

VETU

**Report on changes to accredited
study programs 2018–2022**

Dr. sc. G. S. Thellman, Vice-Dean for Academic Affairs
Feb. 10, 2022

Introduction

In response to student interest, and a recognition of areas of need by our professional board, VETU has initiated limited changes in its study programs between 2018 and present. These changes include additional elective courses and new areas of specialization that amount to less than 20% of the accredited study program. The additions are consistent with the mission and vision of the college and its overall learning outcomes. In addition, lecturers have been given the freedom of updating the required literature and lecture materials, as well as making relevant adjustments to the modes of evaluation of their individual subjects while remaining within the objectives and learning outcomes as stated in the master syllabus. These minor changes are reviewed by the Vice Dean for Academic Affairs and the professional board when necessary.

Some elective courses have not been offered since 2018. In most cases, this is due to factors such as student enrollment numbers and/or the availability of lecturers. In some cases, students have been permitted to take such electives as independent studies upon agreement with a qualified faculty member. While no courses have been officially removed from either study program, the professional board is planning a review of the study programs to determine if some courses are no longer relevant and should be removed.

Below is a description and explanation of the additions to both the undergraduate and graduate study programs with a view towards the long-term development and future revisions of the study programs:

I) **Professional theological studies program**

1) New Courses introduced:

i) **Introduction to Biblical Languages** [2 ECTS]

(a) Introduced in the academic year 2020–21, this is a short course designed to give first-year students and lifelong learners a brief introduction to the biblical languages of Greek and Hebrew, to stimulate their interest in the subjects, help them gain an understanding of the importance of biblical language study for biblical interpretation and theology, and prepare them for the full-length courses in Greek and Hebrew (see 2.i.a below). (Syllabus attached)

ii) **Christian Discipleship** [2 ECTS]

- (a) We introduced this course in the academic year 2021–22 as a first-year course, which can also be taken by lifelong learners. It fills a need in the current study program for this vital area of Christian life and ministry and supplements another elective course “Personal Spiritual Growth.” While the latter is focused on individual spiritual formation, the Christian Discipleship class is focused on the implementation of being and making disciples in Christian community.
- 2) Other changes
 - i) Cross-listing of Beginning Greek and Beginning Hebrew
 - (a) These course modules are found in the 4th year of studies of the VETU specialized graduate theological studies program. However, we have permitted and encouraged undergraduate students to take these courses for elective credit, especially those focused on theological studies for Christian ministry and preaching. We anticipate incorporating biblical languages into the professional theological studies program in the next full revision of the study program.
- 3) New study track: Christian Catechesis/Pedagogy (see attached curriculum with syllabi)

This new study track is taught alongside and within the theology program as a response to student interest and a strongly expressed need for trained catechists within local protestant congregations. Students who choose this track will pass all required courses in the current approved professional theological studies program but will also need to pass the courses in the Christian catechesis track in lieu of other elective courses in the theology program.

II) Specialized graduate theological studies program

- 1) The below changes and additions have been made for the purpose of opening three new specialized tracks of study in the graduate program: Christian pedagogy, Christian counseling, and missiology/intercultural studies. The “Guided Independent Study” course (II.2.iv), which students can take only once during the program, provides another opportunity for students to work independently or in small groups on an approved specific topic within their area of specialization with a qualified faculty member as a mentor. Both the governing and professional boards of the college approved these areas of specialization and new elective courses based on the following factors:
 - (a) Recognition of these needs in both church and society.
 - (b) Student interest

- (c) The current and potential teaching capacity of the college, through both resident and visiting lecturers, to teach and provide mentored supervision within these areas of emphasis.
 - (d) Accordance with the vision and mission of the college and the learning outcomes of the existing study programs
- 2) Additions of new elective courses approved by the VETU governing and professional boards:
- i) **Perspectives on Cross-Cultural Ministry in Central and Eastern Europe** is a new elective course designed and taught by Prof. A. M. Kool [5 ECTS]. This course was implemented into the study program in the 2019-2020 academic year and supplements other existing elective courses to form a graduate study track in missiology/intercultural studies.
 - ii) **Contemporary Approaches to Christian Education** is a new elective course designed and taught by VETU graduate and visiting lecturer K. Akulli, PhD [5 ECTS]. This course is on offer for the first time in the summer semester, 2022 and is foundational for a graduate specialization in Christian education building on the Christian pedagogy emphasis in the professional studies program.
 - iii) **Contemporary Approaches to Christian Counseling**; the course is currently under development by VETU graduate Marko Tunjić, MA, LCP (PhD student), and will contribute to the specialization in Christian counseling, while building on the counseling courses in the professional studies program.
 - iv) **Guided Independent Study** with approved faculty mentor [5 ECTS] was designed by dr. sc. G. Thellman and implemented into the study program in 2020-2021. It provides a framework for students to pursue areas of specialization by studying a particular topic with a qualified faculty member. This course must be approved by the vice-dean for academic affairs and can only be undertaken once during the course of the program.
- 3) Permission of graduate level students to enroll in the 3rd year course “Creation Care” [5 ECTS] for graduate credit. This was decided to allow incoming graduate students who did not finish their undergraduate studies at VETU to have access to this important and relevant course. The course also fits well within the new Christian pedagogy and missiology/intercultural studies study tracks.
- 4) In addition, lecturers in the core required course modules in biblical, systematic and historical theology are also being encouraged to incorporate an “integrative component” into their courses that allows students to integrate where possible these

