



Emmanuel Bible College
In Alliance with Nazarene Bible College
BIB2033: New Testament Gospels

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: Introduction to the New Testament and Biblical Interpretation.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A study of the life and teachings of Jesus as presented in the four gospels. Prerequisites: Introduction to the New Testament and Biblical Interpretation.

COURSE INTENDED LEARNING OUTCOMES:

The following are intended learning outcomes specific to this course:

1. Become familiar with the significant life events of Jesus.
2. Gain an understanding of the significant elements of the message of Jesus.
3. Describe the impact of the historical background of the New Testament on the message of Jesus.
4. Examine the gospel records of Jesus' ministry in order to understand the contribution of each evangelist to our understanding of Jesus and the Early Christian Church.
5. Seek to understand Jesus' message in its first environment through exegetical analysis of the historical, literary, social and theological issues in the texts.
6. Establish the principles of Jesus' message which were being taught in these texts and interpret their significance for today.
7. Establish a broad outline of the course of Jesus' public ministry.
8. Explore and assess current scholarship on issues of the historical Jesus, "Q" and archeological findings.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

- Ability to identify the literary structure, theological concepts and main storyline of the New Testament. (CN3)
- Ability to describe the historical and cultural contexts of the New Testament including an ability to Biblically affirm pastoral leadership of men and women within the Church. (CN4)

- Ability to exegete a passage of Scripture using contextual, literary, and theological analysis. (CN6)

COURSE TEXTBOOKS:

Holy Bible.

Holy Bible - Any of the following translations: NASB, NRSV, NIV, TNIV, RSV, KJV, NKJV, NAB, or ESV

King, Thomas J., and Daniel G. Powers. *A Student's Guide to Exegetical Work*. 6th ed., Department of Bible and Theology, 2017.

Print - PDF

ISBN: 8780000122200

Blomberg, Craig L. *Jesus and the Gospels: An Introduction and Survey*. 2nd ed, Broadman & Holman, 2009.

ISBN: 9780805444827

Stein, Robert H. *The Method and Message of Jesus' Teachings*. Revised ed, Westminster John Knox Press, 1994.

ISBN: 9780664255138

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

Special Online Resources:

I want to bring two special online resources to your attention. These two resources are the NET Bible and Bible Centre.

1. NET Bible. The address for NET Bible is <http://www.bible.org/netbible/>. This is an excellent resource that provides a good new translation of the Bible. Its greatest value for students, however, is the fact that it provides many notes along with the translation that are very helpful.
2. Bible Centre. The address for Bible Centre is <http://www.biblecentre.org>. The Bible Centre provides several valuable resources for Bible study. I especially want to draw your attention to the "Commentaries" section. There are a wide number of full commentaries that are available here. Please do not make the false assumption that all the commentaries are "equal" from a scholarly standpoint. Please be cautious and discerning in the acceptance of theological and biblical ideas.

COURSE REQUIREMENTS:

- **Reading**

Students are expected to complete the assigned readings in time for the readings to inform the student's contribution to the discussion.

- **Reading Summary/Critique**

After completing the assigned reading, students will write a reading summary and critique. Each of these summary/critiques should include **at least two significant issues** gained from the reading and the student's reflections on these issues as they relate to their specific ministry. In other words, explain why the issues you select are significant for you and for your future understanding of the Bible. **The inclusion of specific references or quotations from the reading is very important in the Reading Summary/Critique.** Note: Your personal opinion such as "This was hard reading" or "The reading excited me" is not what I'm looking for here. As a guide, the summaries should be about 225-300 words.

- **Comprehension Questions**

For most sessions, several Comprehension Questions will be assigned to spark dialogue and measure comprehension concerning the issues covered. Students are to research and respond to the questions. Responses should reflect and must include the student's comprehension of the material through references and quotations. **If you do not provide evidence that you have researched your response by the use of quotations and parenthetical references, you will not receive full credit for this assignment!** Simply saying, "This is what I think," is not enough.

- **Article Review**

The student must find an article that pertains specifically to their Exegetical Paper or to this course's study of the New Testament Gospels. The article may be out of a current scholarly journal (periodical) or online. **NOTE: Book Reviews do not count as articles!** While the length of the article is somewhat negotiable, it should be at least 1000 words (approximately 3 pages in a periodical magazine). **The Article Review should contain a brief summary of the content of the article as well as a thoughtful analysis or critique of the article.** The length of the Article Review should be around 300-350 words in length.

The purpose of the Article Review is generally to encourage the student to discover the great wealth of information that is available in periodicals and online resources. Hopefully, each student will be able to combine the Article Review with the research they are conducting for their Exegetical Paper.

