | | | |
| Steven Bouma-Prediger, <i>For the Beauty of the Earth. A Christian Vision for Creation Care</i> , 2 nd ed. (Grand Rapids: Baker Academic, 2010) | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | |
| <p>Richard Bauckham, <i>The Bible and Ecology: Rediscovering the Community of Creation</i>. Sarum Theological Lectures (Baylor University Press: 2010) Steven Bouma-Prediger, <i>For the Beauty of the Earth. A Christian Vision for Creation Care</i>, 2nd ed. (Grand Rapids: Baker Academic, 2010) 180 pp. Calvin B. DeWitt, <i>Earth-Wise: A Biblical Response to Environmental Issues</i>. Issues in Christian Living. 2nd ed. (Faith Alive Resources, 2007) 80 pp. Fred H. Van Dyke <i>et al</i> (eds.), <i>Redeeming Creation: The Biblical Basis for Environmental Stewardship</i> (Downers Grove: IVP, 1996) 180 pp. Dennis Edwards, <i>Ecology at the Heart of Faith</i> (Maryknoll NY: Orbis Books, 2006) 120 pp. Ben Lowe (ed.), <i>Green Revolution: Coming Together to Care for Creation</i> (Downers Grove: IVP, 2009) 170 pp. Hilary Marlow, <i>The Earth is the Lord's: A Biblical Response to Environmental Issues</i> (Cambridge: Grove Booklets 2008) Sallie McFague, <i>A New Climate for Theology: God, the World, and Global Warming</i> (Minneapolis: Augsburg Fortress, 2008) 180 pp. Iain Provan, <i>Tenants in God's Land. Earth-keeping and People-keeping in the Old Testament</i> (Cambridge: Grove Booklets 2008) Scott C. Sabin, <i>Tending to Eden: Environmental Stewardship for God's People</i> (Valley Forge PA: Judson Press, 2010) 120 pp. Stella Simiyu and Peter Harris, <i>Caring for Creation. Part of Our Gospel Calling?</i> (Cambridge: Grove Booklets 2008) Matthew Sleeth, <i>The Gospel According to the Earth: Why the Good Book Is a Green Book</i> (New York: Harper Collins, 2010) 200 pp. Christine Williams (ed.), <i>The Eleventh Commandment: Caring for Creation – Words of Wisdom From the World's Great Faith Traditions</i> (Earth Faith Publications, 2011) 180 pp. Christopher J.H. Wright, <i>The Mission of God. Unlocking the Bible's Grand Narrative</i> (Downers Grove: IVP, 2006) 397–420</p> <p>Climate change</p> <p>Bob Henson, <i>The Rough Guide to Climate Change</i>. Rough Guides Reference Titles (London: Penguin, 2006) 320 pp. John Houghton, <i>Global Warming</i> (Oxford, Lion, 1994) John Houghton, <i>Global Warming: The Complete Briefing</i>, 4th ed. (Cambridge: Cambridge University Press, 2009) 400 pp. John Houghton, 'The Science of Global Climate Change. Facing the Issues. What are the Issues?' (Lausanne 2010)</p> <p>Lifestyle</p> <p>R.J. Berry (ed.), <i>When Enough is Enough: A Christian Framework for Environmental Sustainability</i> (Nottingham: IVP / Apollos, 2007) 180 pp. R.J. Berry, <i>The Care of Creation – Focusing Concern and Action</i> (IVP, 2000) 180 pp. Robert Frost, <i>Planetwise: Dare to Care for God's World</i> (Nottingham: IVP, 2008) 150 pp.</p> | | | | | | |

Matthew Sleeth, *Serve God, Save the Planet: A Christian Call to Action* (Grand Rapids: Zondervan, 2007) 180 pp.
 Nick Spencer and Robert White, *Christianity, Climate Change and Sustainable Living* (London: SPCK, 2007) 200 pp.

1.12. Number of obligatory books in comparison with the number of current students in the course

| Title | Number of copies | Number of Students |
|--|------------------|--------------------|
| Steven Bouma-Prediger, <i>For the Beauty of the Earth. A Christian Vision for Creation Care</i> , 2 nd ed. (Grand Rapids: Baker Academic, 2010) | 1 | 5 |

1.13. Modes of quality control which enhance exit knowledge, skills and competences.

Results at exam; Student evaluations; Professors self-assessment

Themes in the Old Testament

| General Information | | | |
|---|--|---|----------------------|
| Course Director | Marcel Macelaru | | |
| Course Name | Themes in the Old Testament | | |
| Study Programme | Theology | | |
| Course Status | Compulsory | | |
| Year | Third | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | ECTS 3 |
| | Number of hours (Lectures/Exercises/Individual Work) | | L 2 |
| 1. SYLLABUS | | | |
| 1.1. Course Objectives | | | |
| This is an upper level undergraduate course designed to introduce the student to the academic study of the Old Testament theology by examining its literary style, themes, genre and context. It highlights the hermeneutical interface between text and theology. | | | |
| 1.2. Requirements for Taking the Course | | | |
| Introduction to the Old Testament; Old Testament Exegesis; Introduction to Systematic Theology | | | |
| 1.3. Expected Learning Outcomes | | | |
| After completing the course students should Understand the development of OT theology from the last century to the present Be familiar with major figures in OT research and their methodologies Students understand the relation between OT theology and other discipline in theology Students understand major themes in the OT and can recount their development and importance | | | |
| 1.4. Course Content | | | |
| Critical methodological issues for doing Old Testament Theology; A historical review of the fundamental questions of method and interpretation; formation of text and canon; issues of authority and meaning; Biblical Israel's political and religious institutions; Understanding of the progression of the revelation of God as seen in the encounter between the divine and Israel described in the canon of the Old Testament; Themes and their relevance throughout the Bible | | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | |
| 1.6. Comments | | | |
| -- | | | |
| 1.7. Student Responsibilities | | | |
| Students are required to attend class (10% is tolerated; up to 30% of excused absences can be made up for through additional individual work); students are also expected to read required texts, write an out-line of the course (5 p.) on account of their notes; write an essay; | | | |
| 1.8. Monitoring of Student Work | | | |
| Listening to Lectures | 1 | Activities in Instruction | Seminar Paper |
| Written Exam | | Oral Exam | Essay |
| Project | | Continuous Knowledge Testing | 1 Paper Presentation |
| Portfolio | | | |
| | | | Experiments |
| | | | 1 Research |
| | | | Practical Work |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | |
| The grade consists of 25% - class participation 25% - class outline | | | |

| | | |
|--|------------------|--------------------|
| 50% - essay | | |
| 1.10. Obligatory Literature | | |
| Hogenahaven, Jesper. <i>Problems and Prospects of OT Theology</i> . Hasel, G. <i>Old Testament Theology: Basic Issues in Current Debate</i> . | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| Clements, R.E. <i>Old Testament Theology: A Fresh Approach</i> . Atlanta: John Knox, 1978. Martens, E.A. <i>A Focus on Old Testament Theology</i> . Grand Rapids: Baker, 1981. Anchor Bible Dictionary | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| Hogenahaven, Jesper. <i>Problems and Prospects of OT Theology</i> . | 3 | 15 |
| Hasel, G. <i>Old Testament Theology: Basic Issues in Current Debate</i> . | 3 | 15 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Exam results; student evaluations, professor's assessment of the course; | | |

Public relations and culture of speech, reading and writing

| General Information | | |
|--|--|----------|
| Course Director | Julijana Mladenovska-Tešija | |
| Course Name | Public relations and culture of speech, reading and writing | |
| Study Programme | Theology | |
| Course Status | Compulsory | |
| Year | Third | |
| ECTS Value and Modes of Instruction | ECTS work load for students | ECTS 4 |
| | Number of hours (Lectures/Exercises/Individual Work) | L 2; E 1 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| <p>This course intends to familiarize students with media, its functioning, structure, but also with public relations. Fundamentals of media theory, specificities of published, electronical and new media, and two- and multiple-way communication. Theory of media relations as a fundamental part of public relations and mutual dependency of public and media relations. Importance of the media and strategy of public relations for religious institutions. Analysis of media announcements for the needs of of public relations, reactive, proactive, strategic and crisis media relations. Practical familiarizing with the media, writing and communication with media, visits to media houses, role playing in the studio.</p> | | |
| 1.2. Requirements for Taking the Course | | |
| -- | | |
| 1.3. Expected Learning Outcomes | | |
| <p>After completing this course students need to show these general and specific competencies:</p> <ul style="list-style-type: none"> - understanding the importance of the media in a democratic society - being able to describe why is collaboration with the media important and in what ways it can be improved - describing theories and giving practical examples of campaigns - understanding the concept of news and being able to write news for the media - describing elements of efficient slogans - being able to write invitations for the media - understanding elements of the relationship with journalists - describing an efficient way of media presentation: publishing, radio, TV - seeing and experiencing publishing of newspapers, radio and TV setting | | |
| 1.4. Course Content | | |
| <ul style="list-style-type: none"> • Introduction to media. A short history of the media. How do media work? Types of media. Why is media important? Media and democracy. Church and media. Homework for next class: Find articles in the media that refer to certain events – single out those referring to the church. Notice the presence of those news. Say which media was analyzed. • Public relations. Theories and practice. Examples of campaigns. Public relations and spin. Homework: look at given examples. Analyze applied strategies of public relations. • Discussion about homework. What is news, what isn't news and how to turn an event into news? Christian messages between believers and secular society/media. Write a message – importance of slogans/logos, visual part of the message – design a poster. Write an invitation for the media (T5Ws). The importance of a mailing list and contact-journalists. Class exercises: writing to media. Homework: Present an event (individual or group work). • Presentations – evaluation and discussion. What is good and what isn't? How to write a good message? How to attract the media? Strategies and tactics. Recreational, proactive and crisis action directed towards the media. • Writing articles about an event. Writing a broader text about an event. Why is it important for us to be Christians in the world (text and context). Analysis of P. Kuzmič's text in "Glas Slavonije" – Power point. Homework 4: write an article about an event (given script). Preparation for a visit to "Glas Slavonije". Pisanje članka o događaju. • Visit to "Glas Slavonije" – talking to journalists. • Appearance on TV: What's the deal? Speaking on TV (way of talking, speed, colloquialisms...). Body language (gestures, look – camera). Appearance (colours, various clothing combinations). The importance of preparing: anticipating possible questions – creating answers. In class: analysis of a TV appearance. • A visit to Osječka TV – talking to a studio journalist. | | |

| | | | | | | | |
|---|-----|--|---|--------------------|---|----------------|-----|
| <ul style="list-style-type: none"> • Preparations for studio appearance – Role playing. Reading the script. Preparing for possible questions and answers. Repeating everything we have learned. Group work. • Studio appearance – Role playing. Guest: journalist-host. Agency “Ypsilon” and the camera crew. Toni Balog, editing, EvTF Media Centre. Recording and editing material. • Posjet Osječkom radiju - razgovor s novinarom u studiju. • Re-watching video material from the studio appearance with other colleagues. Discussion about good and bad sides of the appearance. • “Media between freedom of speech and responsible informing”. Lecture and discussion with a guest lecturer. The importance of communicating with the media for religious institutions. Vatikan’s and other’s strategies. • Taking a written exam – open-type questions and answers. | | | | | | | |
| 1.5. Forms of Instruction | | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop ■ Exercises □ Distant Learning ■ On Field Instruction | | | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| <p>The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work).</p> <p>The student is required to take part in fieldwork – visits to media houses.</p> <p>The student is required to participate in the practical part of the lectures – role playing.</p> <p>The student is required to do individual homework in preparation for class.</p> | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 0,5 | Activities in Instruction | 1 | Seminar Paper | | Experiments | |
| Written Exam | 1 | Oral Exam | | Essay | | Research | |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | 1,5 |
| Portfolio | | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| <p>The final grade consists of</p> <p>Class and activities participation 15%</p> <p>Participation during visits to media houses 25%</p> <p>Participation in practical work – role playing 25%</p> <p>Written exam 35%</p> | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| <p><i>Lynette S. Burns, Razumjeti novinarstvo;</i> M. McLuhan, Razumijevanje medija.</p> | | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | | |
| <p>Д. Ђурић, Новинарска радионица;</p> <p>H. Bauer, Sloboda medija i javno mnijenje – medijska politika u SR Njemačkoj;</p> <p>W. Besson – G. Jasper, Temeljni pojmovi moderne demokracije.</p> | | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | | |
| Title | | Number of copies | | Number of Students | | | |
| <i>Razumjeti novinarstvo</i> | | 3 | | 15 | | | |
| <i>Razumijevanje medija</i> | | 3 | | 15 | | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | | |
| Exam results. Student evaluations. | | | | | | | |

Ecumenical Theology

| General Information | | | | | | | |
|---|---|--|-----|--------------------|---|----------------|--|
| Course Director | | Peter Kuzmič; Daniel Oprean | | | | | |
| Course Name | | Ecumenical Theology | | | | | |
| Study Programme | | Theology | | | | | |
| Course Status | | Compulsory | | | | | |
| Year | | Third | | | | | |
| ECTS Value and Modes of Instruction | | ECTS work load for students | | | | ECTS 3 | |
| | | Number of hours (Lectures/Exercises/Individual Work) | | | | P 2 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| <p>The goal of this course is to present students with a general framework for the understanding of ecumenical theology with the purpose of a successful inter-church dialogue. Students are also introduced to other Christian churches and communities, their organization, history and theology. The students are lead to understand and evaluate ecumenical efforts of different churches, church associations and other organizations with a goal to promote ecumenical dialogue.</p> | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| There are none. | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| <p>After completing this course students are able to understand the contemporary ecumenical dialogue successfully evaluate ecumenical endeavors of diverse churches describe the standpoints towards ecumenism found in diverse churches and church groups recognize obstacles to ecumenism in concrete social and religious circumstances find and propose solutions for the advancement of dialogue in concrete situations</p> | | | | | | | |
| 1.4. Course Content | | | | | | | |
| <p>Terminology and definitions of ecumenism; Biblical foundations for ecumenism; Motives and factors in ecumenism; The history of ecumenical efforts especially during 19th and 20th centuries; Attitudes of churches towards ecumenism; Theological problems and criticism of ecumenism; Contemporary Christian world: actual statistics; Ecumenical dialogue and partnership in diverse countries; The analysis of the factor of success and smaller successes; Main ecumenical events and their significance for the development of ecumenism in the world; Ecumenism and inter-religious dialogue; general and functional International Christian fellowships; General inter-religious unions and organizations; the importance of the Lausanne Covenant for the communion of Evangelical Christians in the world for a global Gospel outreach.</p> | | | | | | | |
| 1.5. Forms of Instruction | | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning ■ On Field Instruction | | | <ul style="list-style-type: none"> □ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| <p>Students are required to attend class (10% of absences are tolerated; up to 30% of justified absences can be made up for by additional individual work); in addition, students have to read assigned literature according to schedule and participate in class discussions for which they are graded; students are requested to write and present a paper.</p> | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | 0.5 | Seminar Paper | 1 | Experiments | |
| Written Exam | | Oral Exam | | Essay | | Research | |
| Project | | Continuous Knowledge Testing | | Paper Presentation | 0.5 | Practical Work | |

| | | | | | | |
|--|---------|-----------------|--|----------------|--|--|
| Portfolio | Reading | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | |
| The grade consists of 25% - discussion contributions in class 75% - paper and presentation in class | | | | | | |
| 1.10. Obligatory Literature | | | | | | |
| <ol style="list-style-type: none"> 1. Miz, R.: Uvod u teologiju ekumenizma, Grkokatolička parohija Sv. apostola Petra i Pavla, N. Sad 2001. 2. Miz, R.: Kršćanski istok, Grkokatolička parohija Sv. apostola Petra i Pavla, Novi Sad 2001. 3. Perić, R.: Ekumenske nade i tjeskobe, Mostar 1993. 4. Vukšić, T.: Mi i oni. Siguran identitet pretpostavka susretanja. Miscellanea de oecemenismo, Sarajevo 2000. | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | |
| <ul style="list-style-type: none"> • Dokumenti Drugog vaticanskog sabora. Kršćanska sadašnjost, Zagreb 1972. • Barišić, J.: Da budu jedno, Split 1976. • Rouse, S. C., Neill, R., eds., A History of the Ecumenical Movement, Vol. 1: 1517 - 1948, London 1967. • Flesseman-van Leer, E. ed.: The Bible: its Authority and Interpretation in the Ecumenical Movement, Geneva 1980. • Van der Bent, A. J.: Major Studies and Themes in the Ecumenical Movement, Geneva 1981. • Fay, H. E.: The Ecumenical Advance, London 1970. • 7. Johnstone, P.: Operation World, A Day-to-day Guide to Praying for the World, (4th izd.) 1986. | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | |
| Naslov | | Broj primjeraka | | Broj studenata | | |
| Miz, R.: Uvod u teologiju ekumenizma | | 3 | | 15 | | |
| Miz, R.: Kršćanski istok, | | 3 | | 15 | | |
| Perić, R.: Ekumenske nade i tjeskobe, | | 3 | | 15 | | |
| Vukšić, T.: Mi i oni. Siguran identitet pretpostavka susretanja. | | 3 | | 15 | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | |
| Results in the exam; student evaluations; professor's self-assessment of the course | | | | | | |

Gospel and Culture

| General Information | | | | | | | |
|---|--|------------------------------|--|--------------------|-----|--|--|
| Course Director | Krešimir Šimić | | | | | | |
| Course Name | Gospel and Culture | | | | | | |
| Study Programme | Christian Theology; Applied Theology; Religion and Society | | | | | | |
| Course Status | Compulsory | | | | | | |
| Year | Third | | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | 3 ECTS | |
| | Number of hours (Lectures/Exercises/Seminars) | | | | | L 2 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| - noticing the correlation between the Gospel, culture and science. | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| - | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| - the student is aware of the correlation between faith, (theology), culture and science. | | | | | | | |
| 1.4. Course Content | | | | | | | |
| Man as a cultural being; different approaches to the phenomenon of culture (anthropological, philosophical, theological, semiotic); religion as an important cultural component; art and culture; science and culture; enculturation of the gospel; art, science and the gospel; postmodern culture and religion; postmodern culture and the gospel (concrete examples from the fields of art – music, film, literature). | | | | | | | |
| 1.5. Forms of Instruction | | | <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Seminars and Workshop <input type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | | | <input checked="" type="checkbox"/> Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input checked="" type="checkbox"/> Mentoring <input type="checkbox"/> Other | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| The student is required to attend classes (10% absence is allowed; up to 30% absence for justified reasons can be made up through additional individual work); students are required to write a critical review of the given literature (5 pages) and to take the final exam. | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | 1 | Seminar Paper | | Experiments | |
| Written Exam | | Oral Exam | 0,5 | Essay | 0,5 | Research | |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work | |
| Portfolio | | | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | | |
| Class participation: 30% | | | | | | | |
| Critical review of literature: 40% | | | | | | | |
| Final exam: 30% | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| Paul Tillich, Teologija kulture, Ex libris, Rijeka, 2009. | | | | | | | |
| Joseph Ratzinger, Kršćanstvo i kriza kultura, Verbum, Split, 2008. | | | | | | | |
| Miroslav Volf, A Public Faith, Brazos Press, 2011. | | | | | | | |
| Krešimir Šimić, Njoj na spomen. Rasprave o vjeri i kulturi, Kršćanska sadašnjost, Zagreb, 2007. | | | | | | | |

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|---|------------------|--------------------|
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| Hans. Küng, Postoji li Bog? Odgovor na pitanje o Bogu u novome vijeku, Zagreb, 1987 (ponovljeno izdanje Ex libris, Rijeka, 2006.) | | |
| Henry de Lubac, Drama ateističkog humanizma, Rijeka, Ex libris, 2009. | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| Paul Tillich, Teologija kulture, Ex libris, Rijeka, 2009. | 6 | 15 |
| Joseph Ratzinger, Kršćanstvo i kriza kultura, Verbum, Split, 2008. | 3 | 15 |
| Miroslav Volf, A Public Faith, Brazos Press, 2011 | 3 | 15 |
| Krešimir Šimić, Njoj na spomen. Rasprave o vjeri i kulturi, Kršćanska sadašnjost, Zagreb, 2007. | 6 | 15 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Exam results; student evaluations; professors' self-assessment | | |