areas of specialization into their research and writing assignments for those course modules.

- 5) The content of the course “Research, Writing and Faith,” required for all 4th year (1st year graduate) students, has been only minimally changed but it is noted here because it is crucial to the implementation of the specialized study tracks. The original syllabus required three written assignments: a teaching script on methodology in the student’s chosen area of emphasis within theological studies, followed by two research paper assignments, to be completed over the course of the first year of graduate study. We have changed this so that in lieu of the second research project, students write an initial proposal of their intended final thesis to be completed by the end of the first year of graduate study. While this proposal is not binding, it serves to help students narrow their area of emphasis or specialization, identify a mentor and develop an initial research idea during the first year to prepare them for their eventual thesis project in the summer semester of their final year.

Table 2
Syllabus

| General Information | | |
|-------------------------------------|--|----------|
| Course Holder | Gregory S. Thellman | |
| Course Name | Introduction to Biblical Languages | |
| Study Programme | Theology | |
| Course Status | Elective | |
| Year | 1 | |
| ECTS Value and Modes of Instruction | ECTS work load for students | ECTS 2 |
| | Number of hours (Lectures/Exercises/Individual Work) | P 1; S 1 |

| 1. SYLLABUS | | |
|---|--|--|
| 1.1. Course Objectives | | |
| <p>This course will provide an initial introduction of the Biblical languages (Greek and Hebrew) to beginning theology students. Students will be given a general introduction to each language, its history and importance. In particular, students will learn the importance of the study of biblical languages for theology, biblical interpretation and Christian ministry. For each language, students will learn the alphabet, rules for pronunciation, and a limited set of vocabulary words. Students will also practice translation of basic sentences and learn how to properly use available tools and resources related to the biblical languages. This course is intended as a primer course for the course New Testament Greek (offered in the 2nd year of study), and Biblical Hebrew (offered in the third year of study). The course may also be a stand-alone course for lifelong learners interested in the basics of biblical languages.</p> | | |
| 1.2. Requirements for Taking the Course | | |
| None | | |
| 1.3. Expected Learning Outcomes | | |
| <p>After completing the course students should</p> <ul style="list-style-type: none"> - recognize the value of learning Greek and Hebrew for Biblical interpretation - know both the Greek and Hebrew alphabets. - be able to read aloud and properly pronounce words written in the Greek and Hebrew scripts. - know some of the most frequently used words in the Greek New Testament and Hebrew old Testament. - be able to say some basic phrases in Greek and Hebrew. - know how to properly use original language tools in the study of the Bible. - Be motivated to continue the study of Greek and Hebrew. | | |
| 1.4. Course Content | | |
| Introduction to the Biblical languages and their importance for Biblical studies and theology. Alphabet, pronunciation, basic vocabulary and a limited amount of grammar instruction for each language. | | |
| 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 □ Mult Media and IT □ Laboratories □ Mentoring □ Other |

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| 1.6. Comments |
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| 1.7. Student Responsibilities |
| Students are required to attend class (10% absences are tolerated); students are expected to complete weekly homework assignments consisting of various exercises; students are expected to study for, and complete weekly quizzes on course material; students are required to complete a final exam with a satisfactory grade. |

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|---|---|------------------------------|---|--------------------|----------------|--|
| 1.8. Monitoring ¹ of Student Work | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | 1 | Seminar Paper | Experiments | |
| Written Exam | 1 | 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 | | | | | | |
| The grade consists of Participation: 5% (50 pts.) Homework: 45% (15 assignments; 30 pts. each) Quizzes: 30% (15 quizzes; 20 pts. each) Final Exam: 20% (200 points) | | | | | | |
| 1.10. Obligatory Literature | | | | | | |
| <i>Basics of Biblical Greek</i> , 2 nd edition, by: William D Mounce; Hebrew, TBD | | | | | | |
| 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 | | |
| Basics of Biblical Greek (by: William D. Mounce) | | 15 | | 5 | | |
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| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | |
| Exam results; Regular homework assignments, quizzes, student presentations, student evaluations, professor's assessment of the course; | | | | | | |

¹ IMPORTANT: 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.