- **Exegetical Paper**

Each student will select a passage from one of the New Testament Gospels (8-15 verses long) and write an exegetical paper on the passage.

NOTE: Students are not allowed to select the same passage they used for Biblical Interpretation or any other Bible class. This needs to be an original paper! If a student has already written a paper from John's Gospel for Biblical Interpretation, it is **highly recommended** that the exegetical passage for this assignment would be selected from one of the other gospels.

1. The paper should reflect the student's summary of reading and research after consulting a variety of commentaries, word studies, and any other sources. References should be cited by using the MLA standard of parenthetical references (e.g. Marshall 110) that have been established in the NBC exegetical guide. For specific guidelines concerning the methodology and format of the exegetical paper, see the NBC exegetical guide entitled: A Student's Guide to Exegetical Work, 6th ed.,

https://coursefinder.dcourseweb.com/campus/nbc/resources/Learning_Center/Study_Helps/Bible_Theology/Exegetical_paper/ExegeticalGuide.pdf).

Look below for a short summary of format instructions from the Student's Guide

Look below for the Grading Rubric for the Exegetical paper

- **Examinations**

Two examinations will be administered during the duration of this course.

- **Session Learning Review**

Each session the student will be asked to write a thoughtful summary of the things learned. **This should include new insights, helpful information and the difference it will make in the student's ministry.** The summaries are to be at least 250 words long. Points will be awarded on the basis of thoughtful and reflective content. At least **three significant things** should be mentioned. This summary must not be a duplication of the reading summary or a review of the student's general activities.

COURSE EVALUATION:

Course Grading Criteria

The final grade will be determined on the basis of a 1,000-point system, which will convert to a letter grade according to the following scale:

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 930	B+ 870	C+ 770	D+ 670	F 599 or less
A- 900	B 830	C 730	D 630	
	B- 800	C- 700	D- 600	

The basis for evaluation for the course assignments will be as follows:

Assignments		
Session Requirements:	Quality	Course
Reading summary/critique	35	210
Comprehension Questions	45	270
Session Learning Review	25	150
Selection of Text for Exegetical Paper	35	35
Article Reviews	40	40
Exegetical Paper	185	185
Exam #1	45	45
Exam #2	65	65
<i>Total Points Possible in course</i>		<i>1000</i>

COURSE SCHEDULE:

This course is designed around six sessions.

Session 1

Topic: Introduction to the Background and Nature of the Gospels

Reading Assignments:

- Blomberg: Introduction through Chapter 3 (Pages 1-81)
- The Gospel of Luke

Assignments Due:

Personal Biography

Reading Summary Critique

Response to Comprehension Questions (only answer two)

- Using a "Synopsis" Bible (you can access a Synopsis Bible of the Gospels at the following website: <http://sites.utoronto.ca/religion/synopsis/>. Note: at this website, you can choose how many of the gospels you want to see in parallel columns), look at the account of Jesus' birth in Matthew 1:18-2:12 and in Luke 2:1-20. Answer the following questions: Why did Matthew and Luke write what they wrote? How do the differences in their accounts reflect their own specific and individual purposes in writing their gospels? Are these stories important for us today? Why or why not?
- Choose ONE of the following three passages: Luke 11:5-8; John 4:1-42; or Mark 10:17-31. After reading the passage, review each of the main subsections of chapter three in Blomberg (i.e. "Transportation and Communication", "Meals and Daily Schedules", etc.) and see how many applications you can find for the passage. How does this background information affect your understanding of the passage?
- On pages 45-49 of Blomberg, several "General Characteristics" of the Jewish religious background are outlined. In Galatians 4:4, Paul writes, "But when the time had fully come, God sent his Son...". This text suggests strongly that the timing of Jesus' advent was perfect. Review the "General Characteristics" on pages 45-49 and discuss whether you think these characteristics were a positive factor or a negative factor in the life and ministry of Jesus.

Selection of Text for Exegetical Paper

Session Learning Review

Session 2

Topic: Gospels according to Matthew and Mark

Reading Assignments:

- Blomberg: Part Two and Chapters 4-7 (Pages 83-158)
- The Gospel of Mark

Assignments Due:

Reading Summary Critique

Article Review #1

Session Learning Review

Session 3

Topic: Gospels according to Luke and John

Reading Assignments:

- Blomberg: Chapters 8-10 (Pages 159-231)
- The Gospel of John

Assignments Due:

Reading Summary Critique

Response to Comprehension Questions (only answer two)