Final Thesis

| General Information | | | | | |
|--|--|---|---|--|----------------|
| Course Director | Depending on the choice of the Faculty | | | | |
| Course Name | Final thesis | | | | |
| Study Programme | Theology | | | | |
| Course Status | Compulsory | | | | |
| Year | Third | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | 8 ECTS | |
| | Number of hours (Lectures/Exercises/Individual Work) | | | 240 hours | |
| 1. SYLLABUS | | | | | |
| 1.1. Course Objectives | | | | | |
| The goal of the final academic thesis is that the student, with the help of his/her mentor, tries to compose a longer academic work, and that in that process, he/she learns to structure arguments. In this thesis the student is firstly required to understand the theological literature in Croatian and that he/she adequately uses theological literature in English. | | | | | |
| 1.2. Requirements for Taking the Course | | | | | |
| Students need to have passed all undergraduate courses. | | | | | |
| 1.3. Expected Learning Outcomes | | | | | |
| <p>In the thesis the student is required</p> <ul style="list-style-type: none"> - to write a 30-40 page long thesis (9000-12000 words) in which he/she has presented the given topic well; - to show knowledge of basic theological literature, scientific terminology (in English and Croatian), of the fields of theology and their methods - to use sources adequately (while paraphrasing and quoting), and to differentiate between his/her own thoughts and thoughts of others - to present the topic logically and to confirm his/her thesis - to show good knowledge of academic language (Croatian and English) - to use Word processor - to know how to choose adequate sources from the library and the Internet | | | | | |
| 1.4. Course Content | | | | | |
| -- | | | | | |
| 1.5. Forms of Instruction | | <input type="checkbox"/> Lectures <input type="checkbox"/> Seminars and Workshop <input type="checkbox"/> Exercises <input type="checkbox"/> Distant Learning <input type="checkbox"/> On Field Instruction | | <input checked="" type="checkbox"/> Individual work <input type="checkbox"/> Multi Media and IT <input type="checkbox"/> Laboratories <input checked="" type="checkbox"/> Mentoring <input type="checkbox"/> Other | |
| 1.6. Comments | | | | | |
| -- | | | | | |
| 1.7. Student Responsibilities | | | | | |
| Students are required to work according to the final thesis instructions given by the Faculty; students need to collaborate with the mentor in each phase and accordingly hand in drafts. In case the student is not collaborating with the mentor as previously agreed upon (and as instructed by the Faculty) the mentor is not obliged to take responsibility for the student's work and can withdraw the mentorship. | | | | | |
| 1.8. Monitoring of Student Work | | | | | |
| Listening to Lectures | | Activities in Instructions | | Seminar Paper | Experiments |
| Written Exam | | Oral Exam | | Essay | Research |
| Project | | Continuous Knowledge Testing | | Paper Presentation | Practical Work |
| Portfolio | | Writing | 2 | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | |

| | | |
|--|------------------|--------------------|
| Mentor | | |
| 1.10. Obligatory Literature | | |
| -- | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| -- | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| The student's evaluation of practice. | | |

The History of Christianity in Croatia

| General Information | | | | | |
|--|---|--|--|---|----------------|
| Course Director | | Stanko Jambrek | | | |
| Course Name | | The History of Christianity in Croatia | | | |
| Study Programme | | Theology | | | |
| Course Status | | Elective | | | |
| Year | | Third | | | |
| ECTS Value and Modes of Instruction | | ECTS work load for students | | ECTS 3 | |
| | | Number of hours (Lectures/Exercises/Individual Work) | | L 2 | |
| 1. SYLLABUS | | | | | |
| 1.1. Course Objectives | | | | | |
| <p>This course gives an overview of Christian history in Croatia – from the baptism of Croats to today; the emphasis is put on RC, Orthodox, Protestant and Free churches. It also introduces students to spiritual movements in Croatia: Evangelical, Pentecostal, charismatic, and the church renewal movement after the 2nd Vaticanum.</p> | | | | | |
| 1.2. Requirements for Taking the Course | | | | | |
| Church history survey | | | | | |
| 1.3. Expected Learning Outcomes | | | | | |
| <p>After finishing this class the students</p> <ul style="list-style-type: none"> Have a clear vision of the developments of Christianity in Croatia Understand the role of individual churches for the development of the Croatian society Understand the value of the Christian cultural heritage and its influence on the contemporary society Understand when and how divisions happened among Christians and how that influenced the development of denominations Understand how spiritual movements contribute to the unity of the church Value the contribution of Protestant-Evangelical churches to contemporary society and culture. | | | | | |
| 1.4. Course Content | | | | | |
| <p>Introduction; Christianity in Illyricum until the arrival of Croats; Church during the reign of national rulers; Croatian church from the union with Hungary to Turkish wars (12-15th cent); Counter-Reformation and Catholic renewal in Croatian lands; Uniate movements and Orthodoxy in Croatia; Christianity in Croatia in the 19th and 20th centuries.</p> | | | | | |
| 1.5. Forms of Instruction | | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | |
| 1.6. Comments | | | | | |
| -- | | | | | |
| 1.7. Student Responsibilities | | | | | |
| <p>Students' attendance in class is required (10% absences are tolerated; up to 30% of excused absences can be made up for through individual work)</p> <p>In addition to participation in class students are required to read assigned literature and write critical reviews (4-5 pages) according to specifications in class. Students are required to take the final exam.</p> | | | | | |
| 1.8. Monitoring of Student Work | | | | | |
| Listening to Lectures | 1 | Activities in Instructions | | Seminar Paper | Experiments |
| Written Exam | 1 | Oral Exam | | Essay | Research |
| Project | | Continuous Knowledge Testing | | Paper Presentation | Practical Work |
| Portfolio | | | | Reading and reading report | 1 |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | |

| | | |
|---|------------------|--------------------|
| Final grade consists of the following: Class participation – 20% Reading reviews – 30 % Final exam – 50% | | |
| 1.10. Obligatory Literature | | |
| Stanko Jambrek, <i>Hrvatski protestantski pokret u 16. i 17. stoljeću</i> Stanko Jambrek, <i>Crkve reformacijske baštine</i> Franjo Šanjek, <i>Kršćanstvo na hrvatskom prostoru</i> | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | |
| Borislav Arapović, <i>Njihovim tragom: Prvi pentekostalci u Hrvatskoj</i> ; Boisset, Jean, <i>Protestantizam</i> ; Franjo Bučar, <i>Povijest hrvatske protestantske književnosti za reformacije</i> ; Josip Horak, <i>Baptisti: povijest i načela vjerovanja</i> ; Ruben Knežević, <i>Pregled povijesti baptizma na hrvatskom prostoru: Priručnik za interaktivnu poduku u vjeri</i> ; Franjo Šanjek, <i>Crkva i kršćanstvo u Hrvata</i> ; | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | |
| Title | Number of copies | Number of Students |
| Stanko Jambrek, <i>Hrvatski protestantski pokret u 16. i 17. stoljeću</i> | 3 | 15 |
| Stanko Jambrek, <i>Crkve reformacijske baštine</i> | 7 | 15 |
| Franjo Šanjek, <i>Kršćanstvo na hrvatskom prostoru.</i> | 4 | 15 |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | |
| Exam results, students evaluations; professor's self-assessment of the course | | |

The History and the Theology of the Revivals

| General Information | | |
|--|--|---|
| Course Director | Stanko Jambrek | |
| Course Name | The History and the Theology of the Revivals | |
| Study Programme | Theology | |
| Course Status | Elective | |
| Year | Third | |
| ECTS Value and Modes of Instruction | ECTS work load for students | ECTS 3 |
| | Number of hours (Lectures/Exercises/Individual Work) | L 2 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| <p>Help students understand revivals in Old and New Testaments. Direct students to research revivals during history and their impact on church and society. Introduce students to the most important literature by revival leaders. Enable students to research the literature by revival leaders independently. Point to various theological emphasis during revivals which formed Christian traditions and shaped new denominations</p> | | |
| 1.2. Requirements for Taking the Course | | |
| General conditions – Completed Church history | | |
| 1.3. Expected Learning Outcomes | | |
| <p>After students complete required assignments and final exam they will: understand the role of revivals in biblical history. understand the role and importance of Church history. understand the value and impact of revivals on contemporary society. understand when, how and why divisions in Christianity occurred and Christian churches got shaped. understand how and when were certain Protestant-evangelical doctrines and services shaped and developed. understand when, how and why various spiritual movements in Christian churches occurred and their contribution to the unity of the church. know what is the contribution of the protestant-evangelical churches in the contemporary society and culture</p> | | |
| 1.4. Course Content | | |
| <p>Introduction; Definitions of the Revival. Revival in the Old Testament. Revival in the New Testament. Revival in the Early Church (100-325) The new revivalists: Monasticism (325-600) The Monastic Renewal (600-1517) The Reformation (1517-1700) The Methodist Revival (1700-1900) The Great Awakening (1726-1750) The Second Great Awakening (1800-1840) Pentecostal Revival (1906-1930) The Healing Revival (1946-1956) The Latter Rain Revival (1948-1965) The Charismatic Movement (1960-now) The Third Wave (1977-now) Other significant revivals in 20th Century.</p> | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other |
| 1.6. Comments | | |
| -- | | |

| | | | | | |
|---|---|------------------------------|--|----------------------------|----------------|
| 1.7. Student Responsibilities | | | | | |
| Students are required to attend lectures (10% is tolerated; up to 30% of excused absences can be made up for through additional individual work). | | | | | |
| 1. Reading required text: for every read text students should write a 4-5 pgs review (according to directions for writing professional reviews). | | | | | |
| 1.8. Monitoring of Student Work | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | | Seminar Paper | Experiments |
| Written Exam | 1 | Oral Exam | | Essay | Research |
| Project | | Continuous Knowledge Testing | | Paper Presentation | Practical Work |
| Portfolio | | | | Reading and reading report | 1 |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | |
| Class participation = 20% | | | | | |
| Read reports = 30% | | | | | |
| Final exam = 50% | | | | | |
| 1.10. Obligatory Literature | | | | | |
| Charles Finney, <i>Lekcije o probuđenju</i> . Savez građana za promicanje kršćanskih vrijednosti – Kraljevstvo, Zagreb, 2006. | | | | | |
| J. Edwin Orr, <i>The Re-study of Revival and Revivalism</i> . Pasadena (USA), School of World Mission, 1981. | | | | | |
| Oswald J. Smith, <i>The Revival We Need</i> . Public domain, Toronto, 1922. | | | | | |
| Gerald L. Priest, <i>Revival and Revivalism: A Historical and Doctrinal Evaluation</i> . <i>DBSJ</i> 1 (Fall 1996): 223–252 | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | |
| Title | | Number of copies | | Number of Students | |
| Charles Finney, <i>Lekcije o probuđenju</i> . Savez građana za promicanje kršćanskih vrijednosti –Kraljevstvo, Zagreb, 2006. | | 3 | | 15 | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | |
| Exam results; student evaluations | | | | | |

Protestant and Evangelical Christianity in Eastern Europe

| General Information | | | | | | | |
|---|--|---------------------------|--|---------------|---|---|---|
| Course Director | Melody Wachsmuth; Peter Kuzmič | | | | | | |
| Course Name | Protestant and Evangelical Christianity in Eastern Europe | | | | | | |
| Study Programme | Theology | | | | | | |
| Course Status | Elective | | | | | | |
| Year | Third | | | | | | |
| ECTS Value and Modes of Instruction | ECTS work load for students | | | | | ECTS 3 | |
| | Number of hours (Lectures/Exercises/Individual Work) | | | | | P 2 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| <p>This course introduces students to various definitions of Evangelicalism and gives a brief history Eastern-European Evangelicals; It explores Balkan Evangelicalism's connection to American and Western European Evangelicals</p> <p>Students become familiar with the Balkans' specific shape of Evangelicalism due to culture and history including: ethnic identity and evangelicalism, war and evangelicalism, traditional churches and evangelicalism</p> <p>Discuss future trends, questions, and directions for Evangelicals in the Balkans.</p> | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| Church History Survey | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| <p>After completing the course students should</p> <p>be able to define Evangelical Christianity in contemporary global society and how that is shaped and transformed in the contexts of EE</p> <p>understand the relationship of history and Ev. Christianity in EE and Balkans in particular</p> <p>understand and accept the influence of the culture on ev. Expressions of faith in EE</p> <p>think creatively about the shape and role of Evangelicalism in EE</p> <p>be able to help further community and dialogue between Evangelicals in EE</p> | | | | | | | |
| 1.4. Course Content | | | | | | | |
| Evangelicalism as a global phenomenon; its core descriptors take on various expressions in different cultural contexts; the definitions and meanings of evangelicalism in the Balkan context; Understanding past influences on evangelicalism, present shape, and future trends, | | | | | | | |
| 1.5. Forms of Instruction | | | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | | | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | |
| 1.6. Comments | | | | | | | |
| This course may be selective with regards to emphasis on a certain area (e. G. the Balkans; Romania; Ukraine etc) depending on the make-up of the group of students taking the course; | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| Students are required to attend class (10% is tolerated; up to 30% of excused absences can be made up for through additional individual work); students are expected to read and write critical reports on the reading according to the proposed schedule; students are required to contribute to class discussions; students are required to write and present a paper. | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | 0.5 | Seminar Paper | 1 | Experiments | |
| Written Exam | | Oral Exam | 0.5 | Essay | | Research | 1 |
| Project | | Continuous | | Paper | | Practical Work | |

| | | | | | |
|--|-------------------|--------------------|--|--|--|
| | Knowledge Testing | Presentation | | | |
| Portfolio | | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | |
| The grade consists of Attendance and participation: 20% Book Review: 10% Ethnographic Interview and write-up 20% Final Paper: 50% | | | | | |
| 1.10. Obligatory Literature | | | | | |
| “Evangelicalism,” Donald G. Bloesch. <i>Dialog: A Journal of Theology</i> . 2008: 47 (1),. <i>The Emergence of Evangelicalism; Exploring Historical Continuities</i> , Haykin and Stewart | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | |
| “Pentekostni pokret u Hrvatskoj 1907-2007,” Stanko Jambrek, <i>Kairos</i> : (2007) 1, “Pentekostni pokret: razvoj i teološke karakteristike,” Stanko Jambrek, <i>Zaprešićki godišnjak</i> (2002), Baptisti u Hrvatskoj, R. Knežević Tko su Baptisti, J. Horak web sites, example: http://www.christianitytoday.com/ct/2008/januaryweb-only/105-22.0.html | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | |
| Title | Number of copies | Number of Students | | | |
| “Evangelicalism,” Donald G. Bloesch. <i>Dialog: A Journal of Theology</i> . 2008: 47 (1) | 1 | 5 | | | |
| <i>The Emergence of Evangelicalism; Exploring Historical Continuities</i> , Haykin and Stewart | 1 | 5 | | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | |
| Exam results; student evaluations, professor's assessment of the course; | | | | | |

Marriage and Family

| General Information | | |
|---|--|---|
| Course Holder | Ligia Macelaru | |
| Course Name | Marriage and the Family Life | |
| Study Programme | Theology | |
| Course Status | Elective | |
| Year | Third | |
| ECTS Value and Modes of Instruction | ECTS work load for students | ECTS 3 |
| | Number of hours (Lectures/Exercises/Individual Work) | L 2 |
| 1. SYLLABUS | | |
| 1.1. Course Objectives | | |
| <p>18. To gain familiarity with the field of family science.</p> <p>19. To examine historical, contemporary, cultural, and political family issues from a Christian perspective.</p> <p>20. To gain new awareness and appreciation for the cultural diversity of families.</p> <p>21. To evaluate and compare various dating, engagement, marriage, and parenting practices.</p> <p>22. To recognize and describe common patterns of family interaction, and to practice interpersonal skills which strengthen marital and family relationships.</p> <p>23. To identify and evaluate gender role expectations and their implications for relationships.</p> <p>24. To prepare and empower student for critical life choices.</p> | | |
| 1.2. Requirements for Taking the Course | | |
| General requirements. | | |
| 1.3. Expected Learning Outcomes | | |
| <p>After completing the course students should</p> <ul style="list-style-type: none"> • be able to understand the biblical view of marriage and family life; • be able to apply biblical principles for marriage and family life; • be able to describe the problems concerning marriage and family life; • be able to describe issues in contemporary marriage and family life; • be able to deal with different kind of problems in marriage and family life; • be able to serve according to biblical principles as husband/wife and father/mother. | | |
| 1.4. Course Content | | |
| <ul style="list-style-type: none"> - The Biblical View of Marriage and Family - Perspectives on Intimate Relationships - Understanding Marriage and Family Dynamics - Cultural Diversity: Family Strengths and Challenges - Biblical and Contemporary Gender Roles - Communication, Power, and Conflict - Understanding Sexuality - Dating, Bonding, Wedding - Marriage - Young Families, Children and Parenting - Marriage, Work and Economics - Midlife and Older Families - Family Violence and Sexual Abuse - Separation and Divorce; Single Parents - Marriage and Family Strengths and Needs | | |
| 1.5. Forms of Instruction | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories ■ Mentoring □ Other |
| 1.6. Comments | | |

| | | | | | | |
|---|-----|---|-----|--------------------|--------------------|----------------|
| -- | | | | | | |
| 1.7. Student Responsibilities | | | | | | |
| Students are required to attend class (10% is tolerated; up to 30% of excused absences can be made up for through additional individual work); students are expected to read and write critical reports on the reading according to the proposed schedule; students are required to contribute to class discussions; | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | |
| Listening to Lectures | 0,5 | Activities in Instruction | 0,5 | Seminar Paper | | Experiments |
| Written Exam | 1 | Oral Exam | | Essay | | Research |
| Project | | Continuous Knowledge Testing | | Paper Presentation | | Practical Work |
| Portfolio | | Reading and report on reading with theological reflection | 1 | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | |
| The grade consists of 25% - discussion contribution in class 25% - reading and report on reading with theological reflection 50% - final written exam | | | | | | |
| 1.10. Obligatory Literature | | | | | | |
| <ul style="list-style-type: none"> • Lary Crab, <i>The Marriage Builder (Graditelj braka)</i>. Zagreb: Bogoslovni institut, 2001. • McDonald, Cleveland and McDonald, Philip M., <i>Creating a Successful Christian Marriage</i>, Baker Book House, Grand Rapids, 1994. | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | |
| <ul style="list-style-type: none"> • Brecheen, Carl and Faulkner, Paul, <i>Sklad u obitelji</i>, (prijevod: Ivan Tešić i Marina Đurak), Dobra vest, Novi Sad, 1984. • Bromiley, Geoffrey W., <i>God and Marriage</i>, Eerdmans, Grand Rapids, 1980. • Harley, Willard F., <i>His Needs, Her Needs: Building an Affair-Proof Marriage</i>. Revell, Grand Rapids, 2001. • Hebbard, Don W., <i>The Complete Handbook for Family Life Ministry in the Church</i>, Morris Publishing, Kearney, 1995. • Money, Royce, <i>Building Stronger Families</i>, Victor Books, Wheaton Illinois, 1984. • Olson, Richard P. and. Leonard, Joe H Jr., <i>Ministry with Families in Flux: The Church and Changing Patterns of Life</i>, Westminster John Knox Press, Portland, 1990. • Trent, John, <i>Love for All Season</i>, Moody Press, Chicago, 1996. | | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | | |
| Title | | | | Number of copies | Number of Students | |
| Lary Crab, <i>The Marriage Builder (Graditelj braka)</i> . Zagreb: Bogoslovni institut, 2001. | | | | 2 | 5 | |
| McDonald, Cleveland and McDonald, Philip M., <i>Creating a Successful Christian Marriage</i> , Baker Book House, Grand Rapids, 1994. | | | | 2 | 5 | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | |
| Exam results; student evaluations, professor's assessment of the course; | | | | | | |