Table 2
(Syllabus)

| General Information | | |
|-------------------------------------|-----------------------------|--------|
| Course Director | JeremyBohall | |
| Course Name | Christian Discipleship | |
| Study Programme | Theology | |
| Course Status | Elective | |
| Year | First | |
| ECTS Value and Modes of Instruction | ECTS work load for students | 2 ECTS |
| | P 1; V1 | |

| 1. SYLLABUS | | |
|--|---|--|
| 1.1. Course Objectives | | |
| <p>The introductory part of the lectures focus on defining and distinguishing disciple-making. The problem of a lack of disciple-making around the world is presented. Secondly, the term “disciple” will be studied from a historic and biblical perspective. Emphasis is placed on studying Jesus’ “Great Commission” as communicated in Matthew’s gospel. Using The Commission, participants will gain an understanding of how to address the problem today. Interaction with various authors and in-class conversation are important parts of the learning process in this course.</p> | | |
| 1.2. Requirements for Taking the Course | | |
| – | | |
| 1.3. Expected Learning Outcomes | | |
| <p>Students know what a disciple is Students learn about the deficit in disciple-making today Students are able to articulate what Jesus meant when he commissioned his disciples to make disciples as recorded Matthew 28:16-20 Students understand how the task of making disciples is intimately connected to the Church Students can define the various disciple-making characteristics and articulate their relationship to each other</p> | | |
| 1.4. Course Content | | |
| <p>What is a disciple (historical and biblical); What it means to make disciples (as shown in the Gospel of Matthew); The historical problem of disciple-making; Elements of disciple making (teaching / preaching, relationships, spiritual disciplines); Discussion and debate on the state of disciple-making</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"/> Mult 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 - complete assigned weekly reading</p> | | |

- hand in 10 reading reviews (summaries)
- take 2 quizzes based on the material covered in lectures
- engage in conversation on the readings during class

| 1.8. Monitoring ² 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

The grade consists of:

- class attendance and participation in discussions: 30%
- 10 reading reviews: 50%
- mini quizzes: 20%

1.10. Obligatory Literature

Bonhoeffer, Dietrich. *The Cost of Discipleship*. New York: Simon & Schuster, 1959.
 Bonhoeffer, Dietrich. *Life Together*. New York: Harper & Brothers, 1954.
 Foley, Thomas. *As We're Going*. Charlottesville, VA: Christian Educators Outreach, 2017.
 Volf, Miroslav. *A Public Faith*. Grand Rapids, MI: Brazos Press, 2011.

Required literature can be found in the VETU library

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

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

| Title | Number of copies | Number of Students |
|---|------------------|--------------------|
| Bonhoeffer, <i>The Cost of Discipleship</i> . New York: Simon & Schuster, 1959. | 1 | 6 |
| Bonhoeffer, Dietrich. <i>Life Together</i> . New York: Harper & Brothers, 1954. | 1 | 6 |
| Foley, Thomas. <i>As We're Going</i> . Charlottesville, VA: Christian Educators Outreach, 2017. | 1 | 6 |
| Volf, Miroslav. <i>A Public Faith</i> . Grand Rapids, MI: Brazos Press, 2011. | 1 | 6 |

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

Results at the end of the semester; Student evaluations; professors' self-evaluation

² IMPORTANT: 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.