- Using a “Synopsis” Bible (you can access a Synopsis Bible of the Gospels at the following website: <http://sites.utoronto.ca/religion/synopsis/>. Note: at this website, you can choose how many of the gospels you want to see in parallel columns), look at the accounts of the Last Supper in Matthew and John’s Gospels (Matthew 26:17-29 and John 13:1-30; 6:51-58). Answer the following questions: What are the differences and similarities between the accounts in these two gospels, Matthew and John? Is the setting the same in both gospels? Why or why not? How can you explain the differences in these two Last Supper accounts?
- Using a “Synopsis” Bible (you can access a Synopsis Bible of the Gospels at the following website: <http://sites.utoronto.ca/religion/synopsis/>. Note: at this website, you can choose how many of the gospels you want to see in parallel columns), look at the story of the “Rich Young Man” in Matthew 19:16-30 and Mark 10:17-31. By referring to Blomberg’s discussion, identify the probable characteristics and theological emphases of Matthew and Mark in these verses. Your response should make note of the “horizontal” and “vertical” dimensions of redaction criticism as it relates to these two Sections of Scripture (see Blomberg’s explanation of horizontal and vertical reading on page 105).
- John calls the miracles “signs” and he includes seven “miraculous signs” as positive proof to demonstrate that Jesus is the Christ (see John 2:11, 4:54, 6:2, 14, 26; 12:18; 20:30). By contrast, the Synoptic Gospels portray Jesus as rejecting the use of signs to prove who he is (see Matthew 16:1-4, Mark 8:11-13, and Luke 12:54-56). Why does John use “signs”, but Matthew, Mark, and Luke seem to reject them? Is this a contradiction? Why or why not? How can you explain this difference of the use of signs?

NT Gospels Examination #1 (Open Book)

Session Learning Review

Session 4

Topic: Life and Ministry of Jesus

Reading Assignments:

- Blomberg: Chapters 11-17 (Pages 232-421)
- The Gospel of Matthew

Assignments Due:

Reading Summary Critique

Response to Comprehension Questions (only answer two)

- How do the birth narratives of Matthew and Luke differ from common conceptions of Christmas in our culture today? How do Matthew and Luke's narratives differ from the conceptions of Christmas in our churches?
- Read Blomberg's discussion of miracles on pages 309-318. What principles do you think we should most keep in mind in interpreting Jesus' miracles, and particularly his "nature miracles"? Choose a specific miracle from 1 of the 4 Gospels and illustrate these principles.
- What are the most acute historical problems surrounding Jesus' trial and execution? What are some possible solutions to these problems?

Session Learning Review

Session 5

Topic: Message of Jesus' Teaching

Reading Assignments:

- Stein, Chapters 1-5 (pp. 1-89)

Assignments Due:

Reading Summary Critique
Exegetical Paper
Session Learning Review

Session 6

Topic: Teachings of Jesus

Reading Assignments:

- Stein, Chapters 6-7 (pp. 90-151)
- Blomberg, Chapters 18-19 (pp. 423-478)

Assignments Due:

Reading Summary Critique

Response to Comprehension Questions (only answer two)

- On pages 91-99 in Stein's book *The Method and Message of Jesus' Teachings*, Stein lists 6 different attempts to interpret the ethical teachings of Jesus. If you had to choose one of these positions as your own, which one would you choose? Which position would you absolutely NOT choose? Explain both of your choices.
- Imagine that you are pastoring a church and one of your parishioners who has been a believer for about 2 years comes to you with a list of "apparent contradictions." He says, "If the Bible has contradictions like these, I cannot believe the Bible any longer." On the basis of some of the principles and insights you have gained from this course, write out a response that you would give to this parishioner.
- Based on the discussion in Stein and Blomberg, how would you analyze the following statement? "The title 'Son of God' emphasizes the divine origin of Jesus, and the title 'Son of Man' emphasizes the human origin of Jesus." Do you agree or disagree with this statement? Why?

NT Gospels Examination #2 (Closed Book)

Session Learning Review

Short Summary of Format Instructions From *A Student's Guide to Exegetical Work*

Remember that formatting counts in the production of the exegetical paper. The format of your paper will affect your grade points for the paper. Be sure to make careful use of *A Student's Guide to Exegetical Work* for information regarding the proper format of your exegetical paper. The guide contains complete formatting instructions and a sample/model paper.

Be sure to maintain consistency in the use of your headings. Your headings and subheadings should follow this format:

<u>Level Three Heading</u>	LEVEL ONE HEADING <u>LEVEL TWO HEADING</u>
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Please use the style of headings illustrated above for your exegetical paper. Level one headings should be centered and all capitals. Level two headings should be centered, underlined, and all capitals. Level three headings should be left-aligned and underlined.