Research in the Social Sciences

| General Information | | | | | | | |
|---|---|--|-----|--------------------|---|----------------|--|
| Course director | | Antal Balog | | | | | |
| Course name | | Research in the Social Sciences | | | | | |
| Study Programme | | Theology | | | | | |
| Course Status | | Elective | | | | | |
| Year | | Third | | | | | |
| ECTS Value and Modes of Instruction | | ECTS work load for students | | | | ECTS 3 | |
| | | Number of hours (Lectures/Exercises/Individual Work) | | | | 2+0+0 | |
| 1. SYLLABUS | | | | | | | |
| 1.1. Course Objectives | | | | | | | |
| <p>This course is designed to build upon the methodology of research and writing (method in Liberal Arts). It adds necessary skill for research in social sciences and is a prerequisite for a specialization in Christian Counseling or Religious Sciences. In this elective students are trained in field research and application of statistical methods as well as in how to make conclusions on account of the research.</p> | | | | | | | |
| 1.2. Requirements for Taking the Course | | | | | | | |
| Research and Writing; Statistics | | | | | | | |
| 1.3. Expected Learning Outcomes | | | | | | | |
| <p>After completing this course the students are equipped for simple scientific research in the area of social sciences</p> <p>They know basic rules and principles for setting up research</p> <p>They can set up useful questioners;</p> <p>They know basic rules for collecting data (including juridical issues)</p> <p>They are able to analyze collected data</p> <p>They recognize limitations of their analysis</p> | | | | | | | |
| 1.4. Course Content | | | | | | | |
| <p>A research task, the purpose and goals of research; Election of the theoretical framework for research; Formation of research hypothesis, research variables and measuring tables; election of research methods; Planning research: determining the research group; methods of collecting data; election of research instruments; Processing and analysis of collected data; Publishing results of the research; Interpreting results of the research; Discussing research results; Concluding research results.</p> | | | | | | | |
| 1.5. Forms of Instruction | | <ul style="list-style-type: none"> ■ Lectures □ Seminars and Workshop □ Exercises □ Distant Learning □ On Field Instruction | | | <ul style="list-style-type: none"> ■ Individual work □ Multi Media and IT □ Laboratories □ Mentoring □ Other | | |
| 1.6. Comments | | | | | | | |
| -- | | | | | | | |
| 1.7. Student Responsibilities | | | | | | | |
| <p>Students are required to attend class and participate in class discussions. 10% of absences are tolerated; up to 30% of justified absences can be made up for through additional individual work. Students are also required to take notes during class and read assigned literature by taking notes about what they have read. They are required to conduct a simpler research through all the stages with the assistance of the professor. They are required to present their research in class; Students take a final exam.</p> | | | | | | | |
| 1.8. Monitoring of Student Work | | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | 0,5 | Seminar Paper | 1 | Experiments | |
| Written Exam | 1 | Oral Exam | | Essay | | Research | |
| Project | | Continuous Knowledge Testing | 0,5 | Paper Presentation | | Practical Work | |

| | | | | | |
|--|---------|---------------|-----------------|--|--|
| Portfolio | Reading | | | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | |
| The grade consists of 20% - critical review of literature 10% - class attendance 25% - research paper 45% - final exam | | | | | |
| 1.10. Obligatory Literature | | | | | |
| 1. Zoran Ivanović, Metodologija znanstvenog istraživanja, Kastav, SAIVA, 2011 2. Miroslav Žugaj, Temelji znanstvenoistraživačkog rada: Metodologija i metodika, Fakultet organizacije i informatike, Varaždin 1999. | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | |
| 1. A.Tkalac Verčić, D. Sinčić Ćorić, N. Pološki Vokić, Priručnik za metodologiju istraživačkog rada u društvenim istraživanjima, M.E.P. Consult d.o.o., Zagreb 2011. 2. Gilli, Gian Antonio, Kako se istražuje: Vodić u društvenim istraživanjima, Školska knjiga, Zagreb 1974. | | | | | |
| 1.12. Number of obligatory books in comparison with the number of current students in the course | | | | | |
| Title | | No. of copies | No. of students | | |
| Zoran Ivanović, Metodologija znanstvenog istraživanja, Kastav, SAIVA, 2011 | | 5 | 25 | | |
| Miroslav Žugaj, Temelji znanstvenoistraživačkog rada: Metodologija i metodika, Fakultet organizacije i informatike, | | 5 | 15 | | |
| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | |
| Exam results; student evaluations; professor's self-assessment of the course | | | | | |

Table 3. Description of office and personnel requirements for the execution of the study program

| 1. Space and equipment | | | | | |
|--|------------------------------------|-------------------|------------------------------|--|-----------------------------|
| 1.1. The buildings in property of the School (existing buildings, buildings under construction and planned) | | | | | |
| Identification of the building | Location of the building | Year it was built | Year it was renovated | Total surface area in m2 | |
| Building A (in ownership of the Evangelical Pentecostal church in Osijek); 2 floors in use or 50% of the surface area | Cvjetkova 32, Osijek | 1981 | | 710,00 m2 total surface; the School uses 50% or 350 m2 | |
| Building B (registered ownership) | Cvjetkova 30, Osijek | 1991 | - | 2.735,00 m2 | |
| Building C (registered ownership) | Cvjetkova 34, Osijek | 2006 | - | 3.770,00 m2 | |
| Building D (registered ownership) | Krstova 40, Osijek | 1955 | 2006 | 205 m2 | |
| Building E (registered ownership) | Krstova 44, Osijek | 1960 | 2006 | 240 m2 | |
| Building in Zagreb: currently used by the Evangelical Pentecostal Church | Kosirnikova 76, Zagreb | 1960 | 2008 | 705,00 m2 | |
| 1.2. Classrooms | | | | | |
| Identification of the building | Room number (tag) of the classroom | Surface in m2 | Number of seats for students | Number of hours used in week | Suitability grade (1 to 5)* |
| Building B | B222 | 38,00 | 30 | - | 3 |
| Building B | B223 | 13,00 | 20 | - | 3 |
| Building B | B224 | 38,00 | 30 | - | 3 |
| Building B | B114 | 150,00 | 200 | - | 3 |
| Building C | C119 | 70,12 | 40 | 25 | 4 |
| Building C | C219 | 50,25 | 24 | 25 | 4 |
| Building C | C314 | 58,80 | 36 | - | 4 |
| *Suitability of the classrooms is understood as representing the quality of the furniture, technical and any other equipment | | | | | |
| 1.3. Labs/practicums used in teaching | | | | | |
| Identification of the building | Internal tag for practicums | Surface in m2 | Working space for students | Number of hours used in week | Suitability grade (1 to 5)* |
| Building B | B222 | 38,00 | 30 | - | 3 |
| Building B | B223 | 13,00 | 20 | - | 3 |

| | | | | | |
|------------|------|-------|----|---|---|
| Building B | B224 | 38,00 | 30 | - | 3 |
| Building C | C119 | 70,12 | 40 | | 4 |
| Building C | C219 | 50,25 | 24 | | 4 |
| Building C | C314 | 58,80 | 36 | - | 4 |

1.4. Teaching bases (sites) for practical classes

| Identification of the building | Name of the teaching base (site) | The number of students attending each teaching base | Number of teaching hours (per week) at each teaching base |
|--------------------------------|----------------------------------|---|---|
| - | - | - | - |
| - | - | - | - |
| - | - | - | - |

1.5. Computer classrooms equipment

(Give details as to the computers in computer labs/practicums used in teaching)

| Number of new computers (up to 3 years) | Number of computers (older than 3 years) | Functionality grade (1 to 5) | Maintenance grade (1 to 5) | Possibility of using outside of classroom (1 to 5) |
|---|--|------------------------------|----------------------------|--|
| 1 | 5 | 5 | 5 | 4 |

1.6. Teachers' offices

| Identification of the building | Number of teachers' offices | Average surface in m2 | Suitability grade (1 to 5) | Average surface area in m2 per full time employee |
|--------------------------------|-----------------------------|-----------------------|----------------------------|---|
| Building A | 5 | 16 | 2 | |
| Building B | 2 | 14 | 3 | |
| Building C | 8 | 20 | 5 | |
| Total | 15 | 17,9 | 4 | |

1.7. Space used for professional and research work only

| Identification of the building | Internal tag of the room or lab | Surface in m2 | Number of hours used in week | Suitability grade (1 to 5) |
|--------------------------------|---------------------------------|---------------|------------------------------|----------------------------|
| Building C | C 110 | 27,59 | | 5 |
| Building C | C 207 | 29,74 | | 5 |
| Building C | C 307 | 27,32 | | 5 |
| Building C | C218 | 130,26 | | 5 |

1.8. Capital equipment

(Provide information on available capital equipment of the School whose purchase value exceeds 200.000 kuna).

| Name of product (equipment) | Acquisition value | Years of age |
|-----------------------------|-------------------|--------------|
|-----------------------------|-------------------|--------------|

| | | | | | | | |
|---|-----------------------|--|--------------------------------------|--|--|--------------------------------|--|
| Van, Volkswagen Transporter | 178.978,00 kn | 5 | | | | | |
| Car, Volkswagen CADDY LIFE | 134.784,00 kn | 5 | | | | | |
| 1.9. Library space and equipment | | | | | | | |
| a) provide information about library space | | | | | | | |
| Total surface (in m2) | Number of employees | Number of seats | Number of students using the library | Is there an electronic database of your books and journals | | | |
| 711 | 2 | 66 in the reading rooms 30 in the reference room 96 in total | 200 | Koha | | | |
| b) provide information about library equipment | | | | | | | |
| Number of unique titles | Number of text books* | Grade modernity of the books and text books (1 to 5) | Number of foreign journals | Number of domestic journals | Grade functionality of the catalog of books and journals | Grade for equipment (1 to 5)** | Grade the quality and availability of electronic materials *** |
| 62.350 | 722 | 4 | 1378 | 180 | 4 | 4 | 3 |
| * The number of text books corresponds to any text book without regards to the number of copies ** Possibility for students and teachers to photocopy, obtaining copies from other libraries, catalogs of teachers works, etc. *** The electronic materials is understood as electronic editions of books, journals, electronic database, as well as catalogs of our own and other libraries. | | | | | | | |
| 1.10. Student registrar | | | | | | | |
| Total surface (in m2) | | Number of employees | | | Working hours | | |
| 35 | | 1 | | | 8-16 | | |

Table 4. Description of the personnel's conditions

The list of teachers employed in the School and their workload, participating in the study program (Table 4.1.)

| | |
|--|--|
| a. The list and workload of teachers employed in the School, participating in the study program | Table listing employed teachers (Table 4.1.) |
| b. The list and workload of external associates / teachers, participating in the study program | Table listing external associates (Table 4.2.) |
| c. The analysis of the coverage of the study program with teachers employed in the School in relation to the total number of teachers required for the execution of the study program (in %) | |
| d. Biographies of teachers and associates participating in the study program* | |
| Biography of every teacher and lecturer is attached to this document | |

| | | |
|----|--|---|
| e. | Optimal number of students that can be enrolled in the program with regard to spatial and staffing requirements | 300 |
| f. | List and qualifications of associates in section 1.4., who will participate in program activities (teaching, research, professional) | Table listing associates (Table 4.6.) |
| g. | Ratio of students and teachers | Table listing total number of teachers and students (table below) |

| Total number of teachers and students | | | | | | |
|--|---|----------------------------|------------|------------|----|----|
| | | Years of the study program | | | | |
| | | 1. | 2. | 3. | 4. | 5. |
| 1. | Total number of teachers | 40 | 40 | 40 | - | - |
| 1.1. | Permanently employed teachers | 12 | 12 | 12 | - | - |
| 1.2. | 30% contractual relationship | 25 | 25 | 25 | - | - |
| 1.3. | 50% contractual relationship | 3 | 3 | 3 | - | - |
| 2. | Total number of full-time students | 50 | 50 | 50 | - | - |
| 2.1. | With the support of the Ministry | - | - | - | - | - |
| 2.2. | Self-financing students | 20 | 20 | 20 | - | - |
| 2.3. | The School providing a part of scholarships | 30 | 30 | 30 | - | - |
| 3. | Total number of part-time students | 50 | 50 | 50 | - | - |
| 4. | Total number of students (2+3) | 100 | 100 | 100 | - | - |

4.1 The list of teachers employed in the School and their workload, participating in the professional study program of theology (table 4.1)

| Teachers employed at the school | | | | | | | | |
|--|---------------------|---|----------|------------|-----------------|--------------|-------------------------------|------------------------------|
| Academic ranking | First and last name | Course | Semester | Plan L+E+S | Execution L+E+S | Normal hours | Total workload in the program | Total workload in the School |
| Full professor | Peter Kuzmič | Christian Leadership | 2 | 2+0+0 | 2+0+0 | 4 | 60 | - |
| | Peter Kuzmič | Ecumenical Theology | 6 | 2+0+0 | 2+0+0 | 4 | 120 | - |
| | Peter Kuzmič | Protestant and Evangelical Christianity in Eastern-European Context | 6 | 2+0+0 | 2+0+0 | 4 | 180 | 285 |

| | | | | | | | | |
|---|------------------------------|---|---|-------|-------|---|------------|------------|
| Associate professors | Marcel Marcelaru | Hermeneutics | 3 | 2+1+0 | 2+1+0 | 5 | 75 | - |
| | Marcel Marcelaru | Exegesis of the Old Testament | 5 | 2+0+0 | 2+0+0 | 4 | 135 | - |
| | Marcel Marcelaru | Themes in the OT Theology | 6 | 2+0+0 | 2+0+0 | 4 | 195 | 375 |
| | | | | | | | | |
| Docents | Ksenija Magda | Exegesis of the New Testament (Synoptics) | 4 | 2+1+0 | 2+1+0 | 5 | 75 | - |
| | Ksenija Magda | Faith and Creation Care | 5 | 2+0+1 | 2+0+2 | 4 | 135 | 375 |
| | Antal Balog | Foundations of Civil Society | 2 | 2+0+0 | 2+0+0 | 4 | 60 | - |
| | Antal Balog | Statistics | 3 | 2+0+0 | 2+0+0 | 4 | 120 | - |
| | Antal Balog | Church administration | 4 | 2+0+0 | 2+0+0 | 4 | 180 | - |
| | Antal Balog | Research in Social Sciences | 6 | 2+0+0 | 2+0+0 | 4 | 300 | 405 |
| | | | | | | | | |
| Senior assistants | - | - | - | - | - | - | - | - |
| Assistants | Maja Seguin | English 1 | 1 | 1+1+0 | 1+1+0 | 3 | 45 | - |
| | Maja Seguin | English 2 | 2 | 1+1+0 | 1+1+0 | 3 | 90 | - |
| | Maja Seguin | English 4 | 4 | 1+1+0 | 1+1+0 | 3 | 225 | 225 |
| | Megan Van Dyke | English 3 | 3 | 1+1+0 | 1+1+0 | 3 | 45 | - |
| | Megan Van Dyke | English 4 | 4 | 1+1+0 | 1+1+0 | 3 | 90 | 90 |
| | | | | | | | | |
| Junior researchers | - | - | - | - | - | - | - | - |
| Professors at the Schools of higher education | - | - | - | - | - | - | - | - |
| Senior Lecturers | - | - | - | - | - | - | - | - |
| Lecturers | Kevin Walker | New Testament Introduction | 1 | 4+0+0 | 4+0+0 | 8 | 60 | - |
| | Kevin Walker | Exegesis of the New Testament | 4 | 1+0+1 | 1+0+1 | 3 | 105 | 210 |
| | Alyssa Walker | Introduction to the exegesis of the Old Testament | 3 | 2+1+0 | 2+1+0 | 5 | 75 | 285 |
| | Dalibor Kraljik | Introduction to Systematic Theology | 1 | 2+0+0 | 2+0+0 | 4 | 60 | - |
| | Dalibor Kraljik | Personal spiritual growth | 1 | 1+1+0 | 1+1+0 | 3 | 105 | - |
| | Dalibor Kraljik | Faith and globalization | 5 | 2+0+1 | 2+0+1 | 5 | 225 | 300 |
| | Julijana Mladenovska -Tešija | Methodology of the scientific work | 1 | 1+1+0 | 1+1+0 | 3 | 45 | - |

| | | | | | | | | |
|-------|------------------------------|---|---|-------|-------|---|------------|------------|
| | Julijana Mladenovska -Tešija | History and philosophy of religion | 4 | 2+0+0 | 2+0+0 | 4 | 105 | - |
| | Julijana Mladenovska -Tešija | Public relations, culture of speaking, reading and writing | 6 | 2+1+0 | 2+1+0 | 5 | 180 | - |
| | Julijana Mladenovska -Tešija | Gender and identity | 5 | 2+0+1 | 2+0+1 | 5 | 255 | 465 |
| | Venesa Manavski | Introduction to the Old Testament | 2 | 4+0+0 | 4+0+0 | 8 | 120 | 330 |
| | David Kovačević | Christology and Soteriology | 2 | 2+0+0 | 2+0+0 | 4 | 60 | |
| | David Kovačević | Ecclesiology and pneumatology | 3 | 2+1+0 | 2+1+0 | 5 | 135 | 240 |
| | Lidija Ušurel | Psychology of education | 3 | 2+0+0 | 2+0+0 | 4 | 60 | - |
| | Lidija Ušurel | Pastoral counseling | 5 | 2+1+1 | 2+1+1 | 6 | 150 | - |
| | Lidija Ušurel | Psychology and Developmental psychology | 2 | 2+1+0 | 2+1+0 | 5 | 225 | - |
| | Ligia Macelaru | Practicum 1 | 4 | 0+2+0 | 0+2+0 | 2 | 30 | - |
| | Ligia Macelaru | Practicum 2 | 5 | 0+2+0 | 0+2+0 | 2 | 60 | - |
| | Ligia Macelaru | Marriage and family | 6 | 2+0+0 | 2+0+0 | 4 | 120 | - |
| | Ligia Macelaru | Pastoral counseling | 5 | 2+1+1 | 2+1+1 | 6 | 210 | 210 |
| | Melody Wachsmuth | Mission, evangelism and intercultural theology | 4 | 2+1+0 | 2+1+0 | 5 | 75 | - |
| | Melody Wachsmuth | Protestant and evangelical Christianity in Eastern-European Context | 6 | 2+0+0 | 2+0+0 | 4 | 135 | 240 |
| Other | - | - | - | - | - | - | - | - |

4.2 List of external associates and their workload participating in the professional study program of theology (table 4.2)

| External associates | | | | | | | |
|---------------------|---------------------|---|----------|------------|-----------------|-------------|-------------------------------|
| Academic ranking | First and last name | Course | Semester | Plan L+E+S | Execution L+E+S | Norma hours | Total workload in the program |
| Full professors | Ivan Markešić | Introduction to Sociology and Sociology of Religion | 5 | 2+0+0 | 2+0+0 | 4 | 60 |
| | Zorica Kuburić | Introduction to Sociology and Sociology of Religion | 5 | 2+0+0 | 2+0+0 | 4 | 60 |
| | Miroslav Volf | Faith and globalization | 5 | 2+0+1 | 2+0+1 | 5 | 75 |
| | Rainer Ebeling | Ethics and Christian ethics | 3 | 2+1+0 | 2+1+0 | 5 | 75 |

| | | | | | | | |
|---|-------------------------|--|---|-------|-------|---|------------|
| | Ausburger Myron | Biblical theology of peace and justice | 3 | 2+0+0 | 2+0+0 | 4 | 60 |
| Associate professors | Željko Senković | Introduction to Philosophy | 1 | 2+0+0 | 2+0+0 | 4 | 60 |
| | Corneliu Constantineanu | Biblical theology of the New testament | 5 | 3+0+1 | 3+0+1 | 7 | 75 |
| | Anna Robbins | The analysis of cultural trends | 5 | 1+1+0 | 1+1+0 | 3 | 45 |
| | Thomas Sibley | Apologetics | 3 | 2+0+0 | 2+0+0 | 4 | 60 |
| | Thomas Sibley | Pastoral theology | 5 | 2+1+0 | 2+1+0 | 5 | 75 |
| | | | | | | | |
| Docents | Krešimir Šimić | Gospel and culture | 6 | 2+0+0 | 2+0+0 | 9 | 135 |
| | Marija Sablić | Pedagogy | 1 | 2+1+0 | 2+1+0 | 5 | 75 |
| | Marija Sablić | Didactics | 4 | 2+1+1 | 2+1+1 | 6 | 165 |
| | | | | | | | |
| Senior assistants | - | - | - | - | - | - | - |
| Assistants | - | - | - | - | - | - | - |
| Junior researchers | - | - | - | - | - | - | - |
| Professors at the Schools of higher education | - | - | - | - | - | - | - |
| Senior lecturers | Ranka Jindra | Foundations of communication and conflict transformation | 4 | 1+1+0 | 1+1+0 | 3 | 45 |
| Lecturers | Mladen Jovanović | Homiletics | 5 | 2+0+0 | 2+0+0 | 4 | 60 |
| | Stanko Jambrek | History and reformation theology | 4 | 2+0+1 | 2+0+1 | 5 | 75 |
| | Stanko Jambrek | Spiritual movements in 20th and 21st century | 5 | 2+0+0 | 2+0+0 | 4 | 135 |
| | Stanko Jambrek | History of Christianity in Croatia | 6 | 2+0+0 | 2+0+0 | 4 | 240 |
| | Stanko Jambrek | History and theology of spiritual awakening | 6 | 2+0+0 | 2+0+0 | 4 | 255 |
| | Danijel Berković | Introduction to the Old Testament exegesis | 3 | 2+1+0 | 2+1+0 | 5 | 75 |
| | Ervin Budiselić | Introduction to the New Testament | 1 | 4+0+0 | 4+0+0 | 8 | 60 |
| | Branislav Miličić | Church history survey | 2 | 3+1+0 | 3+1+0 | 7 | 105 |
| | Jasmin Milić | Christian worship | 1 | 1+0+0 | 1+0+0 | 2 | 30 |
| | Tomislav Vidaković | World religions | 5 | 2+0+0 | 2+0+0 | 4 | 60 |
| | Kevin Conway | Biblical theology of the New Testament | 5 | 3+0+1 | 3+0+1 | 7 | 105 |
| | Steven Paulus | Patristics | 3 | 2+0+0 | 2+0+0 | 4 | 60 |

| | | | | | | | |
|-------|--------------------|------------------------------------|---|-------|-------|---|-----------|
| | Daniel Oprean | Ecumenical theology | 6 | 2+0+0 | 2+0+0 | 4 | 60 |
| | Kostake Milkov | Patristics | 3 | 2+0+0 | 2+0+0 | 4 | 60 |
| | Samuel Bombara | Pastoral care | 3 | 2+1+0 | 2+1+0 | 5 | 75 |
| | Domagoj Hajduković | History of the Papacy | 4 | 1+0+0 | 1+0+0 | 2 | 30 |
| | Domagoj Hajduković | Introduction to the European Union | 4 | 1+0+0 | 1+0+0 | 2 | 30 |
| Other | - | - | - | - | - | - | - |

If a teacher is not employed at the School submitting the description of the study program, the following written statements should be attached:

1. Statement by the teacher that he/she is willing to teach. (Explanation: Teachers listed in the table above have taught over different periods, or between 3 and 30 years.)
2. Permission from the institution where the teacher is employed, listing courses and period for which the permit is issued. (Explanation: Teachers listed above teach at the Visoko evanđeosko teološko učilište and have one of the following statuses:
 - the head of the institution (dean or president),
 - the head of the church (pastor, priest)
 - bishop or president of a Christian denomination
 - is retired.