Syllabus

| General Information | | |
|-------------------------------------|--|----------|
| Course Holder | Anne-Marie Kool | |
| Course Name | Cross Cultural Ministry Perspectives in Central and Eastern Europe | |
| Study Programme | Theology | |
| Course Status | Elective | |
| Year | 4 or 5 | |
| ECTS Value and Modes of Instruction | ECTS workload for students | ECTS 5 |
| | Number of hours (Lectures/Exercises/Individual Work) | P 1; S 2 |

| 1. SYLLABUS |
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| 1.1. Course Objectives |
| <p>This course seeks to answer the question of what it means to participate in God's mission as a missionary, a church, and a missionary organization. What are the needs? How can we communicate the gospel in another culture, in today's pluralistic world? What are the opportunities for cross cultural ministry in Central and Eastern Europe and in the Balkans? As a case study of cross-cultural ministry in Central and Eastern Europe, special attention will be given to the relation of churches with and ministry among the Roma. The course seeks to focus on the important theological insights of accepting the other, as we are all created by God. In summary form, the objectives are:</p> <ol style="list-style-type: none"> 1. To provide insight into the biblical foundations of cross-cultural mission, and the practical consequences in other cultures 2. To understand theologically, what the role in mission work is of missionaries, of mission organisations, and of local churches, and to gain insight into how this role has changed in the course of history. 3. To explore and map Roma churches in selected countries in Central and Eastern Europe: collect data and analyse them to gain insights into trends, challenges and needs. 4. To explore an unknown face of Roma Christianity and to gain insight in how God is at work among them, through identifying significant figures in Roma Christianity and studying one of them more in depth. 5. To understand the importance of social reconciliation with "the other" and to discover ways of bridging the gap between Roma and non-Roma. 6. To provide a general insight in World Christianity and the present state of world mission, with a view to Europe. |
| 1.2. Requirements for Taking the Course |

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|---|--|--|
| Missions, Evangelism and Intercultural Theology | | |
| 1.3. Expected Learning Outcomes | | |
| After completing the course students should be able to | | |
| <ul style="list-style-type: none"> i. understand culture and its role in communication ii. understand intercultural communication theories iii. recognize differences between cultures iv. discern the functioning of cross-cultural mission organisations v. understand and apply Biblical theological perspectives on cross-cultural ministry vi. understand and apply theological perspectives on the role of the church in mission, on social reconciliation and how to relate to "the other" | | |
| 1.4. Course Content | | |
| An incarnational Model for Personal Relationships in cross-cultural ministry; Tensions in cross-cultural ministry; methods in researching Roma Christianity; Biblical and Theological reflections and methods on mission; Roma and Roma Christianity in Europe; Challenges of Roma in Europe and Roma revival; methods of researching significant figures of Roma Christianity | | |
| 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 □ Mult Media and IT □ Laboratories □ Mentoring □ Other |
| 1.6. Comments | | |
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| 1.7. Student Responsibilities | | |
| Students are required to attend class (10% absences are tolerated); students are expected to complete reading assignments; write response reflections on lectures and reading; participate in the ongoing forum blog; and research, write and present a final seminar paper. | | |

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|--|---|--|--|--------------------|-----|----------------|
| 1.8. Monitoring³ of Student Work | | | | | | |
| Listening to Lectures | 1 | Activities in Instruction | | Seminar Paper | 1.5 | Experiments |
| Written Exam | | Oral Exam | | Essay | | Research |
| Written homework assignments | 1 | Continuous Knowledge Testing (Quizzes) | | Paper Presentation | | Practical Work |

³ IMPORTANT: 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.

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|---|--|--|----------------------------------|--------------------|--|--|
| Portfolio | | | Reading and research assignments | 1.5 | | |
| 1.9. Grading and Evaluation of Student Work During Instruction and at Finals | | | | | | |
| The grade consists of | | | | | | |
| Participation in lectures and online forum 20% | | | | | | |
| Written response reflections and presentation of reflections and research 40% | | | | | | |
| Final paper. 40% | | | | | | |
| 1.10. Obligatory Literature | | | | | | |
| Constantineanu, C, et al, eds. <i>Mission in Central and Eastern Europe. Realities, Perspectives, Trends</i> (Vol. 34). Oxford: Regnum Books International, 2016. (2 chapters) | | | | | | |
| Goheen, Michael W. <i>Introducing Christian Mission Today : Scripture, History, and Issues</i> . Downers Grove, Illinois: IVP Academic, an imprint of InterVarsity Press, 2014. | | | | | | |
| Lingenfelter, Sherwood G. <i>Ministering Cross-Culturally: An Incarnational Model for Personal Relationships</i> . Baker Books, Grand Rapids, 1992. | | | | | | |
| 1.11. Additional Reading (at the time of registration of the Study Programme) | | | | | | |
| See bibliography provided by 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 | | |
| Constantineanu, C, et al, eds. <i>Mission in Central and Eastern Europe. Realities, Perspectives, Trends</i> (Vol. 34). Oxford: Regnum Books International, 2016. | | | 2 | 5 | | |
| Goheen, Michael W. <i>Introducing Christian Mission Today : Scripture, History, and Issues</i> . Downers Grove, Illinois: IVP Academic, an imprint of InterVarsity Press, 2014. | | | 4 | 5 | | |
| Lingenfelter, Sherwood G. <i>Ministering Cross-Culturally: An Incarnational Model for Personal Relationships</i> . Baker Books, Grand Rapids, 1992. | | | 9 | 5 | | |
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| 1.13. Modes of quality control which enhance exit knowledge, skills and competences. | | | | | | |
| In-class discussion of reading assignments and designated topics; student presentations of response reflections, research and final paper, participation in ongoing online forum blog | | | | | | |