Following is an example of how the headings and the subheadings in the paper should look:

<u>Significance of Text</u> <u>Historical and Social Setting</u> <u>Literary Setting</u>	INTRODUCTION <u>ORIENTATION AND CONTEXT</u>
<u>Scripture Passage</u> <u>Text Critical Notes</u> <u>Outline of Passage</u>	<u>PRESENTATION OF TEXT</u>
	ARRIVAL AT NEW LOCATION ENCOUNTER WITH GOD JACOB'S RESPONSE CONCLUSION <u>SUMMATION</u> <u>APPLICATION</u> WORKS CITED

You will use the same headings in the same format as illustrated above, except for the headings you use in the body of the paper. In this example, the headings in the body of the paper are "Arrival at Bethel," "Encounter with God," and "Jacob's Response". In your paper, you will use headings which come from your own **outline of your passage** (which appears at the end of the "Introduction" section of the paper).

If you make use of a block quote, be sure to indent the entire quote. Remember a block quote is a direct quote which takes more than four (4) lines of text space in the paper. This paragraph illustrates the format of a block quote (it may or may not be longer than 4 lines here, depending

on the screen size in which the note is displayed). Block quotes should not be surrounded by quotation marks. Instead, a block quote is simply indented in its entirety. In the case of a block quote, the period at the end of the last sentence of the quote should be placed before the parenthetical reference which stands at the end of the quote.

Also, pay attention to the proper format for parenthetical references (**citations**). *The Student's Guide to Exegetical Work* includes a number of examples illustrating how parenthetical references should be formatted.

The bibliography for the paper should actually be called "Works Cited," because it will be a list of the works which are actually used in your paper. Be sure to carefully follow the proper format for your works cited entries. *A Student's Guide to Exegetical Work* includes examples of how to format the various types of resources which you might use for writing the exegetical paper.

Below are some of the more common types of entries which might appear in the Works Cited section of your exegetical paper. Below each type of entry is a description of the elements included in that type of Works Cited entry. This information corresponds to that presented in *A Student's Guide to Exegetical Work*. Be sure to follow the correct format for each type of bibliographic entry in your Works Cited.

For study notes taken from a Study Bible:

Stackert, Jeffrey. "Study Notes on Leviticus." *The New Oxford Annotated Bible*, edited by Michael D. Coon, 4th ed., Oxford University Press, 2001, pp. 142-183.

This entry includes the following, in this order: Contributor's name (person who wrote the study notes), Title for study notes, Title of the Study Bible, Editor, Edition, Publisher, Copyright date of publication, Pages of the entire biblical book on which the study notes appear.

For a commentary in a series:

Milgrom, Jacob. *Leviticus 1-16: A New Translation with Introduction and Commentary*. 1991. *Anchor Bible*, edited by William Foxwell Albright and David Noel Freedman, vol. 3, Doubleday.

This entry includes the following, in this order: Author's name (person who wrote commentary for that particular volume/book of the Bible), Title of the volume/book of the Bible, Copyright date for that particular volume, Title of commentary series, Editor(s), Volume number, Publisher.

For an article in a journal:

Auffret, Pierre. "The Literary Structure of Exodus 6.2-8." *Journal for the Study of the Old Testament*, vol. 8, no. 27, 1983, pp. 46-54.

This entry includes the following, in this order: Author's name, Title of article, Title of journal, Volume number, Issue number, Date of journal volume, Pages upon which the entire article appears.

For an entry from a Bible Dictionary or Encyclopedia:

Anderson, Gary A. "Sacrifice and Sacrificial Offerings (OT)." *Anchor Bible Dictionary*, edited by David Noel Freedman, vol. 5, Doubleday, 1992.

This entry includes the following, in this order: Author's name (person who wrote entry/article), Title of entry/article, Title of dictionary, Editor, Volume number, Publisher, Copyright date of dictionary.

For additional same Works Cited entries, including those for electronic sources, you should consult *A Student's Guide to Exegetical Work*.

You will need to carefully review *A Student's Guide to Exegetical Work* in order to successfully format your exegetical paper for this class. The guide describes all of the necessary formatting issues for an exegetical paper and includes numerous additional illustrations. Furthermore, *A Student's Guide to Exegetical Work* includes a "Model Paper" so that you can see how the final product should appear.