4.4 Biographies of the teachers employed in the School of higher education, participating in the professional study program of theology

Peter Kuzmič

| | |
|--|--|
| Title, name and surname of the holder | Prof. dr.sc. Peter Kuzmič |
| Course taught in the proposed program of study | Ecumenical Theology Christian Leadership Protestant and evangelical Christianity in Eastern-European context |
| Co-holder of the course | |
| Assistants in the course | Mr.sc. Daniel Oprean |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Laslovačka 15, 31000 Osijek |
| Telephone and Cellphone | 031-494-244 |
| E-mail | Peter.Kuzmic@evtos.hr |
| Personal web-site | - |
| Date of birth | 26.06.1946. |
| Identification number from Scientific records | 200952 |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | Full professor |
| Area, field and branch of election in academic or teaching ranking | Humanistic sciences: Theology |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Visoko evanđeosko teološko učilište – Visoka škola, Osijek Gordon-Conwell Theological Seminary, SAD |
| Date of employment | 1972. 1993. |
| Job title (teacher, associate) | Dean Professor |
| Field of work | |
| Function | |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Doctor of science |
| Institution | Katolički bogoslovni fakultet Sveučilišta u Zagrebu |
| Place | Zagreb |
| Date | 1980. |
| 4. INFORMATION ON TRAINING | |
| Year | 1982. |
| Place | Cambridge University, Cambridge, UK |
| Institution | Cambridge University, Cambridge, UK |
| Area of training | Christianity and marxism |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Slovenian, Croatian |

| | |
|---|---|
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English - 5 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German - 5 |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | French - 4 |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | Mission and evangelism, professional program Orthodox Theology, professional program Ecumenical Theology, professional program |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | <p>“Hope,” in John Corrie (ed.), <i>Dictionary of Mission Theology: Evangelical Foundations</i> (Downers Grove: IVP, 2007).</p> <p>“Slavorum Apostoli, The Enduring Legacy of Cyril and Methodius,” in Tim Perry (ed.), <i>The Legacy of John Paul II: an Evangelical Assessment</i> (Downers Grove: IVP Academic, 2007), 267-289.</p> <p>“A Mover Among the Mappers: A Tribute to George Chavanikamannil,” in Simon Samuel and P.V. Joseph (eds.), <i>Remapping Mission Discourse: A Festschrift in Honor of the Rev. George Kuruvila Chavanikamannil</i> (Delhi: NTC-ISPCCK, 2008).</p> <p>“Ekumensko-jezikoslovni izzivi prve kroatizacije Vuk-Daničičevega prevoda Biblije,” <i>Snopje</i> 14. (Murska Sobota: 2008).</p> <p>“Secular and Religious Pluralism as Prerequisite for Democracy,” in <i>The Role of Churches and Religious Communities in Sustainable Peace Building in Southeastern Europe</i> (Strasbourg: Association of Non-Governmental Agencies, 2008).</p> <p><i>Vrijeme i vječnost: Etika, politika, religija</i>, (Osijek: Matica Hrvatska, 2009, 3.izdanje).</p> <p>“Slavorum Apostoli,” in Corneliu Constantineanu and Marcel V. Macelaru (eds.), <i>Theological Pilgrimages: Collected Faculty Papers 2007-2009</i> (Osijek: Evangeoski teološki fakultet, 2009).</p> <p>“Biblija: Božja riječ u ljudskim rukama,” <i>Kairos</i> (Zagreb: Biblijski Institut, 2010).</p> <p>“Charismatics and Pentecostals in Eastern Europe,” in Daniel Patte (ed.), <i>The Cambridge Dictionary of Christianity</i> (New York: Cambridge University Press, 2010).</p> <p>“Croatia”, in Daniel Patte (ed.), <i>The Cambridge Dictionary of Christianity</i> (New York: Cambridge University Press, 2010).</p> <p>“The Bible: God’s Word in Human Hands,” <i>Kairos</i> (Zagreb: Biblijski Institut, 2010), pp 7-10.</p> <p>“Missio Dei viatorum,” <i>Snopje</i> 16 (Murska Sobota: 2010).</p> <p>“Mission in Eastern Europe,” in Daniel Patte (ed.), <i>The Cambridge Dictionary of Christianity</i> (New York: Cambridge University Press, 2010).</p> <p>“Suradnja hrvatske ekumene s Kršćanskom sadašnjosti», <i>Nastanak i razvitak Kršćanske sadašnjosti. Zbornik radova sa znanstvenog simpozija o 40. obljetnici djelovanja</i> (Zagreb: Kršćanska sadašnjosti, veljača, 2010), pp. 217-226.</p> <p>“Dilemmas and Challenges for Theology in Post-Communist Eastern Europe,” in John Corrie and Cathy Ross (eds.), <i>Mission in Context: Conversations with J. Andrew Kirk</i> (Farnham, UK: Ashgate, 2011), pp. 217-227.</p> <p>“Pentecostal Theology and Communist Europe: Pentecostal Power under Political Pressure,” in A.E. Dyer and W.K. Kay (eds.), <i>European Pentecostalism</i> (Leiden: Brill, 2011), pp.333-354.</p> <p>“The Story of Pain and Glory: Christianity in Eastern Europe,” in Charles Farhadian (ed.), <i>Introducing World Christianity</i> (Oxford: Blackwell, 2011).</p> <p>“A Modern-Day Church Father,” in Christopher J.H. Wright (ed.), <i>Portraits of a Radical Disciple: Recollections of John Stott’s Life and Ministry</i> (InterVarsity Press, 2011), pp. 150-156. [USA izdanje]</p> <p>“A Modern-Day Church Father”, in Christopher J.H. Wright (ed.),</p> |

| | |
|---|--|
| | <p><i>John Stott: A Portrait by his Friends</i> (Inter-Varsity Press, 2011), pp. 128-134. [englesko izdanje]</p> <p>“Pentecostals in the Evangelical Family: A Historical and Theological Reflection,” in A.Hamalainen and G. McClung (eds.), <i>Together in One Mission: Pentecostal Cooperation in World Evangelization</i> (Cleveland: Pathway Press, 2012), pp. 37-62.</p> |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | Internal lectures and methodical practice for teachers of Visoko Evnadeosko Teološko Učilište in the field of educational and psychological, didactic and methodological areas. |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | <p>Merril C. Tennay Award for NT Scholarship -1972</p> <p>Presidential Award "Red Danice Hrvatske"</p> <p>Outstanding Citizen Award</p> <p>Coat of arms of the city of Osijek for the lifetime achievement</p> <p>Award for promoting dialogue and tolerance</p> |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: In Osijek, 23.5.2013.

Marcel Macelaru

| | |
|---|---|
| Title, name and surname of the holder | Izv. prof. dr. sc. Marcel Valentin Măcelaru |
| Course taught in the proposed program of study | Hermeneutics; Themes in Old Testament Theology, Biblical Theology 1 – The Old Testament; Old Testament Exegesis – Narratives; Old Testament Exegesis – Poetry |
| Co-holder of the course | N/A |
| Assistants in the course | Venesa Manavski |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Krstova 44, Osijek, 31000 |
| Telephone and Cellphone | +385 31 494223; +385 914 494223 |
| E-mail | marcel.macelaru@evtos.hr |
| Personal web-site | N/A |
| Date of birth | 19 November 1970 |
| Identification number from Scientific records | N/A |
| Academic or artistic ranking and date of last election | Associate (izvanredni) Professor; 1 April 2013 |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | N/A |
| Area, field and branch of election in academic or teaching ranking | Old Testament |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Visoko evanđeosko teološko učilište, Osijek |
| Date of employment | 1 October 2006 |
| Job title (teacher, associate) | Teacher |
| Field of work | Biblical Studies / Old Testament |
| Function | N/A |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | DPhil (Scientific Doctorate) |
| Institution | University of Oxford |
| Place | Oxford, UK |
| Date | May 2008 |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Romanian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English (5) |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Croatian (3) |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German (2), French (2), Italian (2) |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |

| | |
|---|--|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: Osijek, 26 April 2013



Ksenija Magda

| | |
|---|--|
| Title, name and surname of the holder | Ksenija Magda, PhD. |
| Course taught in the proposed program of study | Faith and the environment Introduction to the exegesis of the New Testament (Synoptics) |
| Co-holder of the course | |
| Assistants in the course | Tomislav Vidaković |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Podravska 21, 31000 Osijek |
| Telephone and Cellphone | 091- 4494 205, 031 375 141 |
| E-mail | kzenija_magda@tfmvi.hr |
| Personal web-site | |
| Date of birth | |
| Identification number from Scientific records | 316725 |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Teološkom fakultetu M. Vlačić, Zagreb; Evangelical Theological Faculty, Osijek |
| Date of employment | 2008. |
| Job title (teacher, associate) | Lecturer |
| Field of work | New Testament Theology |
| Function | Lecturer, professor |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | PhD - Doctor of science |
| Institution | Brunel University |
| Place | London |
| Date | 2008. |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German - 5 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English - 5 |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | French – 3 Italian – 2 |

| | |
|---|---|
| | Romanian – 2 NT Greek – 4 OT Hebrew – 2 Latin – 3 |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | 2011 'John 4 as a Midrash on Joel 2, 19-32' u Miroslav Volf et al. <i>First the Kingdom of God</i> . Festschrift za Dr. Petera Kuzmiča. Osijek: Visoko evandeosko teološko učilište. Str. 195-230. 2010. '2nd John' i '3rd John' u <i>Oxford Women's Study Bible</i> . Oxford: Oxford University Press, str. 1520-1522. 2009 «Kontekstualnost Pavlovog iskustva obraćenja i implikacije za suvremeno kršćanstvo» u <i>Konverzija i kontekst</i> . Novi Sad: CEIR, str. 107-123. «Novozavjetna teologija muško-ženskih odnosa s naglaskom na Ef 5,21-33» u <i>Ekumenski zbornik</i> . Novi Sad: EHO, str. 7-13. «Is the Purpose of 1 Corinthians to Silence Women Prophets?» u C. Constantineanu et al. <i>Theological Pilgrimages</i> . Osijek: Evangelical Theological Seminary, str. 167-186. 2009 <i>Paul's Territoriality and Mission Strategy</i> . Wissenschaftliche Untersuchungen zum Neuen Testament. Tübingen: Mohr/Siebeck. «Jedinstvo kao preduvjet kršćanske misije: Misiološko čitanje Rim 15:1-12» u <i>Kairos</i> br.2/1 str. 39-52 (objavljeno i na engl.'Unity as a Prerequisite for a Christian Mission'). |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Antal Balog

| | |
|--|---|
| Title, name and surname of the holder | Antal Balog, PhD |
| Course taught in the proposed program of study | Basic and Functions of Civil Society Church Administration Research in Social Sciences Statistics |
| Co-holder of the course | - |
| Assistants in the course | Julijana Tešija |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Kestenova ulica broj 67. |
| Telephone and Cellphone | Home: 031/280-497 Office: 031/494-243 GSM: 091/4494-243 |
| E-mail | abalog58@gmail.com |
| Personal web-site | - |
| Date of birth | 21.12.1958. |
| Identification number from Scientific records | 254662 |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | Assistant professor, 1.8.2008. |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Humanities, filed theology 6.02., area pastoral theology 6.02.03. |
| Date of employment | 1.10.1992. |
| Job title (teacher, associate) | Teacher of the course pastoral theology |
| Field of work | |
| Function | Pro-dean for governance and development |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Ph.D. theology and Doctor of Ministry (DMin) |
| Institution | Osijek University and Gordon-Conwell Theological Seminary |
| Place | Osijek, Croatia and Boston, MA, SAD |
| Date | 25.5.2012. i 6.4.2007. |
| 4. INFORMATION ON TRAINING | |
| Year | 1993., 1994., 1996; 1999., 2001., 2004., 2010. |
| Place | Mitterssill, Austrija; Oradea, Rumunjska; Wheaton, IL, SAD; Atlanta, GA, SAD; Boston, MA, SAD; Kiev, Ukraina; Dubrovnik, RH; |
| Institution | Oxford Center for Mission Studies; Overseas Council International; Wheaton Graduate School; Columbia Theological Seminary; Gordon-Conwell Theological Seminary; |
| Area of training | Pastoral theology and economy |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English (5) |

| | |
|---|---|
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | - |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | - |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | Management in Churches and Church Organizations Fundamentals of Civil Society Nonprofit Marketing Church Administration |
| Authorship of course textbooks | Toward Evangelical Missiology of Humanitarian Aid Ministry, 2007. Management in Christian religious communities, institutions and organizations, 2011. Nonprofit Marketing at Church, 2011. Marketing at Church: modern concept of the new evangelization of the people, 2012. |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | Balog, A.: Toward Evangelical Missiology of Humanitarian Aid Ministry, Evangelical Theological Faculty in Osijek, Osijek 2007., 325 str. Balog, A.: "Social Dimensions of the Missiological Task: Humanitarian Ministries", in Bible, culture, society: postgraduate explorations: selected papers presented at Postgraduate International Symposia held at Evangelical Theological faculty, Osijek, Croatia, 2007-2009, Evangelical Theological Faculty in Osijek, edited by Corneliu Constantineanu and Marcel V. Macelararu. Balog, A.: "Business Library in the task of raising funds", Vjesnik bibliotekara Hrvatske, God. 53. No. 3/4, 2010., str. 42.-65. Balog, A.: Fundamental truths of the Scriptures, the Christian publishing house Sources, Second Edition, Osijek 2010., 239 str. Balog, A.: „Applying Social Marketing in Fundraising Activities to Civil Society Organizations“, International Journal of Management Cases, CIRCLE Conference, University of Dubrovnik, Croatia 27 th – 29 th April 2011, Vol. 13., No 3. 2011., str. 416.-430. Balog, A.: Marketing in the church - Modern concept of the new evangelization of the people, Visoko evanđeosko teološko učilište u Osijeku i Logos, Daruvar, Osijek 2012., 502 str. |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | - |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | - |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | Internal lectures and methodical practice for teachers of Visoko Evnadeosko Teološko Učilište in the field of educational and psychological, didactic and methodological areas in the organization department of Christian studies pedagogy (catechism) of the 2006th by 2009. year. |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | - |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | - |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | - |
| 9. Additional comments (optional). | |

Place, date and signature of course holder: In Osijek, 1.3.2013.

Maja Seguin

| | |
|---|--|
| Title, name and surname of the holder | Assistant, Maja Séguin |
| Course taught in the proposed program of study | English language 1 English language 2 |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Dubrovačka 21, Sl. Brod |
| Telephone and Cellphone | 091/4494-245 |
| E-mail | maja.seguin@evtos.hr |
| Personal web-site | - |
| Date of birth | 06.07.1984. |
| Identification number from Scientific records | - |
| Academic or artistic ranking and date of last election | - |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | - |
| Area, field and branch of election in academic or teaching ranking | - |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Visoko evanđeosko teološko učilište |
| Date of employment | 01.08.2005. |
| Job title (teacher, associate) | Assistant |
| Field of work | English language lecturer |
| Function | |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Master of theology |
| Institution | Visoko evanđeosko teološko učilište |
| Place | Osijek |
| Date | 2006. |
| 4. INFORMATION ON TRAINING | |
| Year | 2013. |
| Place | Zagreb |
| Institution | British Council (Cambridge university) |
| Area of training | English language |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English (5) |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |

| | |
|---|--|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | Certificate in pedagogical studies, Evandeoski teološki fakultet |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: April 15th, 2013,

Maja Seguin

Megan Van Dyke

| | |
|---|--|
| Title, name and surname of the holder | Megan Van Dyke |
| Course taught in the proposed program of study | English language 3 English language 4 |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Cvjetkova 32, 31000 Osijek |
| Telephone and Cellphone | 031-494-283; 091-4494-234 |
| E-mail | megvand7@gmail.com |
| Personal web-site | |
| Date of birth | |
| Identification number from Scientific records | |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Evandeoski teološki fakultet |
| Date of employment | September, 2012. |
| Job title (teacher, associate) | Teacher |
| Field of work | English language |
| Function | |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | B.A. |
| Institution | Calvin College |
| Place | Grand Rapids, Michigan, USA |
| Date | 19.5.2012. |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | English |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Croatian - 2 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |

| | |
|---|--|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | B.A. Major in English, Minor in English literature |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: Osijek, 24.5.2013.

Kevin Walker

| | |
|---|---|
| Title, name and surname of the holder | Rev. Mr. Kevin Walker |
| Course taught in the proposed program of study | Introduction to New Testament, New Testament Exegesis |
| Co-holder of the course | - |
| Assistants in the course | - |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Cvjetkova 32, Osijek, 31000 Croatia |
| Telephone and Cellphone | Office: 031-494-206; Cell: 091-4494-207 |
| E-mail | Kevin.walker@evtos.hr |
| Personal web-site | - |
| Date of birth | 06.10.1982. |
| Identification number from Scientific records | - |
| Academic or artistic ranking and date of last election | Lecturer, November 2011 |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | Lecturer, November 2011 |
| Area, field and branch of election in academic or teaching ranking | New Testament and Greek Studies |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Visoko evanđeosko teološko učilište |
| Date of employment | November 2011 |
| Job title (teacher, associate) | Lecturer |
| Field of work | Teaching |
| Function | Lecturing, studying and grading |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Master of Divinity |
| Institution | Gordon-Conwell Theological Seminary |
| Place | South Hamilton, MA, USA |
| Date | December, 2010 |
| 4. INFORMATION ON TRAINING | |
| Year | 2005-2007 |
| Place | Chicago, Illinois |
| Institution | Holy Trinity Church |
| Area of training | Biblical interpretation and preaching |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | English |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Croatian – 2 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | - |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | - |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |

| | |
|---|--|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | None |
| Authorship of course textbooks | Gordon Fee, William Mounce, R.T. France, Daniel B. Wallace |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | “He appeared to whom?: Another look at 1 Tim 3:16b” |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | - |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | - |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | Master of Divinity, Gordon-Conwell Theological Seminary, Boston, MA, USA |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | - |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | - |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | - |
| 9. Additional comments (optional). | |

Place, date and signature of course holder: In Osijek, 26.4.2013.

Alyssa Walker

| | |
|---|--|
| Title, name and surname of the holder | Mrs. Alyssa Walker |
| Course taught in the proposed program of study | Intro to Old Testament Exegesis |
| Co-holder of the course | - |
| Assistants in the course | - |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Cvjetkova 32, Osijek, 31000 Croatia |
| Telephone and Cellphone | Office: 031-494-206; Cell: 091-4494-226 |
| E-mail | Alyssa.walker@evtos.hr |
| Personal web-site | - |
| Date of birth | 20.04.1983. |
| Identification number from Scientific records | - |
| Academic or artistic ranking and date of last election | Lecturer, November 2011 |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | Lecturer, November 2011 |
| Area, field and branch of election in academic or teaching ranking | Biblical Hebrew and Old Testament studies |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Visoko evanđeosko teološko učilište |
| Date of employment | November 2011 |
| Job title (teacher, associate) | Lecturer |
| Field of work | Teaching |
| Function | Lecturing, studying and grading |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | MA in Biblical Exegesis |
| Institution | Wheaton College |
| Place | Wheaton, IL, USA |
| Date | May 2007 |
| 4. INFORMATION ON TRAINING | |
| Year | 2004 |
| Place | Jerusalem, Israel |
| Institution | Hebrew University |
| Area of training | Intermediate Hebrew |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | English |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Croatian – 2 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | - |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | - |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |

| | |
|---|---|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | None |
| Authorship of course textbooks | Gordon Fee & Douglas Stuart; Primary source material; Derek Kidner; John Oswald |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | “Jonah's suicidal genocidal attitude – and God's rebuke” |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | - |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | - |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | MA in Biblical Exegesis, Wheaton College, Wheaton, IL, USA |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | - |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | - |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | - |
| 9. Additional comments (optional). | |

Place, date and signature of course holder: In Osijek, 26.4.2013.