Syllabus

| General Information | | |
|-------------------------------------|---|--------|
| Course Director | Dr. K. Sam Akulli | |
| Course Name | Contemporary Themes in Education | |
| Study Programme | Theology | |
| Course Status | Elective | |
| Year | Graduate | |
| ECTS Value and Modes of Instruction | ECTS workload for students | 5 ECTS |
| | Number of hours (Lectures/Exercises/Seminars) | P1; V1 |

| 1. SYLLABUS | | |
|--|------------|-------------------|
| 1.1. Course Objectives | | |
| <p>This course will explore two contemporary themes in educational studies and their centrality to pastoral service and historical and philosophical theology: 1) Justice and 2) Critical theories.</p> <ol style="list-style-type: none"> 1) When exploring justice, the student will become familiar with major categories of justice and will evaluate in depth the theory of distributive justice which pertains to "...how, and to what end, should a just society, distribute the various benefits (resources, opportunities, and freedoms) it produces, and the burdens (costs, risks, and unfreedoms) required to maintain it." Brighouse, P.2. The student will read about utilitarianism, libertarianism, the market and distribution of economic goods, the theory of Justice of John Rawls, and egalitarianism, in their attempt to distribute benefits in the most just manner. The student will contemplate these ideas within the Christian theological traditions and their application to the service of the Christian community. 2) This section also focuses on the idea of justice in education through critical theories in the work of Sharon Todd, Ivan Illich, Nel Noddings, and Maxine Greene. The student will become familiar with the themes of deschooling as the alternative to school reform, Caring-the relational approach to education, education and freedom, and education for social justice and learning from the other. The student will explore the root and examples of critical theories in Christian tradition and the ethics of care in pastoral ministry. | | |
| 1.2. Requirements for Taking the Course | | |
| Elementary reading in philosophy. | | |
| 1.3. Expected Learning Outcomes | | |
| <ul style="list-style-type: none"> • After finishing this course the student will: • Know advanced terminology, the definitions, and the arguments about justice, critical theories in the light of pastoral practice and historical theology. • Can construct the idea of justice when distributing benefits and negotiating the cost of distribution of social services in the church. • Understand major critical theories, their major ideas, and their applications and limitations to religious education. • Articulate critical ideas of education • Understand the relation of education with social justice and freedom within practical and historical theology. • Understand care education and its relevance to pastoral care. | | |
| 1.4. Course Content | | |
| See Section 1.16 | | |
| 1.5. Forms of Instruction | ■ Lectures | ■ Individual work |

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| | <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"/> Mult 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 | | |
| Class attendance is required (10% absences are tolerated; up to 30% of excused absences can be made up through individual work) In addition, all readings and assignments are mandatory. | | |

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|---|-----|------------------------------|-----|--------------------|--|--------------------|--|
| 1.8. Monitoring⁴ 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 | | | | | | | |
| See section 1.13 Course Grading below. | | | | | | | |
| 1.10. Obligatory Literature | | | | | | | |
| <ul style="list-style-type: none"> • Brighouse, Harry, <i>Justice</i>, (Cambridge UK: Polity Press), 2004. pp.170 • Todd, Sharon, <i>Learning from the Other: Levinas, Psychoanalysis, and Ethical Possibilities in Education</i>, (New York: State University of New York Press), 2003. Pp.150 • Illich, Deschooling Society, (London: Marion Boyars), 1970. Pp 116. • Noddings, Nel, <i>Caring: A Relational Approach to Ethics and Moral Education</i>, (Berkeley: University of California Press), 1986. Pp 250 | | | | | | | |
| 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 | | 15 | |

1.13 Course Grading:

| | |
|----------------------|--------------------------|
| Participation | 50 points (20%) |
| Reading Journal | 50 points (20%) |
| Personal Reflection | 50 points (20%) |
| Paper & Presentation | 100 points (40%) |
| Total | 250 points (100%) |

⁴ IMPORTANT: 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.