Exegetical Paper - Grade Report

Name: _____

I. Format and Grammar (50 points; 25% of grade)

A. Organization: Headings and subheadings (10 pts)

score = _____

Three or more headings are inconsistent and/or one or more headings are missing = 0

One or two headings are inconsistent = 3-5

All headings consistent for each level and follow Student's Guide = 10

B. Parenthetical References (10 pts)

score = _____

More than 10% of the citations reflect improper format and citations are inconsistently applied (some missing or misplaced) = 0

Up to 10% of citations reflect improper format (missing punctuation or data item) = 3-5

All citations follow proper format and are consistently applied for print and electronic sources = 10

C. Bibliography (10 pts)

score = _____

More than 10% of the entries reflect improper format = 0

Up to 10% of entries reflect improper format (missing punctuation or data item) = 3-5

All entries follow proper format for print and electronic sources = 10

D. Grammar/Spelling (Sentence Structure) (20 pts)

score = _____

More than 3 grammar and/or spelling errors on most pages = 0-5

Reading is disrupted by grammar and/or spelling errors scattered throughout the paper = 8-12

Free of grammar and spelling errors = 20

II. Content (150 points; 75% of grade)

A. Introduction: (50 pts total for section)

Significance of Text (5 pts)

score = _____

Fails to describe text and highlight important themes, issues & questions = 0

Fails to either describe text or highlight important themes, issues & questions (or does both poorly) = 3

Presents brief description of text and highlights important themes, issues & questions raised by text = 5

Historical and Social Setting (20 pts)

score = _____

Little or no discussion of authorship, date, or original audience = 0-6

Discussion of some issues, but fails to address one or more of (or poorly addresses): authorship, date of comp., original audience = 12-16

Addresses historical and social setting in thorough, yet concise manner, with well-supported conclusions = 20

Literary Context (15 pts)

score = _____

Little or no discussion of genre, limits of text, structure, immediate context = 0-5

Discussion of some issues, but fails to address one or more of (or poorly addresses): genre, limits of text, structure, immediate context = 10-12

Complete presentation of literary context, with support (genre, limits of text, structure, immediate context) = 15

Passage + Text Critical Notes (5 pts)

score = _____

No clear discussion of any issues pertaining to translation of text; or omission of passage or text critical discussion = 0

Limited to comparison of English translations without considering textual variants = 3

Presents variants among ancient manuscripts = 5

Outline of Passage (5 pts)

score = _____

Portions of text are not reflected in the major headings of the outline = 0

Appropriate major headings, but lacking development (missing subheadings for one or more major sections), or headings do not clearly reflect content = 3

Clear, organized outline reflecting the themes and flow of the text = 5

B. Body: (60 pts total for section)

Understanding of key words, phrases (20 pts)

score = _____

No or little evidence of word study or explanation of key terms = 0-6

Identification of some key terms/phrases with limited explanation of the word/phrase within the context = 12-16

Informative explanation of at least 3 key terms/phrases, demonstrating thorough word study – integrated into discussion = 20

Discussion of issues pertinent to text (biblical, theological) (20 pts)

score = _____

Discussion neglects a majority of significant issues pertinent to the text in its historical setting = 0-6

Discussion relates to issues pertinent to the text, though some major issues are neglected or poorly described = 12-16

Thorough, yet concise, discussion of issues pertinent to the text in its historical setting = 20

Dialogue with scholarly views (present, evaluate, respond) (10 pts)

score = _____

Little or no mention of scholarly viewpoints related to issues raised in the text = 0-3

Mention of scholarly views, but lacking noticeable evaluation or response = 6-8

Clear explanation of scholarly views, with insightful evaluation and response to those views = 10

Presentation/defense of your understanding/interpretation (10 pts)

score = _____

Conclusions regarding issues from the text are not clear and are poorly defended = 0-3

Conclusions regarding issues from the text are expressed but not well defended = 6-8

Thorough and persuasive presentation of evidence and argument defending conclusions = 10

C. Conclusion: (30 pts total for section)

Summation of main points and clear identification of message (15 pts)

score = _____

Poor summation: introducing issues not related to text and/or introduces issues not previously discussed = 0-5

Neglects major concerns addressed in the body of the paper; has already moved toward application = 10-12

Comprehensive summation of conclusions reached in body of the paper and clear identification of the message of the text = 15

Discussion of appropriate contemporary application (15 pts)

score = _____

Poor discussion of application = 0-5

Inadequate demonstration of relevance of text;
lacking significant points of application = 10-12

Clear explanation of modern application which is
consistent with message of text = 15

D. Sources: (10 pts)

Appropriateness, variety and depth of sources, reflecting sound research score = _____

Poor variety of sources and perspectives, and/or
too few in number to provide needed information
= 0-3

Limited in sources & perspective = 6-8

Excellent number and variety of sources and
perspectives (at least 8-10 sources; including at
least 4-6 commentaries) = 10

Format points = ____/50

Content points = ____/150

Total points = ____/200

Grade Percentage: _____

Letter Grade: _____

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.