Dalibor Kraljik

| | |
|---|--|
| Title, name and surname of the holder | mr.sc. Dalibor Kraljik |
| Course taught in the proposed program of study | Introduction to Systematic Theology Personal spiritual growth Questions of faith and globalization |
| Co-holder of the course | Anne Harper, PhD; Miroslav Volf, PhD |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Športska 27, 31500 Našice, Jelisavac |
| Telephone and Cellphone | 092/160-58-18: 031/605-057 |
| E-mail | kraljik@gmail.com |
| Personal web-site | |
| Date of birth | 10th of January 1984. |
| Identification number from Scientific records | 337515 |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Agency of local Democration in Osijek |
| Date of employment | 5th of April 2013. |
| Job title (teacher, associate) | Program assistant |
| Field of work | Project implementation |
| Function | |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Master of science in theology |
| Institution | Evangelical theological Faculty |
| Place | Osijek |
| Date | 7th of June 2008. |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English (5) |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German (2) |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Slovak (2) |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |

| | |
|---|---|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | <p>Kraljik, Dalibor. The Lord's Supper in the thought of John Calvin'. <i>Kairos</i>. Godina 3. Broj 1 (svibanj 2009), 121-134.</p> <p>_____. "Central Christological Themes in the Theological Thought of Joseph Ratzinger and Eberhard Jüngel: An Overview". U Marcel V. Macelaru i Corneliu Constantineanu, ur. <i>Theological Pilgrimages: Collected Faculty Papers 2007-2009</i>. Osijek: Evangelical Theological Faculty, 2009, 219-240.</p> <p>_____. "Scripture and Tradition: A Comparative Overview of the Orthodox, Roman Catholic and Evangelical Protestant Perspectives". U Corneliu Constantineanu i Marcel V. Măcelaru, ur. <i>Bible, Culture, Society: Postgraduate Explorations</i>. Osijek: Evangelical Theological Faculty, 2009, 201-222.</p> <p>_____. "Overview of the central themes of eschatological thought Augustine Hiponskoga". <i>Kairos</i>. Godina 5. Broj 1 (2011), 105-120.</p> <p>_____. "Christianity in politics: the perspective of a religious and national minorities ". U Marcel Macelaru i Julijana Mladenovska-Tešija, ur. <i>Democracy, Dialogue and dar-al salam: Interreligious dialogue and practical action</i>. Osijek: Evangelical theological Faculty, 2012, 153-168.</p> |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: 16th of May 2013.

Julijana Mladenovska-Tešija

| | |
|---|--|
| Title, name and surname of the holder | Julijana Mladenovska Tešija |
| Course taught in the proposed program of study | Methodology of scientific research History and philosophy of religion Public relations and a culture of speaking and writing |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Vijenac Ivana Meštrovića 74, Osijek |
| Telephone and Cellphone | 031/206524; 091-1718421 |
| E-mail | julijana.tesija@evtos.hr |
| Personal web-site | / |
| Date of birth | 18th of January 1969. |
| Identification number from Scientific records | |
| Academic or artistic ranking and date of last election | 6th June, 2007. |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | Lecturer |
| Area, field and branch of election in academic or teaching ranking | 6., 6.01. - 6.01.02, 01.04, 01.22, 5., 5.05 - 05.02, 5.04 - 5.04.08 |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Evangelical Theological Faculty |
| Date of employment | |
| Job title (teacher, associate) | Lecturer |
| Field of work | Humanities |
| Function | Lecturer |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Master of science |
| Institution | Evangelical Theological Faculty |
| Place | Osijek |
| Date | 6th of June, 2007. |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Macedonian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Croatian - 5 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English - 5 |

| | |
|---|---|
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German - 2 |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | <p>Co-author: <i>The Context of Female Suffering and Hope</i> (koautorstvo) (Jadranka Rebeka Anić - Ana Thea Filipović - Katica Knezović - Lynette Šikić-Mičanović, And God will wipe away all tears from their eyes. A Theological Approach to the Suffering and Hopes of Women, Ivo Pilar Institute of Social Sciences, Zagreb, 2013., Zagreb, 2013.)</p> <p>Paradigm of Eve (časopis Dijalozi, Sarajevo 2011.), Lost faithful activism (Miroslav Volf - Marcel Macelaru - Corneliu Constantineanu - Krešimir Šimić, First Seek the Kingdom of God, A Faestschrift in Honor of dr. P. Kuzmic, VETU, Osijek, 2011.), The role of religion in peace. Believers as active citizens (Zbornik sa konferencije: Waiting for the European Union: stabilization of inter-ethnic relations in the Western Balkans, BOS, Beograd, 2011.), <i>Multinacionalizam or Interculturalism? Prism minority Osijek</i> (Zbornik tekstova, Priča Osijeka, Agencija lokalne demokracije, 2010.)</p> <p>Co-author: I was a stranger - interfaith youth encounters (Osijek: AGAPE, 2013.), <i>Democracy, Dialogue and dar-al salam: interreligious dialogue and practical djelovaje</i> (Osijek: VETU, 2012.), Education for Gender Equality (Tenja: Ženska udruga "Izvor", 2011), <i>The Bible and Gender Equality</i> (Osijek: VETU, 2009).</p> <p>Urednica: <i>Communion in diversity - the story of Osijek</i> (Osijek: Agencija lokalne demokracije, 2011.)</p> |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | 4,5 |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |
| Place, date and signature of course holder: 10th of April 2013. | |

Venesa Manavski

| | |
|---|--|
| Title, name and surname of the holder | mr.sc. Venesa Manavski |
| Course taught in the proposed program of study | Introduction in Old Testament |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Krstova 40, 31000 Osijek |
| Telephone and Cellphone | 0914494212 |
| E-mail | venesa_manavski@evtos.hr |
| Personal web-site | |
| Date of birth | 24.11.1984. |
| Identification number from Scientific records | 336266 |
| Academic or artistic ranking and date of last election | 2012. |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | Master of science |
| Area, field and branch of election in academic or teaching ranking | Theology, Biblical theology, Old Testament |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | VETU |
| Date of employment | 2010. |
| Job title (teacher, associate) | lecturer, assistant in extension studies |
| Field of work | |
| Function | Assistant of dean for the extension studies, lecturer for Introduction in Old Testament, Biblical Hebrew |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Master of science |
| Institution | Evangelical Theological Faculty |
| Place | Osijek |
| Date | June, 2010. |
| 4. INFORMATION ON TRAINING | |
| Year | 2012. |
| Place | Zadar |
| Institution | Philosophical faculty |
| Area of training | Philology, Croatistics |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian language |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English language 5 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Macedonian language, 4 |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |

| | |
|---|--|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | Introduction in Old Testament, Writings - bachelor program |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | In program for the course Old Testament, in program of writing bachelor and master final work |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | Evangelical theological faculty, excellent |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | Dr.sc. of the Old Testament, he has wrote several books for the field of Old Testament theology, my personal mentor for the bachelor degree and master degree. |
| 9. Additional comments (optional) | |
| Teaching Latin language in high school from September 2010 - June 2012. Lecturing Hebrew language in Biblical school in Sarajevo, 2013. | |

Place, date and signature of course holder: 16th of April 2013. mr.sc. Venesa Manavski

David Kovačević

| | |
|---|---|
| Title, name and surname of the holder | mr.sc. David Kovačević |
| Course taught in the proposed program of study | Christology and soteriology Ecclesiology and pneumatology |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Josipa Kozarca 7, 32 214 Tordini (Hrvatska) |
| Telephone and Cellphone | +385 32580087, +385 989794334 |
| E-mail | david.kovacevic.cog@gmail.com |
| Personal web-site | |
| Date of birth | 13th of October 1985. |
| Identification number from Scientific records | |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Lecturer on Evangelical Theological Faculty, Religious educator in the Church |
| Date of employment | 1st of September 2013. |
| Job title (teacher, associate) | Assistant |
| Field of work | Systematic Theology |
| Function | Lecturing |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Master of science |
| Institution | Evangelical Theological Faculty |
| Place | Osijek, Croatia |
| Date | 20th of June 2011 |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English -5 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |

| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
|---|--|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | Roundtable at the Evangelical Theological Seminary in Osijek, on the theme "The position of religious communities to changes in the political scene in Croatia and on the eve of joining the European Union: Challenges and Expectations", at the show „Duhovni izazovi“, Hrvatska radio televizija (HRT1), 17. prosinca 2011. |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: 16th of May 2013.

Lidija Ušurel

| | |
|---|---|
| Title, name and surname of the holder | Mr.sc. Lidija Ušurel |
| Course taught in the proposed program of study | Psychology and developmental psychology Educational Pastoral Counseling |
| Co-holder of the course | mr.sc. Ligia M. Măcelaru |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Cvjetkova 32, Osijek 31000, Republika Hrvatska |
| Telephone and Cellphone | 031/494-200 0958480689 |
| E-mail | Lidija.usurel@evtos.hr |
| Personal web-site | |
| Date of birth | 6th of October, 1976. |
| Identification number from Scientific records | 338123 |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | Humanities / theology / pastoral theology - Christian Counseling |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | VETU Osijek |
| Date of employment | 1st of October, 2010. |
| Job title (teacher, associate) | Lecturer |
| Field of work | |
| Function | |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Master of science |
| Institution | VETU Osijek |
| Place | Osijek, Croatia |
| Date | 17th of October, 2011. |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Romanian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Srbian, Croatian – 5 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English – 4 |
| The third foreign language and language skills on a scale | French – 3 |

| | |
|---|---|
| from 2 (sufficient) to 5 (excellent) | |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | The concept of the Trinity: the basis of the identity of women 'in Marcel V. Macelaru and Julian Mladenovska-Tešija, eds, Democracy, Dialogue and dar-al salam: interreligious dialogue and practical action. Osijek: Evangelical Theological Seminary in Osijek-high school, 2012. 'Borderline Personality Disorder: A General Presentation of Psychopathology, Assessment and Intervention, "in Marcel V. Macelaru and Corneliu Constantineanu, eds, Theological Pilgrimages. Faculty Collected Papers 2007-2009. Osijek: Evangelical Theological Seminary in Osijek-high school, 2009th |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: 24th of April, 2013.

Ligia Macelaru

| | |
|---|--|
| Title, name and surname of the holder | Lecturer, Ligia Mariana MĂCELARU |
| Course taught in the proposed program of study | Pastoral Counseling Marriage and Family Student praxis 2 |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Romania, 300014 Timisoara, Sibiu 14 |
| Telephone and Cellphone | +40746018534 / +385914494227 |
| E-mail | ligia_macelaru2002@yahoo.com |
| Personal web-site | |
| Date of birth | September 10, 1965 |
| Identification number from Scientific records | |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | |
| Date of employment | |
| Job title (teacher, associate) | Lecturer |
| Field of work | Christian Counseling |
| Function | Program coordinator |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Master of Theology |
| Institution | Evandeoski teoloski fakultet |
| Place | Osijek, Croatia |
| Date | 2007 |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Romanian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English 4 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German 2 |

| | |
|---|---|
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Croatian 1 |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | Evandeoski teoloski Fakultet, 2009-2010 / 2010-2011 / 2011-2012 – Undergraduate studies |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: _____

Melody Wachsmuth

| | |
|---|---|
| Title, name and surname of the holder | Melody Wachsmuth |
| Course taught in the proposed program of study | Missions, evangelism and inter-cultural theology Protestant and evangelical Christianity in Eastern-European context |
| Co-holder of the course | Peter Kuzmič, PhD |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Zadarska 19, 31000 Osijek |
| Telephone and Cellphone | 095 827 9599 |
| E-mail | mjwachsmuth@yahoo.com |
| Personal web-site | |
| Date of birth | December 10, 1974 |
| Identification number from Scientific records | |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | |
| Date of employment | |
| Job title (teacher, associate) | Lecturer |
| Field of work | |
| Function | |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | MACCS, MAT |
| Institution | Fuller Theological Seminary |
| Place | Pasadena, California, USA |
| Date | 20.09.2010. |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | English |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | French - 1 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Croatian - 1 |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |

| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
|---|---|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | Thinking Missiologically, Teamwork and Leadership, Interfaith Dialogue. Masters of Arts in Cross Cultural Studies Program. Assistant to the professor |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | “Separated Peoples: The Roma as Prophetic Pilgrims in Eastern Europe,” International Bulletin of Mission Research, July 2013 |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: Osijek, 29/04/2013, Melody J. Wachsmuth

4.5 Biographies of external associates, participating in the professional study program of theology

Ivan Markešić

| | |
|--|--|
| Title, name and surname of the holder | Ivan Markešić |
| Course taught in the proposed program of study | Sociology and the Sociology of Religion |
| Co-holder of the course | Zorica Kuburić |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Prilaz Ivana Visine VII/7, 10020 Zagreb |
| Telephone and Cellphone | 01/655 79 89 |
| E-mail | e-mail: ivan.marakesic@pilar.hr |
| Personal web-site | |
| Date of birth | 22-02-1954 |
| Identification number from Scientific records | 198965 |
| Academic or artistic ranking and date of last election | October 25th, 2010 – Research associate |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | April 12th, 2011 – Full professor |
| Area, field and branch of election in academic or teaching ranking | Area: social sciences Field: sociology Branch: sociology of religion |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Institute for Social Sciences Ivo Pilar Marulićev trg 19, 10000 Zagreb |
| Date of employment | 1978 - 1991 (Bosnia), from 1992 and on in Croatia |
| Job title (teacher, associate) | Research associate |
| Field of work | Social sciences, sociology; academic research; academic teaching |
| Function | Employer |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Doctor of sociology – PhD |
| Institution | Faculty of Philosophy in Zagreb Ivana Lučića 3, 10000 Zagreb |
| Place | Zagreb |
| Date | 23.04.1997. |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German, 5 |

| | |
|---|------------|
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English, 3 |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder:

Zorica Kuburić

| | |
|---|---|
| Title, name and surname of the holder | dr.sc. Zorica Kuburić |
| Course taught in the proposed program of study | Sociology and the Sociology of Religion |
| Co-holder of the course | Ivan Markešić |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Filozofski fakultet Novi Sad, dr Zorana Djindjica 2 |
| Telephone and Cellphone | +381 63 77 80 260 |
| E-mail | zoricakuburic@gmail.com |
| Personal web-site | www.ceir.co.rs |
| Date of birth | 1st of August 1954. |
| Identification number from Scientific records | 0108954786019 |
| Academic or artistic ranking and date of last election | Full Professor, 30th March 2006. |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | Sociology of Religion |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | University in Novi Sad |
| Date of employment | 1st of October 1996. |
| Job title (teacher, associate) | Lecturer |
| Field of work | Lecturer for the Sociology of Religion, Teaching Methods... |
| Function | President of the Center for empirical studies of religion |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Doctor of Sociological Studies |
| Institution | Philosophical faculty |
| Place | Beograd |
| Date | 13. 06. 1995. |
| 4. INFORMATION ON TRAINING | |
| Year | 1997-2000 |
| Place | Beograd |
| Institution | Institute of the Mental Health |
| Area of training | Systematic family therapy |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Serbian/Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English, 5 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German, 2 |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | French, 2 |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |

| | |
|---|-------------------------------------|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | |
| Authorship of course textbooks | Methods of religious studies, 2004. |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: 16th of May 2013.

Miroslav Volf

| | |
|---|--|
| Title, name and surname of the holder | Dr. Miroslav Volf |
| Course taught in the proposed program of study | Faith and globalization |
| Co-holder of the course | Mr. Dalibor Kraljik |
| Assistants in the course | - |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | |
| Telephone and Cellphone | 203-432-5332 |
| E-mail | Miroslav.volf@yale.edu |
| Personal web-site | |
| Date of birth | |
| Identification number from Scientific records | |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Yale University Divinity School |
| Date of employment | |
| Job title (teacher, associate) | Henry B. Wright Professor of Theology |
| Field of work | |
| Function | Director, Yale Center for Faith and Culture Henry B. Wright Professor of Theology |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Dr. theol., Dr. theol. habil. |
| Institution | University of Tübingen, Germany |
| Place | Tübingen, Germany |
| Date | |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English - 5 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German – 5 |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | - |

| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
|---|--|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | |
| Authorship of course textbooks | Public Faith, A: How Followers of Christ Should Serve the Common Good (2011) Allah: A Christian Response (2011) Captive to the Word of God (2010) Against the Tide: Love in a Time of Petty Dreams and Persisting Enmities (2010) God's Life in Trinity (2009) Free of Charge: Giving and Forgiving in a Culture Stripped of Grace (2006) The End of Memory: Remembering Rightly in a Violent World (2006) Work in the Spirit: Toward a Theology of Work (2001) Practicing Theology: Beliefs and Practices in Christian Life (2001) After our Likeness (1997) |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | Christianity and Violence; God at Work; Memory, Salvation, and Perdition |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | - |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | - |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | B.A. from the Evangelical-Theological Faculty in Osijek, Croatia, M.A. from Fuller Theological Seminary, Dr. theol. and Dr. theol. habil. from the University of Tübingen, Germany. |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | - |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | - |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | - |
| 9. Additional comments (optional). | |

Place, date and signature of course holder: In Osijek, 26.4.2013.

Rainer Ebeling

| | |
|---|---|
| Title, name and surname of the holder | Dr. theol. Rainer Ebeling |
| Course taught in the proposed program of study | Ethics and Christian Ethics |
| Co-holder of the course | |
| Assistants in the course | Dalibor Kraljik |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Lindenweg 10, CH-8599 Salmsach, Switzerland |
| Telephone and Cellphone | +4171 461 3072 / +4179 422 1435 |
| E-mail | ebeling@igw.edu / rainer.ebeling@gbfe.org |
| Personal web-site | |
| Date of birth | 22.01.1949. |
| Identification number from Scientific records | |
| Academic or artistic ranking and date of last election | Research Fellow (Assistant Professor) – 12.04.2012. |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | Systematic Theology and Theological Ethics |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Institut für Gemeindebau und Weltmission, Zurich Gesellschaft für Bildung und Forschung in Europa, University of South Africa Theologischer Schulungs Service, Haiger, Deutschland |
| Date of employment | In order from above: 2000 / 2004 / 2012 / 2003 |
| Job title (teacher, associate) | Docent (associate professor) |
| Field of work | ST, TE, PT |
| Function | Lecturer, supervisor |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Doctor of theology |
| Institution | Theological Faculty, University of Zurich, Switzerland |
| Place | Zurich, Switzerland |
| Date | 07-07-1995 |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | German |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English – 5 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | French – 2 |

| | |
|--|---|
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Biblical Hebrew, Greek and Latin - 2 |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | Ethics / Theology / BA Contemporary Ethics / Theology / MA Theology of Church Growth / Theology / MA Ecclesiology / Theology / MA Church and Society / Theology / MA |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | Energizing Church – Wiederbelebung alter Traume zwischen 1960 und 1980; Missionale Theologie, Francke 2009 Die Fiktion der Postmoderne und die Vision der “emerging church”; Missionale Theologie, Francke 2009 Afrophobia – continuing the discussion with a European perspective,... so ganz anders – Fremdheit als theologisches und gesellschaftliches Phänomen, Francke 2013 |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |
| Between 2004 and 2012 I was appointed Supervisor or Co-Supervisor by UNISA, dep. Of Philosophy, Systematic and Practical Theology for 2 Dth student and 8 Mth students; all finished most of them got their degree with distinction. Presently I am a Supervisor for 1 Dth student and 9 Mth students at UNISA, all working in the field of ST or TE. | |

Place, date and signature of course holder: Salmsach, April 2, 2013, Dr. Rainer Ebeling

Myron Augsburg

| | |
|---|--|
| Title, name and surname of the holder | Myron Augsburg |
| Course taught in the proposed program of study | Biblical theology of peace and justice |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | |
| Telephone and Cellphone | |
| E-mail | |
| Personal web-site | |
| Date of birth | August 20, 1929. |
| Identification number from Scientific records | |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | |
| Date of employment | |
| Job title (teacher, associate) | |
| Field of work | |
| Function | |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Th.D./Ph.D.; Honoray Doctorates |
| Institution | Union Theological Seminary |
| Place | Richmond, USA |
| Date | 1964 |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English language |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |

| | |
|---|--|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | |
| Authorship of course textbooks | Principles of biblical interpretation, Herald Press; The Peacemaker, Abingdon; The Christ Shaped Conscience, Victor Nuclear Arms (With Dr. Dean Curry), Word The Deacon, (with his daughter, Marcia, a historical novel), Kindred Mastering Outreach Evangelism, (With Ratz and Tillapaugh), CT, Multnomah How To Be a Christ Shaped Family (With Esther,) republished as "God Sculptures The Family", by Victor Press The Robe of God, Herald Press Soli Deo Gloria, a Daily Devotional through Romans, Herald Press The Resurrection Life, Evangel Press. The Fugitive, the story of Menno Simons, Herald Press... |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: April 22nd, 2013

Željko Senković

| | |
|---|--|
| Title, name and surname of the holder | dr.sc. Željko Senković |
| Course taught in the proposed program of study | Introduction to Philosophy |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Osijek, Velaluška 4 |
| Telephone and Cellphone | 098 1862804 |
| E-mail | zsenkovic@ffos.hr |
| Personal web-site | |
| Date of birth | 27th of May, 1970. |
| Identification number from Scientific records | 265844 |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | Academic title of associate professor. |
| Area, field and branch of election in academic or teaching ranking | Humanities, philosophy, social philosophy. |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Philosophical Faculty in Osijek |
| Date of employment | 2004- |
| Job title (teacher, associate) | Lecturer |
| Field of work | Philosophy |
| Function | Head of Department of Philosophy |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Doctor of science (dr.sc.) |
| Institution | Croatian Institute |
| Place | Zagreb |
| Date | 27th of November, 2006. |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English (4) |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German (3) |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | New Testament Greek (4), Russian (3) |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |

| | |
|---|--|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | I was a holder of many philosophical courses at the Faculty of Philosophy in Osijek (Social Philosophy, Philosophical Anthropology, Greek philosophy, philosophy of education etc.). |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | In the study of philosophy and Greek language and literature at the Faculty of Philosophy in Zagreb. |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | On student surveys on FFOS I am getting an average rating of 4.3 to 4.5. |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: 10th of April 2013.

Corneliu Constantineanu

| | |
|---|---|
| Title, name and surname of the holder | Corneliu Constantineanu |
| Course taught in the proposed program of study | Biblical Theology of the New Testament |
| Co-holder of the course | Kevin Conway |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Bulevardul Uverturii, nr. 210-220, 060946, Sector 6, București |
| Telephone and Cellphone | Tel. 021-4347525; 0740-200382; |
| E-mail | constantineanu.corneliu@gmail.com |
| Personal web-site | |
| Date of birth | 28 October, 1967 |
| Identification number from Scientific records | |
| Academic or artistic ranking and date of last election | 2006, PhD |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | Doctor of Philosophy-Biblical Studies-New Testament University of Leeds, UK and the Oxford Centre for Mission Studies, Oxford, UK. |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Rector/President of Institutul Teologic Penticostal, București, Romania |
| Date of employment | |
| Job title (teacher, associate) | Rector |
| Field of work | |
| Function | |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Doctor of Philosophy/Biblical Studies/New Testament University of Leeds, UK and the Oxford Centre for Mission Studies, Oxford, UK; Dissertation title: <i>“The Social Significance of Reconciliation in Paul’s Theology with Particular Reference to the Romanian Context”</i> |
| Institution | University of Leeds |
| Place | Oxford, UK |
| Date | 2006. |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Romanian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English - excellent |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Croatian/Serbian – very good |

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|---|---|
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | French: working knowledge German: beginner level |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | Biblical Interpretation and Hermeneutics Faith & Public Life: religion& science Greek I and II Interpreting Paul Introduction to the New Testament Introduction to Orthodox Theology Issues in E. European Theology New Testament Exegesis New Testament Theology Paul and Politics Pauline Theology Romans: Exegesis and Interpretation The Synoptic Gospels |
| Authorship of course textbooks | <i>The Social Significance of Reconciliation in Paul's Theology. Narrative Readings in Romans</i> (London/New York: T&T Clark Continuum, 2010) <i>Interpretare narativă în teologia paulină.</i> Cluj-Napoca: Casa Cărții de Știință, 2009 [200 pag., ISBN 978-973-133-657-2]. |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | <p>“Narrative Interpretation in the Pauline Writings (II): Christological References and Narrative Motifs in Romans 5–8.” In <i>Studii Teologice</i> 2 (2012): 13-24.</p> <p>“The attitude of the church to the rulers: Paul's understanding of government,” in co-autorship with Siniša Hamp. In Marcel V. Măcelaru & Julijana Mladenovska-Tešija, editors). <i>Demokracija, dijalog i dar-al salam. Međuvjerski dijalog i praktično djelovanje.</i> Osijek: Evangeoski teološki fakultet, 2012.</p> <p>“Reconciliation in a world of exclusion: the possibility of a radical novelty ‘in Christ.’” In Janez Juhand, Bojan Zalec (eds.), <i>Reconciliation: The Way of Healing and Growth</i>, Berlin, Lit Verlag, Dr. W. Hopf, 2012.</p> <p>“Encountering the Other: Otherness, Identity, and Reconciliation from a Biblical Perspective.” In Janez Juhant & Boja Zalec (eds.), <i>Humanity after Selfish Prometheus: Chances of Dialogue and Ethics in a Technicized World</i>, Berlin, Lit Verlag Dr. W. Hopf, 2011.</p> <p>“Gender Equality and Work from a Biblical Perspective,” [co-author with Patricia Runcan] in Elena-Loreni Baciu (editor), <i>Youth Emloyment: Challenges and Opportunities. The International Conference SIEO 2012, Conference Proceedings</i>, Timisoara, Editura Eurostampa, 2012.</p> |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | <p>“Narrative Interpretation in the Pauline Writings (I): Methodological Considerations.” In <i>Studii Teologice</i> 4 (2011): 105-125.</p> <p>“Child Theology: A challenge to seminaries. A response to Victor Nakah.” In Keith J. White, et al, eds., <i>Now and Next: a Compendium of Papers presented at the ‘Now & Next’ Theological Conference on Children, Nariobi, Kenya, March 9-12, 2011</i>, Singapore: Compassion International, 2011.</p> <p>„Teologie și asistență socială: o reflecție teologică despre credința și profesie.” In Alexandru Neagoe (ed.), <i>Values and Spirituality in Social Work Practice</i>, Bonn, Verlag für Kultur und Wissenschaft, 2011.</p> <p>““Întâlnirea cu „celălalt”. Perspective biblice asupra alterității, identității și reconcilierii.” In Patricia Runcan si Elena Zamfir, editors, <i>Riscuri și oportunități ale sistemului de asistență socială în România</i>. Timisoara: Editura Excelsior Art, 2011.</p> <p>“The Bible and the Public Arena: A Pauline Model for Christian Engagement in Society with Reference to Romans 13.” In <i>Kairos: Evangelical Journal of Theology</i>, Vol. 4, no. 2 (2010): 135-157.</p> |
| Professional and scientific papers in the course field that | “Vojska Gospodnja: Utjecaj Biblije na obnovu Rumunjske pravoslavne crkve” In |

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| were conducted in the past five years (up to 5 references) | <p><i>KAIROS - Evandeoski teološki časopis / Godište V.</i> (2011), br. 1, str. 75-91.</p> <p>“Faith and Life: A Pauline Perspective on the Integration of Faith and Everyday Life.” In Miroslav Volf, <i>et al</i>, editors, <i>First, the Kingdom of God. A Festschrift in honour of Prof. Dr. Peter Kuzmič</i>. Osijek: Evandeoski teoloski fakultet, 2011.</p> <p>“The ‘rediscovery’ of scripture and its impact on the Romanian Christian context at the beginning of the 20th century.” In <i>Kairos: Evangelical Journal of Theology</i>, Vol. 5, no. 1 (2011): 81-112.</p> <p>„Puterea transformatoare a evangheliei: dimensiunea socială a adevărului evanghelic în Romani 12” In Corneliu Constantineanu & Emanuel Conțac, eds. <i>Dimensiunea socială a Evangheliei</i>. Supliment Teologic al Jurnalului Pleroma (Oradea: Romanian Bible Society/Pleroma, 2011), pp. 69-100.</p> <p>“The Presence of the Future”: The Eschatological Framework of the New Testament,” in co-authorship with Yordan Kalev Zhekov, in <i>Pleroma: Studii și Cercetări Teologice</i>, vol. XII, nr. 2, New series, (December 2010): 15-47.</p> <p>“The Gift of Work: Biblical and theological reflections on the subject of work” În <i>Pleroma: Studii și Cercetări Teologice</i>, Anul XII, nr. 1, Serie nouă, (iunie 2010): 171-188.</p> |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | At the Banat University of Agricultural sciences in Timisoara, Romania. |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | <p>International Langham Scholarship Award, UK – PhD scholarship (1998-2006)</p> <p>“<i>Bridging Gaps</i>” <i>Scholarship</i>, Faculty of Theology, Vrije Universiteit, Amsterdam, Netherlands, September to November, 2003.</p> <p>“<i>Building the Church for the 21st Century: (Re)Defining the Theological Task of Our Generation</i>” a project financed by a grant from Langham Partnership International, London, UK (2009-2010).</p> <p>“<i>Faith and Profession</i>” a project financed by a grant from ICCO & Kerk in Actie, Utrecht, Holland (2009-2010).</p> <p>“<i>Langham Preaching Romania: Expository Preaching</i>” project financed by a grant from Langham Preaching, Oxford, UK (2009-2012).</p> |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |
| I am an expert member of the Romanian Agency for Quality Assurance in Higher Education | |

Place, date and signature of course holder: 16th of May 2013.

Anna Robbins

| | |
|---|---|
| Title, name and surname of the holder | Rev. Dr. Anna Robbins |
| Course taught in the proposed program of study | Analysis of Cultural Trends |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | |
| Telephone and Cellphone | + 1 902-585-2251 |
| E-mail | anna.robbins@acadiau.ca |
| Personal web-site | http://divinity.acadiau.ca/anna-m-robbins.html |
| Date of birth | |
| Identification number from Scientific records | |
| Academic or artistic ranking and date of last election | Associate Professor; July 2012 |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | Systematic Theology |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Acadia, Divinity College, Wolfsville, Canada |
| Date of employment | July 2012 |
| Job title (teacher, associate) | Academic Dean, Director of Doctoral Studies |
| Field of work | Professor of Theology, Culture and Ethics |
| Function | |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | PhD, |
| Institution | Aberyswyth University, Wales |
| Place | Penglais, Aberystwyth, Ceredigion, SY23 3FL |
| Date | 1997 |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | English |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Spanish |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |

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| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | London School of Theology (Middlesex University) |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | Book: Methods in Madness. Paternoster, 2005 Book: Ecumenical and Eclectic: The Unity of the Church in the Contemporary World: Essays in Honor of Alan P. F. Sell (Studies in Christian History and Thought), Wipf&Stock Pub, 2007 |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | Master of Religious Education (Acadia, 1993) |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: May 24th, 2013.

Thomas Sibley

| | |
|---|---|
| Title, name and surname of the holder | Dr.sc. Thomas Sibley, Associate Prof. |
| Course taught in the proposed program of study | Pastoral Ministry (Applied Theology) Apologetics |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Kušlanova 21, 10000 Zagreb, Croatia |
| Telephone and Cellphone | + 385 (0)1 23 38 637 Mob + 385 (0)91 15 58 258 |
| E-mail | tsiblez@bizg.hr |
| Personal web-site | |
| Date of birth | 27.12.1941 |
| Identification number from Scientific records | 3335444 |
| Academic or artistic ranking and date of last election | Associate Professor, September 1, 1981 |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | Religion, Biblical Studies and Theology |
| Area, field and branch of election in academic or teaching ranking | Religion, Biblical Studies, Practical Theology |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Biblijski institut |
| Date of employment | November, 1999 |
| Job title (teacher, associate) | Director, Associate Professor |
| Field of work | Theology, Applied Theology |
| Function | Administrator and Teacher |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Dr.Min. (Nostrified Dr.sc. 2005) |
| Institution | Western Seminary |
| Place | Portland, Or. USA |
| Date | 1981 |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | English |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | New Testament Greek (4) |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Biblical Hebrew (3) |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Croatian (2) |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |

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| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | <p>“Pastoral Ministry” At Colombia Christian College each year 1979 – 1984, Biblijski institut: 2000, -02, -05,- 06, -08, -10, - 12</p> <p>“Ministerial Ethics” at Columbia Christian College: 1980, 1982, 1983; at Biblijski institut: 2001, 2003, 2004, 2006, 2008, 2011</p> <p>Served as Pastor in 6 Congregations for a total of 35 years from 50 members to 850 members</p> |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | <p>In <i>Kairos: Evangelical Journal of Theology</i> :”Iyazov propovjednik: Živjeti govor”, Vol 1 No. 1 (2007), “Obećanje i zadatak”, Vol.1 No. 2 (2007), “Da budu jedno: Poziv da budemo pozitivan odgovor na Isusovu molitvu kako je zapisana u Ivanovu evanđelju”, Vol. 2 No. 1 (2008), “Nanovo sagledavanje evangelizacije” , Vpl. 2 No. 2 (2008), “Krist u vama, nada slava”, Vol. 3 No. 1 (2009)</p> |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | Theology |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | Student evaluations Rating from 1 – 5 (highest) consistently “5” |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: Zagreb, Croatia, 25.01.2013

Krešimir Šimić

| | |
|---|---|
| Title, name and surname of the holder | doc.dr.sc. Krešimir Šimić |
| Course taught in the proposed program of study | Gospel and Culture |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Hrvatske Republike 21, Antunovac |
| Telephone and Cellphone | 098 17 96 145 |
| E-mail | ksimic@ffos.hr |
| Personal web-site | - |
| Date of birth | 8th of June, 1973. |
| Identification number from Scientific records | 277491 |
| Academic or artistic ranking and date of last election | Associate professor |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | docent, 1. 12. 2012. |
| Area, field and branch of election in academic or teaching ranking | Humanities, philology, history and theory of literature |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Philosophical Faculty, Osijek |
| Date of employment | 10th of November, 2005. |
| Job title (teacher, associate) | Lecturer |
| Field of work | Croatistics |
| Function | docent |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Doctor of science |
| Institution | Philosophical Faculty |
| Place | Zagreb |
| Date | 1st of October, 2010. |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English, 3 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German, 2 |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Italian, 2 |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |

| | |
|---|--|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | Literary and theological essays, Kršćanska sadašnjost, Zagreb, 2005, 327 str, ISBN: 953-11-0149-3. In memory of her. Discussions on religion and culture (recenzenti dr. sc. Miroslav Volf, dr. sc. Ivan Kordić i dr. sc. Alojz Čubelić), Kršćanska sadašnjost, Zagreb, 2008, 160 str, ISBN: 978-953-11-0331-2. |
| Authorship of course textbooks | Literary - anthropological reading of cultural paradi, Kolo, XVIII, 3-4, Zagreb, 2008, str. 62–77, ISSN: 1331-0992. Incarnation and Art, Kairos, evandeoski teološki časopis, III, 1, Zagreb, 2009, str. 101–110, ISSN: 1846-4580. |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: 10th of April 2013.

Marija Sablić

| | |
|---|---|
| Title, name and surname of the holder | Dr. Marija Sablić |
| Course taught in the proposed program of study | General pedagogy Didactics |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Vlašička 11, Osijek |
| Telephone and Cellphone | 091 767 56 08 |
| E-mail | msablic@ufos.hr |
| Personal web-site | |
| Date of birth | 30.03.1978 |
| Identification number from Scientific records | 256530 |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | Docent, April, 17th, 2011. |
| Area, field and branch of election in academic or teaching ranking | Humanistic sciences: pedagogy, specialized pedagogy |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Učiteljski fakultet u Osijeku |
| Date of employment | 1.12.2000. |
| Job title (teacher, associate) | Teacher |
| Field of work | Humanistic sciences |
| Function | Head of the Department for humanistic sciences |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Doc. dr. sc. |
| Institution | Filozofski fakultet u Zagrebu |
| Place | Zagreb |
| Date | 16.6.2009. |
| 4. INFORMATION ON TRAINING | |
| Year | 1. 2003. /04. 2. 2011. |
| Place | 28. Osijek, 2. Zagreb |
| Institution | 1. Forum za slobodu odgoja. 2. Otvoreno učilište Korak po korak |
| Area of training | - Reading and writing critically, 2. Integrated learning. |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English – 5 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German – 3 |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |

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|---|---|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | Alternative schools Integrated learning Inter-culturism in education and upbringing Methods of upbringing |
| Authorship of course textbooks | Project teaching – subject Didactics |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | Hrvatić, N., Sablić, M. (2008), Interkulturalne dimenzije nacionalnoga kurikulumu Zagreb, <i>Pedagogijska istraživanja</i> . 2 (2008) ; 197-208 Peko, A., Sablić, M., Bilić-Meštrić, K. (2009), Learning Through Internet or Traditional Learning?, In: Education in the Balkans Today ⁶ , Asutaj, H., Bayir Budak, E. (ed.), Edirne: Trakya Universitesi Rektörlüğü Yayınları, ISBN 978-975-374-110-1 Hrvatić, N., Sablić, M. (2010.), Kultura kao polazište u izradi nacionalnog kurikulumu, u: Subotić, Lj. Živančević-Sekeruš, I., (ur.), Susret kultura, Univerzitet u Novom Sadu, Filozofski fakultet. Sablić, Marija (2011). Interkulturalni kurikulum-osvrta i perspektive. // <i>Pedagogijska istraživanja</i> . 1, 8; 125-138 (članak, znanstveni). Sablić, Marija; Kopačić, Petra (2012), Pitanje rodne ravnopravnosti u udžbenicima hrvatskoga jezika u nižim razredima osnovne škole // <i>book-communication-competence</i> / Czsekuz Geza (ur.). 465-478 (predavanje, međunarodna recenzija, objavljeni rad, znanstveni). |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | Inter-cultural curriculum and education in languages spoken in minorities. Project leader: prof. dr. sc. Neven Hrvatić Filozofski fakultet in Zagreb Project financed by the Ministry of Croatia (no. 130-1301761). |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | During my studies, Pedagoški fakultet in Osijek 60 hours of General pedagogy 60 hours of Didactics 60 hours of Developmental Psychology 600 hours of total methodical exercises |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | Survez at the University of J.J. Strossmayer Osijek, average grade 4,73. |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: Osijek, 02.04.2013., Doc. dr. sc. Marija Sablić

Ranka Jindra

| | |
|--|---|
| Title, name and surname of the holder | Jindra Ranka |
| Course taught in the proposed program of study | Foundations of communication and conflict resolution |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Sjenjak 12 Osijek |
| Telephone and Cellphone | 031 778 489 mob.095 512 36 44 |
| E-mail | rjindra@ufos.hr |
| Personal web-site | |
| Date of birth | 1950. |
| Identification number from Scientific records | MB 087056 |
| Academic or artistic ranking and date of last election | Master of science 23rd of May 2011. |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | Higher lecturer 23rd of May 2011. |
| Area, field and branch of election in academic or teaching ranking | Field of social science, science field of pedagogy, area of general pedagogy |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Teacher Education in Osijek |
| Date of employment | 7th of September 2005. |
| Job title (teacher, associate) | Higher Lecturer |
| Field of work | Social science |
| Function | |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Mr. sc. of Pedagogy and prof. Sociology |
| Institution | Philosophical faculty |
| Place | Zagreb |
| Date | 16th of April 1982. |
| 4. INFORMATION ON TRAINING | |
| Year | Education for educators "Conflicts resolution" (conflicts resolutions, dialogs, meditation, negotiation and management) in organization with Ars Publica - New Mexico, SAD. Leaders: dr. Merle S. Lefkoff, dr. Rees Fullerton i Sharon Burde. I have completed a four-year post-graduate program from Gestalt psychology, Institut fur Intergrative Gestalttherapie Wurzburg, Germany, organized by the Society for Psychological Assistance Zagreb. |
| Place | |
| Institution | Kroz NVO - Centar za mir, nenasilje i ljudska prava Osijek |
| Area of training | Communication Studies; Psychology |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English 2-3 |

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|---|---|
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | <p>1981. Lecturer for the course General pedagogy at the Department of Joint Studies at the University of Osijek.</p> <p>1985. Subject of Special Pedagogy in college classes, and preschool education.</p> <p>1987. At the University of Osijek studying Pedagogy I teach School Pedagogy</p> <p>Since 1997. occasionally as a subcontractor participate in teaching at the University of Osijek in Education of the study group: pedagogical - psychological training.</p> <p>2001/ 02 I work as a subcontractor at the Teacher Training College in Osijek and teach elective non-violent communication and conflict mediation course at the school.</p> <p>Same elective courses I teach at the Faculty of Philosophy in Osijek students Pedagogy 2005-2009.</p> <p>2004/5 Family pedagogy course in the study of preschool education.</p> <p>Since 2009. I am leading professional - pedagogical practice BikeRadar in Osijek</p> |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | <p>R. Jindra i A. Škugor (2007) Education for Peace - prevention of violence. Pedagogija. Prema cjeloživotnom obrazovanju i društvu znanja. Svezak 2. Str.251-262</p> <p>R. Jindra, E. Munjiza, i A. Peko (2007) The impact of volunteers in creating conditions of peace-building and community in the multi-ethnic communities; Centar za mir, nenasilje i ljudska prava Osijek.</p> <p>E. Borić, R. Jindra i A. Škugor (2008) Understanding and application of the content of lifelong learning for sustainable development. Odgojne znanosti.16 – 2008. Sveučilište u Zagrebu, Učiteljski fakultet u zagrebu. Str. 315 – 329</p> <p>R. Jindra, (2008) Importance workshop forms of labor. Scientific conference with international participation. Međunarodna kolonija mladih Ernestinovo 2003-2008. Hrvatska akademija znanosti i umjetnosti i Zavod za znanstveni i umjetnički rad u Osijeku.</p> <p>E. Borić, R. Jindra i A. Škugor (2008) Promoting learning for sustainable development at the Teacher Education in Osijek. Učiteljski fakultet u Rijeci. Str. 325-331.</p> <p>A.Peko, V. Mlinarević, i R. Jindra (2009) Intercultural Professional teachers - what and how to teach. Sveučilište J. J. Strossmayera u Osijeku, Učiteljski fakultet i Nansen dijalog centar Osijek. 131 - 157str.</p> <p>R. Jindra, A. Peko i R. Varga (2010) We learn to actively listen - (example of intercultural community.) Zbornik radova s 2. Međunarodne znanstvene konferencije Obrazovanje za interkulturalizam. Učiteljski fakultet u Osijeku i Nansen dijalog centar Osijek. str. 105-121</p> |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that | |

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|---|---------------------|
| were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | Studies of Pedagogy |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: Osijek, 16th of May 2013.

Mladen Jovanović

| | |
|---|--|
| Title, name and surname of the holder | Mladen Jovanović, mr.sc. |
| Course taught in the proposed program of study | Homiletics |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Gornjodemerska 51, 10000 Zagreb |
| Telephone and Cellphone | 01/6578-425 098/205-994 |
| E-mail | mladen.jovanovic@zg.htnet.hr |
| Personal web-site | |
| Date of birth | 21st of April 1945. |
| Identification number from Scientific records | 287253 |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | Biblical theology |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Eastern European Mission, Vienna, Austria |
| Date of employment | 1st of September 1980. |
| Job title (teacher, associate) | Lecturer of theology and missiology, counselor |
| Field of work | International Christian university, Vienna |
| Function | Lecturer (retirement since 21st of April 2010) |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Master of theology |
| Institution | Evangelical faculty |
| Place | Osijek |
| Date | 2005 |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English - 5 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Polish - 5 |

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| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German - 3 |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | International Christian university, Vienna, Austria, Introduction in Bible Christian University Oklahoma City, SAD, Missiology Evangelical theological faculty, Osijek, Homiletics, Communication Biblical Institute, Zagreb, Homiletics, Communication. |
| Authorship of course textbooks | «Prigni uho svoje!» Homiletical manual |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | 1. « Restoration Movement of the Churches of Christ » (2007.) Biblija u Hrvata, god I, br. 1, str. 125 – 136 2. « Evangelical Perspective on Unity and the Protestant Evangelical Christians in Croatia » (2008.) 3. Evangelical Christianity and family, god II, br. 1, str. 77-88 (English edition: Unity and Fellowship of Christians) 4. «Biblical Foundation of Evangelism» (2008.) Evandeosko kršćanstvo i navještanje evanđelja, god II, br. 2, str. 317-323 5. « The importance of the Christian family in the modern society » (2009.) Evandeosko kršćanstvo i obitelj, god III, br. 2, str. 299-304 6. « The Bible, our daily bread ” (2010.) Biblia u svakodnevnom življenju, god. IV, br. 2, str. 187-188 |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | Philosophical Faculty in Zagreb Professor phonetics and polish language and literature |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | 1990. « For success in teaching » (16. travnja, 1990.) Oklahoma Christian University of Science and Arts, Ok. City 1992. « For commitment in Christian service » (6. lipnja, 1992.) International Christian University, Beč 1998. « Recognition for Christian service » (25. veljače, 1998.) 21 st Century Christian, Nashville 2003. «20 years of Christian ministry » (2. veljače, 2003.) Bammel Church of Christ, Houston, Texas, SAD 2009. « In particular recognition for Christian ministry » (6. svibnja 2009.) Sveučilište Pepperdine, Malibu, Kalifornija, SAD 2011. « In recognition of the commitment and success in teaching» (7. listopada 2011.) Biblijski institut u Zagreb |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: Zagreb, 6th of April 2013.

Stanko Jambrek

| | |
|---|---|
| Title, name and surname of the holder | Dr. sc. Stanko Jambrek |
| Course taught in the proposed program of study | History and theology of the Reformation Religious movements The history of Christianity in Croatia History and theology of spiritual awakening |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Ante Mike Tripala 6, 10090 Zagreb-Sudgrad |
| Telephone and Cellphone | 098 1619293; 095 2338638 |
| E-mail | stanko.jambrek@gmail.com |
| Personal web-site | |
| Date of birth | 16th of November 1957. |
| Identification number from Scientific records | 308401 |
| Academic or artistic ranking and date of last election | Academic election is in a process on Philosophical faculty University of Zagreb |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Biblical institute |
| Date of employment | 1st of October 2012. |
| Job title (teacher, associate) | lecturer |
| Field of work | History of church and theology |
| Function | Dean |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Doctor of science (PhD) |
| Institution | Philosophical faculty University of Zagreb |
| Place | Zagreb |
| Date | 2012. |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English, 3 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |

| | |
|---|---|
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | Appointed a number of years teaches history and theology of the Reformation on the Bible Institute in Zagreb and at the Evangelical Theological Seminary in Osijek. The course was conducted at the undergraduate professional studies. |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | <p><i>Kroatische Reformatoren und Schriftwort</i>, u: <i>Kroatische Protestantische Bücher</i>, Zagreb: National und Universitätsbibliothek in Zagreb, 2008.</p> <p>Bible in the time of Reformation. <i>Kairos: Evandeoski teološki časopis</i>, 1, 2010, Zagreb, str. 93-120. Bible in Times of Reformation. <i>Kairos: Evangelical Journal of Theology</i>, 1, 2010, Zagreb, pp. 85-115.</p> <p>Contributions to the study of the Reformation in the Croatian historical countries. <i>Kairos: Evandeoski teološki časopis</i>, 1, 2011, Zagreb, str. 123-127. Contributions for Studying the Reformation in the Croatian Historic Lands. <i>Kairos: Evangelical Journal of Theology</i>, 1, 2011, Zagreb, pp. 145-150.</p> <p>The Anabaptist tradition of the Reformation and Schleithemskom confession. <i>Kairos: Evandeoski teološki časopis</i>, 2, 2011, Zagreb, str. 341-344.</p> <p>Stjepan Kiš Segedinac (1505-1572): Baranian's reformer European influences. <i>Kairos: Evandeoski teološki časopis</i>, 2, 2011, Zagreb, str. 103-123. Stephen Kis of Szeged: A Baranyan Reformer with a European Influence. <i>Kairos: Evangelical Journal of Theology</i>, 1, 2012, Zagreb, pp. 77-98.</p> <p>Vlačić's fight for the freedom of the Church. <i>Kairos: Evandeoski teološki časopis</i>, 2, 2012, Zagreb, str. 307-328. Flacius' Struggle for Freedom of the Church. <i>Kairos: Evangelical Journal of Theology</i>, 2, 2012, Zagreb.</p> |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: Zagreb, 22nd of April 2013.



Danijel Berković

| | |
|--|---|
| Title, name and surname of the holder | prof. Danijel Berković |
| Course taught in the proposed program of study | Introduction to the exegesis of the Old Testament |
| Co-holder of the course | - |
| Assistants in the course | - |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Nedeljska 41, 10 431 Sveta Nedjelja |
| Telephone and Cellphone | 01 3370 008 / 095 89 90 769 |
| E-mail | danijel.berkovic1@inet.hr |
| Personal web-site | - |
| Date of birth | 17.09.1954 |
| Identification number from Scientific records | 255233 |
| Academic or artistic ranking and date of last election | - |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | - |
| Area, field and branch of election in academic or teaching ranking | - |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Biblical institute (BI,Zagreb) |
| Date of employment | 1.10.2012 |
| Job title (teacher, associate) | lecturer |
| Field of work | biblical theology |
| Function | heading of OT dep. at BI |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | MTh |
| Institution | Evangelical theological faculty in Osijek |
| Place | Osijek |
| Date | 1.lipnja 2002. |
| 4. INFORMATION ON TRAINING | |
| Year | 2005 (doctoral student, final stage) |
| Place | Oxford (UK) |
| Institution | Oxford Centre for Mission Studies & Middlesex University (London) |
| Area of training | Biblical studies („Gramamr of death in Psalms“) |

| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
|---|--|
| Mother tongue | Croatian lang. (mother tongue) |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English (5) |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German (3) |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Hebrew (biblical) (5), Hebrew (modern) (3) Greek (biblical) (4) Latin (4) |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | lecturer (Introduction to OT at the Adventist theological faculty, ATF (cf. CV) |
| Authorship of course textbooks | <i>Hebrew-croatian biblical dictionary</i> (Zagreb, 2012) |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | <i>Aspects of theological grammar in the reading of the prophet Isaiah</i> (in the Festschrift: 'Neka iz tame svjetlost zasine'; KS, 2007) <i>Aspects and modalities of divine presence in OT</i> (Kairos 3/1, 2009) <i>Church and Bible: in the context of the correlation of power and authority</i> (Kairos 1/1, 2007) <i>Christian zionism and the interpretations of the Old testament</i> (Loci Communes, 1/1 2009) <i>The Bible of bishop Maksimilijana Vrhovec (VB): literary and stylistic characteristics in the Psalms of the VB</i> (Kajkavski zbornik, Krapina, 2012) |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | - |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | - |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | - |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | 4.9 |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | - |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: *Zagreb, 29/04/2013*

Ervin Budiselić

| | |
|---|--------------------------------------|
| Title, name and surname of the holder | Budiselć Ervin |
| Course taught in the proposed program of study | New Testament Introduction |
| Co-holder of the course | Kevin Walker |
| Assistants in the course | - |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Cvjetna 3, 10432 Bregana |
| Telephone and Cellphone | 01/3375-257, mob: 098/815-788 |
| E-mail | ervin.budiselic@zg.t-com.hr |
| Personal web-site | / |
| Date of birth | 08.10. 1975. |
| Identification number from Scientific records | 335392 |
| Academic or artistic ranking and date of last election | / |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | / |
| Area, field and branch of election in academic or teaching ranking | / |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Biblical Institute Zagreb |
| Date of employment | October, 2010. |
| Job title (teacher, associate) | Lecturer of New Testament |
| Field of work | / |
| Function | / |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Master of science - theology |
| Institution | Evangelical theological faculty |
| Place | Osijek |
| Date | 21st of June .2010. |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English - 4 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Slovenian - 3 |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German - 2 Greek - 4 Hebrew- 2 |

| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
|---|---|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | <p>"A critical review of the parable of the leaven and the mustard seed as the basis for postmilenian eschatology." <i>Kairos</i> Vol.4, No.1 (May 2010): 63-73.</p> <p>"Influence the formation of the New Testament canon in the creed of sola scriptura" Vol. 5, No. 1 (May 2011): 37-58.</p> <p>"Impartation of gifts of the Holy Spirit in Paul's theology." <i>Kairos</i> Vol.5, No.2 (October 2011): 249-273.</p> <p>"Paul's understanding of the Church in Ephesians as a model for today's church." <i>Kairos</i>, Vol.6, No.1 (June 2012): 23-46.</p> <p>"Power of the table: revision of theology, forms and the role of the Lord's Supper in the worship of the Christian church." <i>Kairos</i>, Vol.6, No.2 (November 2012): 231-255.</p> |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: ___Samobor, 3rd of April 2013. Ervin Budiselić

Branislav Miličić

| | |
|---|---|
| Title, name and surname of the holder | Branislav Miličić |
| Course taught in the proposed program of study | Overview of church history |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | J.J. Strossmayera 168, 31000 Osijek |
| Telephone and Cellphone | 031779739, 0989355232 |
| E-mail | branislav.milii@gmail.com , branislav.milicic@evtos.hr |
| Personal web-site | |
| Date of birth | 2nd of September, 1983. |
| Identification number from Scientific records | 334874 |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Museum of Slavonia |
| Date of employment | 1st of August 2012. |
| Job title (teacher, associate) | Trainee without employment for the occupation curator |
| Field of work | Activity curator, historical science |
| Function | Trainee without employment for the occupation curator |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Master of theological science |
| Institution | Evangelical theological Faculty |
| Place | Osijek |
| Date | 10th of June 2010. |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English (4) |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German (4) |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Italian (2) |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |

| | |
|---|---|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | <p><u>Review article: (local review)</u> Germans in Osijek and the surrounding area (brief overview According to the 19th and the first decade of the 20th century), "The Germans and Austrians in the Croatian cultural circle", Osijek (2011).</p> <p><u>Other participation: (articles without review)</u> Participation in a symposium, "The Germans and Austrians in the Croatian cultural circle", Osijek: Relevance Peter Dautermann the spread of Protestantism in (2008). Ferdo Knopp, famous Osječanin in the health and social life, and Goddard Osijek 19th and early 20th Century (2009). The significance of family Piller for development of food industry in Osijek and Slavonia (2010). Music and instruments through life - the famous Osijek family Fabing (2012). IV. Congress of Croatian historian, "between acceptance and condemnation (echo participation of Bishop Strossmayer to the First Vatican Council) (2012). International Conference, "Dealing with the past left unsaid-Challenges and opportunities for institutions and civil society actors", Strasbourg, 2011. - As a listener and a participant in the workshop.</p> |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | Studies of history and Croatian language and literature. |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: Osijek, 10th of April, 2013.

Jasmin Milić

| | |
|---|---|
| Title, name and surname of the holder | Jasmin Milić |
| Course taught in the proposed program of study | Christian worship |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Braće Radića 5, Tenja |
| Telephone and Cellphone | 031-290-789 |
| E-mail | |
| Personal web-site | |
| Date of birth | 28. 12. 1969. |
| Identification number from Scientific records | 258510 |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Protestant theological University "Mihael Starin", Tordinci |
| Date of employment | 2008 |
| Job title (teacher, associate) | Dean |
| Field of work | |
| Function | Dean |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Doctor of science (PhD) |
| Institution | Protestant theological faculty |
| Place | Novi Sad |
| Date | 2005 |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian language |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English language |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |

| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
|---|--|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | <p>"Pastoral care," Evandeoski teološki fakultet, Osijek, 1995./1996. (15 hours of lectures);</p> <p>"Liturgy," Evandeoski teološki fakultet, Osijek, 1996./1997. (15 hours of lectures);</p> <p>"Liturgy," Evandeoski teološki fakultet, Osijek, 1997./1998. (30 hours of lectures);</p> <p>"Confessions and liturgy", lectures held in February and March 2007 (28 hours of lectures) at the Teološki fakultet, Novi Sad;</p> <p>"Theology of the sacraments", lectures held in the I semester 2007/2008 at the Protestantski teološki fakultet, Novi Sad;</p> <p>"Service held by the Book of common prayers", lectures held at the Protestantski teološki fakultet, Novi Sad in 2011/2012.</p> |
| Authorship of course textbooks | <p>Milić, Jasmin, <i>Reformirana župa u Tordincima</i>, Protestantska reformirana crkvena općina Tordinci, Tordinci, 2002, ISBN 953-6865-06-8</p> <p>Milić, Jasmin, <i>Tko je bio Jean Calvin</i>, Protestantska reformirana kršćanska crkva u RH, Osijek, 2003, ISBN 953-6865-08-4</p> <p>Milić, Jasmin, <i>Povijesno-pravni razvoj reformiranih crkvenih općina u Hrvatskoj</i>, Osijek: Kršćanski centar «Dobroga Pastira», 2004., ISBN: 953-6865-11-4</p> <p>Milić, Jasmin, <i>Protestantska reformirana kršćanska crkva u Republici Hrvatskoj (Prikaz ustrojstva, vjerovanja i djelovanja)</i>, Osijek: Protestantska reformirana kršćanska crkva u Republici Hrvatskoj, 2005., ISBN 953-6865-12-2</p> <p>Milić, Jasmin, <i>Kalvinizam u Hrvata s posebnim osvrtom na reformiranu župu Tordinci 1862.-1918.</i>, Tordinci: Protestantska reformirana crkvena općina Tordinci, Novi Sad: Teološki fakultet-Novu Sad, 2006. ISBN 953-6865-14-9</p> <p>Milić, Jasmin, <i>Kanoni iz Kneževih Vinograda</i>, Osijek: Protestantska reformirana kršćanska crkva u RH; Kneževi Vinogradi: Reformatska crkvena općina Kneževi Vinogradi, 2006. ISBN 953-6865-15-7</p> <p>Milić, Jasmin, <i>Povijesni pregled liturgije s posebnim osvrtom na razvoj bogoslužja u protestantskim crkvama odnosno crkvama reformacijske baštine</i>, Osijek: Kršćanski centar "Dobroga Pastira", 2007. ISBN 978-953-6865-17-8.</p> <p>Milić, Jasmin, <i>Kalvinizam na optuženičkoj klupi</i>, Tordinci: Protestantska reformirana crkvena općina Tordinci, 2008. ISBN 978-953-6865-25-3</p> <p>Milić, Jasmin, <i>Ljubav si ti (zbirka ljubavnih pjesama)</i>, Osijek: KC "Dobroga Pastira, 2008. ISBN 978-953-6865-26-0.</p> <p>Milić, Jasmin (priredio), <i>Red krštenja, konfirmacije i primanja u članstvo (reformirani liturgijski priručnik)</i>, Osijek: Protestantska reformirana kršćanska crkva u RH, 2008.</p> <p>Milić, Jasmin, <i>Blagoslovljeno kraljevstvo njegovo</i> (tumačenje euharistijskog bogoslužja prema Knjizi zajedničkih molitava, The Book of Common Prayer), Osijek: Kršćanski centar "Dobroga Pastira", 2012. ISBN 978-953-6865-35-2</p> |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | <p>Milić, Jasmin, "Kako često blagovati Večeru Gospodnju?", <i>Izvori 9/10</i>, 1997., str.23-24</p> <p>Milić, Jasmin, "O Večeri Gospodnjoj", <i>Izvori 11/12</i>, 1997., str. 23-24.</p> <p>Milić, Jasmin, "Tko je dostojan blagovati Večeru Gospodnju?", <i>Izvori 1/2</i>, 1998., str. 19</p> <p>Milić, Jasmin, "Tumačenje liturgije", <i>Glas reformacije</i>, 5, 1999., str. 3-4</p> <p>Milić, Jasmin, "Tumačenje liturgije 2", <i>Glas reformacije</i>, 6, 1999., str. 3.</p> <p>Milić, Jasmin, "Tumačenje liturgije 3", <i>Glas reformacije</i>, 7, 1999., str. 4.</p> <p>Milić, Jasmin, "Tumačenje liturgije 4", <i>Glas reformacije</i>, 8, 2000., str. 3-4.</p> <p>Milić, Jasmin, "Što su sakramenti?", <i>Znaci vremena</i>, 3, 2002., str. 29. CIB Znaci Vremena, Zagreb, (ISSN 0353-0434).</p> <p>Milić, Jasmin, "Vjerske zajednice i građansko-pravna osobnost", (UDK 347.471.7), <i>Hrvatska pravna revija</i> 8/2003, str. 13-19. Inženjerski biro, Zagreb, 2003. ((ISSN 1332-8670).</p> |

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|---|---|
| | <p>Milić, Jasmin, "Posljedice pravomoćne sudske presude za treću osobu" (UDK 347.952) u: <i>Hrvatska pravna revija</i> 5/2004, str. 81-86 (ISSN 1332-8670).</p> <p>Milić, Jasmin, "The Development of the Reformed Church in Croatia", u: <i>Frontier</i> 6/2004, str. 8-10 (ISSN 0951-7677).</p> <p>Milić, Jasmin, "Sola Scriptura (Samo pismo)" u: <i>Vjesnik reformacije</i> br. 1, 2004. str. 1-3. ISSN 1334-9201)</p> <p>Milić, Jasmin, "Povijest crkve Dobroga Pastira (Kršćanskoga centra "Dobroga Pastira") od 1998. do 2003. godine, I. dio." u <i>Vjesnik reformacije</i> br. 1, 2004., str. 4-5, (ISSN 1334-9201).</p> |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder:

Tomislav Vidaković

| | |
|---|---|
| Title, name and surname of the holder | mr.sc. Tomislav Vidaković |
| Course taught in the proposed program of study | World Religions |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Reljkovićeva Satira 5, 10020 Novi Zagreb |
| Telephone and Cellphone | 01/5612-156, 091/763-13-61 |
| E-mail | tomislav.vidakovic1@gmail.com |
| Personal web-site | - |
| Date of birth | 11th of January, 1980. |
| Identification number from Scientific records | 323782 |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Christian center "Word of Life", Zagreb |
| Date of employment | 19th of February, 2008. |
| Job title (teacher, associate) | Head of youth |
| Field of work | |
| Function | Assistant pastor |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Master of science |
| Institution | VETU Osijek |
| Place | Osijek, Hrvatska |
| Date | 9th of June, 2007. |
| 4. INFORMATION ON TRAINING | |
| Year | Since 2011 till now |
| Place | Zagreb |
| Institution | Faculty of Philosophy and Social Sciences, Zagreb |
| Area of training | Doctoral studies in history (History of religious studies; Reformation) |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English– 4 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Latin – 3 |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | French – 2 German - 2 |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |

| | |
|---|---|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | World Religions 2009/10, VETU Osijek, undergraduate studies World Religions 2010/11, BIZG Zagreb, undergraduate studies World Religions 2011/12, VETU Osijek, undergraduate studies |
| Authorship of course textbooks | - |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | On special documents |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | Within philosophy and religious sciences studies in Zagreb: 1) Psychology (1 semester) 2) Methods of teaching ethics (1 semester) 3) Methods of teaching philosophy (1 semester) |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: 11th of April, 2013.

Kevin Conway

| | |
|---|---|
| Title, name and surname of the holder | Dr. Kevin P. Conway |
| Course taught in the proposed program of study | Biblical theology of the New Testament |
| Co-holder of the course | Corneliu Constantineanu |
| Assistants in the course | Various students |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Jozsef Attila 30, 2049 Diosd, Hungary |
| Telephone and Cellphone | +36 30 957 5114 |
| E-mail | Kevin_Rahela@Yahoo.com |
| Personal web-site | NA |
| Date of birth | 11 April, 1958 |
| Identification number from Scientific records | Republic of Croatia ID number: 2270471 |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Campus Crusade for Christ |
| Date of employment | 6/2012 |
| Job title (teacher, associate) | Director – Institute for Biblical and Theological Studies |
| Field of work | Responsible for 20 countries (Eastern Europe, Russia, & Israel) |
| Function | I lead the team that teaches our 20+ courses to 1,100+ staff in these 20 countries (80%+ are nationals) |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | PhD |
| Institution | University of Cambridge |
| Place | Cambridge, United Kingdom |
| Date | 11/2011 |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | English |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Croatian - 1 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | German - 2 |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 | |

| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
|---|--|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | I've taught numerous biblical studies courses in Croatia, Bosnia, Hungary, Albania, Poland, Macedonia, Moldova, and other countries. |
| Authorship of course textbooks | NA |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | NA |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | NA |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | NA |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | NA |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | NA |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | On a scale of 1 (poor) to 5 (excellent), my average feedback has been 4.85 from students. |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | NA |
| 9. Additional comments (optional) | |

Place, date and signature of course holder: (Kevin P. Conway)

Budapest, Hungary - 21 April, 2013

Steven Paulus

| | |
|---|--|
| Title, name and surname of the holder | Dr. Steven Paulus |
| Course taught in the proposed program of study | Patrology |
| Co-holder of the course | Kostake Milkov, PhD |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | 213 Williams St., Staunton, VA 24403, USA |
| Telephone and Cellphone | 540885-0031/540-294-1182 |
| E-mail | steve.paulus@comcast.net |
| Personal web-site | http://stauntongrace.org/ http://pastorstevesdesk.blogspot.com |
| Date of birth | 25/02/53 |
| Identification number from Scientific records | |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Staunton Grace Covenant Church |
| Date of employment | August, 1996 to the present |
| Job title (teacher, associate) | Senior Pastor |
| Field of work | Pastoral Ministry |
| Function | General Church Oversight, Oversight of Christian Education, Pulpit Ministry and Pastoral Care |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Doctor of Ministry |
| Institution | Gordon-Conwell Theological Seminary |
| Place | South Hamilton, MA, USA |
| Date | May 7, 2005 |
| 4. INFORMATION ON TRAINING | |
| Year | 1986-1990 |
| Place | Virginia Beach, VA, USA |
| Institution | Regent University |
| Area of training | Master of Divinity |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | English |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | New Testament Greek (4) |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Biblical Hebrew (4) |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Croatian (3) |

| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
|---|---|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | Patrology , Evangelical Theological Seminary, Osijek, Croatia 30 semester hours, Undergraduate program Spring Semester, 2006, 2007, 2008, 2009, 2010, 2012 Wisdom Literature from a Pastoral Perspective Ukrainian Evangelical Theological Seminary 30 semester hours, Undergraduate program Fall Semester, 2006, 2007, 2008, 2009, 2010, 2012 Leadership Principles from Wisdom Literature 30 Semester Hours, Graduate program Spring Semester, 2012 |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | Patterns of Ordination in Scripture, in <i>First the Kingdom of God</i> , Osijek, 2011 |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |
| In addition to classroom instruction, seminars on pastoral concerns are conducted in field settings annually. | |

Place, date and signature of course holder: Stanton, VA, USA, April 5, 2013, P. Steven Paulus

Daniel Oprean

| | |
|---|---|
| Title, name and surname of the holder | Oprean G. Daniel, PhD (cand) |
| Course taught in the proposed program of study | Ecumenical Theology |
| Co-holder of the course | |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Oravita, Eftimie Murgu 25, Caras-Severin, 325600, Romania |
| Telephone and Cellphone | 0038 0727756378 |
| E-mail | daniaoprean@gmail.com |
| Personal web-site | |
| Date of birth | 22.08.1968 |
| Identification number from Scientific records | |
| Academic or artistic ranking and date of last election | |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | Systematic Theology |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Evangelical Theological Seminary, Osijek Croatia |
| Date of employment | 2011 |
| Job title (teacher, associate) | Senior Lecturer |
| Field of work | Systematic Theology |
| Function | |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Master of Theology |
| Institution | Evangelical Theological Seminary |
| Place | Osijek, Croatia |
| Date | 2005 |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Romanian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English - 5 |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | French -2 |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
| Previous experience in holding similar courses (title of | • Introduction to Systematic Theology , EETS, Timisoara, BA |

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|--|---|
| the course, study program in which it is or was being held and the level of the study program) | <ul style="list-style-type: none"> • Christology, EETS, Timisoara, BA • Ecclesiology, EETS, Timisoara, BA • Christian Thought, EETS, Timisoara, BA • Introduction to Philosophy, EETS, Timisoara, BA • Eastern Orthodox Theology. EETS, Timisoara, BA |
| Authorship of course textbooks | |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | <ul style="list-style-type: none"> • "Reconciliation in Church and Society: Church's Ministry as God's Reconciliation Agency," in <i>Reconciliation: The Way of Healing and Growth</i>, Janez Juhant, Bojan Zalec (eds) (Wien: Lit Verlag GmbH & Co, 2012). • The Perichoretic Model of the Family: A Theological Reflection," in <i>Pleroma: studii și cercetări teologice</i>, XIII, nr. 1, iunie 2011. • "The Perichoretic Model of the Spiritual Life," in <i>Pleroma: studii și cercetări teologice</i>, XII, nr. 1, iunie 2010. • "Postmodern Challenges for Romanian Evangelical Churches at the Beginning of the Third Millenium," in <i>Postmodernity- Friend or Foe?</i> Alexandru Neagoe & Heleen Zorgdrager (Timisoara: Mirton, 2009). • "Koinonia in the Theology of Fr. Dumitru Stăniloae: A Trinitarian Model of Communion," in <i>Bible, Culture, Society: Postgraduate Explorations</i>, Corneliu Constantineanu, Marcel V. Măcelaru (Eds) (Osijek: Evandeoski teoloski fakultet, 2009). |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | <ul style="list-style-type: none"> • "Dialogical Community," presentation at Langham Scholars' Consultation, Ridley Hall, Cambridge, 16-19 April 2013 • "Baptist Ecclesial Identity in Dialogue with the Orthodox Theology," presentation at Langham Scholars' Consultation, Ridley Hall, Cambridge, 17- 20 April 2012. |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | <ul style="list-style-type: none"> • "The Fear of the Lord: Spirituality as Medication for our Contemporary Fears." Paper presented at the international scientific conference on Culture of Fear, organized by the Faculty of Theology of the University of Ljubljana, November 8–11 2012, Celje–Ljubljana, Slovenia. • "The Grammar of Discipleship: Reflections from the Spiritual Journey of Apostle Paul." Paper presented at The International Scientific Symposium: Discipleship – The Mandate of the Contemporary Church. ITP, Bucharest, 5-6 May 2011. • „The Secularization of the Church: Causes and Biblical Remedy." Paper presented at Langham – Areopagus International Conference: Building the Church for the 21st Century: (Re) Defining the Theological Task of Our Generation," Timisoara, 30 September – 3 October 2010. „ • The Perichoretic Model of the Family: A Theological Reflection." Paper presented at The International Scientific Symposium: The Postmodern Ethics of the Family, ITP, Bucharest, 6-7 May 2010. • „From Life to Theology: The Roots and Characteristics of John Calvin's Theology of Ministry." paper presented at The International Symposium: Calvin Year in Romania: Reception of John Calvin's Reformed Ideas in the European Evangelical Spirituality. Areopagus Center, Timisoara, 4-5 December 2009. |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |

| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
|---|--|
| Acknowledgements and awards for teaching and scientific paper / art work | |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |
| | |

Place, date and signature of course holder: Oravita, 20 April 2013

Kostake Milkov

| | |
|--|---|
| Title, name and surname of the holder | Kostake Milkov, M.A. M.St. DPhil. |
| Course taught in the proposed program of study | Patrology |
| Co-holder of the course | Steven Paulus, PhD |
| Assistants in the course | |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Dimitrija Chupovski 10/11, Skopje, Macedonia |
| Telephone and Cellphone | +38923214997 |
| E-mail | kmmilkov@gmail.com |
| Personal web-site | |
| Date of birth | |
| Identification number from Scientific records | |
| Academic or artistic ranking and date of last election | 2011 |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | |
| Area, field and branch of election in academic or teaching ranking | |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | <p>President of the Balkan Institute for Faith and Culture (BIFC), Macedonia, since 2011</p> <p>Postdoctoral Research, Langham International Research and Training Seminar, since 2011</p> <p>Senior Associate at OCCA (Oxford Center for Christian Apologetics), since 2012</p> <p>Board Member of the Evangelical Theological Seminary, Osijek, since 2004</p> <p>Vice-President, "AGAPE", Development and Relief work, since 1999</p> <p>Chief Board Member of Elders of the Evangelical Church in Macedonia, since 1994</p> |
| Date of employment | 1994 |
| Job title (teacher, associate) | President, senior Associate, board member, chief board member |
| Field of work | |
| Function | President, researcher, lecturer |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Doctor of Philosophy |
| Institution | University of Oxford |
| Place | Oxford, England |
| Date | 2011 |
| 4. INFORMATION ON TRAINING | |
| Year | |
| Place | |
| Institution | |
| Area of training | |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | |

| | |
|---|--|
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | |
| Authorship of course textbooks | Milkov, Kostake, <i>Обожени и оправдани: толкувањето на спасението во православно и протестантско предание</i> (Deified and Justified: Eastern Orthodox and Protestant Interpretation of Salvation, Metanoja 2005. |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | Inducted Phi Alpha Chi Theological Society, Gordon-Conwell Theological Seminary, 1998 |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | |
| 9. Additional comments (optional) | |

Place, date and signature of course holder:

Samuel Bombara

| | |
|---|---|
| Title, name and surname of the holder | Rev. Dr. Samuel S. Bombara |
| Course taught in the proposed program of study | Introduction to pastoral counseling |
| Co-holder of the course | - |
| Assistants in the course | - |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | 8 Tidd Circle, Lexington, MA 02420, USA |
| Telephone and Cellphone | 781-862-0069; 339-223-3291 |
| E-mail | gcb2008@verizon.net |
| Personal web-site | - |
| Date of birth | 29.7.1933. |
| Identification number from Scientific records | - |
| Academic or artistic ranking and date of last election | - |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | - |
| Area, field and branch of election in academic or teaching ranking | - |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Retired |
| Date of employment | - |
| Job title (teacher, associate) | - |
| Field of work | - |
| Function | - |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | Doctor of Ministry (1982) |
| Institution | Boston University, Boston, MA |
| Place | Boston, Ma, USA |
| Date | 1982. |
| 4. INFORMATION ON TRAINING | |
| Year | 1972 – 1982 |
| Place | Boston, MA |
| Institution | Boston University |
| Area of training | Pastoral care, Psychology, Church history |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | English |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | Italian (2) |
| The second foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | - |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | - |

| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
|---|---|
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | NORTHPOINT Bible College, Haverhill, MA (1985-2005) Pastoral Care I & II, Church History, Pastoral Counseling & Psychology - Undergraduates |
| Authorship of course textbooks | - |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | - |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | - |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | - |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | - |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | Teacher of the Year, ETF; Certificate of Honorary Membership, Croatian Association of Christian Counselors – 26.3.2013. |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | - |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | - |
| 9. Additional comments (optional). | |

Place, date and signature of course holder: Lexington, MA, April 4, 2013, *Rev. Dr. Samuel S. Bombara*

Domagoj Hajduković

| | |
|--|--|
| Title, name and surname of the holder | Domagoj Hajduković |
| Course taught in the proposed program of study | Introduction to the European Union History of the Papacy |
| Co-holder of the course | - |
| Assistants in the course | - |
| 1. GENERAL INFORMATION ABOUT THE COURSE HOLDER | |
| Address | Mostarska 105, HR 31 000 Osijek |
| Telephone and Cellphone | +385 (0)31 502 731 +385 (0)99 323 2800 |
| E-mail | dhajdukovic@gmail.com |
| Personal web-site | - |
| Date of birth | June 4th 1981 |
| Identification number from Scientific records | - |
| Academic or artistic ranking and date of last election | - |
| Academic-teaching, artistic-teaching or teaching ranking and date of last election | - |
| Area, field and branch of election in academic or teaching ranking | - |
| 2. INFORMATION ABOUT PRESENT EMPLOYMENT | |
| Employing institution | Croatian Parliament |
| Date of employment | December 22nd 2011 |
| Job title (teacher, associate) | Member of the Parliament |
| Field of work | - |
| Function | - |
| 3. INFORMATION ABOUT EDUCATION – the highest attained level | |
| Degree | University specialist for the European Studies |
| Institution | Faculty of Political Science |
| Place | University of Zagreb |
| Date | |
| 4. INFORMATION ON TRAINING | |
| Year | 2006; 2007; 2008. |
| Place | Strasbourg, France; Sofia, Bulgaria; Jerusalem, Israel; Zagreb, Croatia |
| Institution | Akademija za politički razvoj, Zagreb, Hrvatska L'Université d'été de la Démocratie, Strasbourg, Francuska Bulgarian School of Politics, Sofija, Bugarska Yad Vashem Shoa Studies, Jeruzalem, Izrael Politička akademija "Novo društvo" Zagreb |
| Area of training | Political sciences, history, sociology, public relations |
| 5. MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue | Croatian |
| The first foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | English language (5) |
| The second foreign language and language skills | German language (3) |

| | |
|---|---|
| on a scale from 2 (sufficient) to 5 (excellent) | |
| The third foreign language and language skills on a scale from 2 (sufficient) to 5 (excellent) | - |
| 6. COMPETENCES IN THE SUBJECT OF THE COURSE | |
| Previous experience in holding similar courses (title of the course, study program in which it is or was being held and the level of the study program) | - |
| Authorship of course textbooks | - |
| Professional and scientific papers published in the last five years in the course field (up to 5 references) | - |
| Professional and scientific papers on methodology and lesson quality published in the last five years (up to 5 references) | - |
| Professional and scientific papers in the course field that were conducted in the past five years (up to 5 references) | - |
| Within which program and in with extent did the course holder acquire the methodical-psychological – didactic – pedagogic competences? | - |
| 7. ACKNOWLEDGEMENTS AND AWARDS, STUDENT SURVEY | |
| Acknowledgements and awards for teaching and scientific paper / art work | - |
| Results of student survey done in the last five years for the course most similar to the course from the title (person who executed the survey, average grade...) | - |
| 8. COMPETENCIES OF THE ASSOCIATES | |
| Indicate competences of the associates in the course (if necessary) which are complementary to the competences of the course holder and important for the course | - |
| 9. Additional comments (optional). | |

Table 5. Financial evaluation – Visoko evanđeosko teološko učilište u Osijeku**Table 5.1 Income and expenses – professional study of theology**

| No. | Description | 2012 | 2013 | 2014 | 2015 | 2016 |
|-----|--|--------------|--------------|--------------|--------------|--------------|
| 1. | Operating income | 3.236.960,00 | 3.361.878,80 | 3.462.735,16 | 3.566.617,22 | 3.673.615,74 |
| a) | Gifts and donations | 1.143.301,00 | 1.177.600,00 | 1.212.928,03 | 1.249.315,87 | 1.286.795,35 |
| b) | Income from assets | 1.565.136,00 | 1.612.090,08 | 1.660.452,78 | 1.710.266,37 | 1.761.574,36 |
| c) | Revenues from administrative fees and special regulations | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| d) | Revenue from own operations | 335.501,00 | 345.566,03 | 355.933,01 | 366.611,00 | 377.609,33 |
| e) | Donations from companies and individuals abroad | 220.022,00 | 226.622,66 | 233.421,34 | 240.423,98 | 247.636,70 |
| f) | Revenues from the budget for financing regular budget activities | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| 2. | Business expenses | 2.937.818,00 | 3.025.952,54 | 3.116.731,12 | 3.210.233,05 | 3.306.540,04 |
| a) | Expenses for employment | 900.515,00 | 927.530,45 | 955.356,36 | 984.017,05 | 1.013.537,57 |
| b) | Material expenses (compensation of employees, material and energy costs, services and other) | 1.304.085,00 | 1.343.207,55 | 1.383.503,78 | 1.425.008,89 | 1.467.759,16 |
| c) | Financial expenses (interest and other financial expenses) | 593.081,00 | 610.873,43 | 629.199,63 | 648.075,62 | 667.517,89 |
| d) | Subsidies | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| e) | Grants | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| f) | Compensations based on insurance and other benefits | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| g) | Other expenses | 140.137,00 | 144.341,11 | 148.671,34 | 153.131,48 | 157.725,43 |
| 3. | Surplus/deficit of operating revenue (6-3) | 326.142,00 | 335.926,26 | 346.004,05 | 356.384,17 | 367.075,69 |
| a) | Revenue from the sale of non-financial assets | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| b) | Expenditures for the acquisition of property buildings, equipment, vehicles, books, etc. | | | | | |
| 4. | Surplus/deficit of revenue from non-financial assets (7 - 4) | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| a) | Revenue from financial assets and borrowing | | | | | |
| b) | Acquisition of financial assets and loans | | | | | |
| 5. | Surplus/deficit of revenue from financial assets and liabilities (8 - 5) | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| 6. | Total revenue and income | 3.263.960,00 | 3.361.878,80 | 3.462.735,16 | 3.566.617,22 | 3.673.615,74 |
| 7. | Total expenditure | 2.937.818,00 | 3.025.952,54 | 3.116.731,12 | 3.210.233,05 | 3.306.540,04 |
| 8. | Surplus/deficit of revenue and income | 326.142,00 | 335.926,26 | 346.004,05 | 356.384,17 | 367.075,69 |

Table 5.2 Sources of Financing

| Description | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|
| 1. Country | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| a) MZOS Budget | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| b) other relevant ministries and state institutions | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| c) local and regional government | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| 2. Our own revenue | 544.275,00 | 560.603,25 | 577.421,35 | 594.743,99 | 612.586,31 |
| a) tuition fees (student participation) | 243.327,00 | 250.626,81 | 258.145,61 | 265.889,98 | 273.866,68 |
| b) research projects | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| c) publishing activities | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| d) other work / business | 300.948,00 | 309.976,44 | 319.275,73 | 328.854,01 | 338.719,63 |
| 3. Donations | 1.363.323,00 | 1.404.222,69 | 1.446.349,37 | 1.489.739,85 | 1.534.432,05 |
| 4. Other | 1.356.362,00 | 1.397.052,86 | 1.438.964,45 | 1.482.133,38 | 1.526.597,38 |
| 5. Total (1+2+3+4) | 3.263.960,00 | 3.361.878,80 | 3.462.735,16 | 3.566.617,22 | 3.673.615,74 |

Table 5.3 Students

| Description | 2013 | 2014 | 2015 | 2016 | 2017 |
|--|------|------|------|------|------|
| Total number of students | 210 | 210 | 220 | 240 | 260 |
| 1) Full-time students | 90 | 90 | 100 | 120 | 140 |
| a) with the Ministry support | - | - | - | - | - |
| b) bearing a part of program costs | 40 | 40 | 40 | 40 | 40 |
| c) The School provides a part of student scholarships* | 50 | 50 | 60 | 80 | 100 |
| 2) Part-time students | 120 | 120 | 120 | 120 | 120 |

* Student scholarships are partly provided by churches that send students to our School, partly by donors and sponsors from the country and abroad.