



**Emmanuel Bible College**  
**In Alliance with Nazarene Bible College**  
**BIB3053: Pauline Epistles**

**COURSE GENERAL INFORMATION:**

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

**Credit Hours:** 3

**Prerequisites:** There are no prerequisites for this course.

**COURSE INSTRUCTOR:**

EBC Faculty

**Instructor:** EBC Faculty

**Address:** Online Curriculum

**Phone:** Home

Office

Cell Provide by Faculty

Fax

**Email:** Provided by Faculty

**COURSE DESCRIPTION:**

An exegetical study focusing on the historical, literary, and theological dimensions of the Pauline epistles in the New Testament. Prerequisites: Introduction to the New Testament and Biblical Interpretation.

**COURSE INTENDED LEARNING OUTCOMES:**

The following are intended learning outcomes specific to this course:

1. Exhibit an awareness of the political, social, geographic, and religious forces that had an impact on the spiritual and educational development of the Apostle Paul.
2. Describe the political, social, geographic, and religious contexts of the epistles written by Paul.
3. Discuss with an informed awareness the chronological and authorship issues concerning the Pauline epistles.
4. Knowledgeably describe the structure, purpose, and timeless theological message of each of the Pauline epistles.
5. Demonstrate an understanding of the impact the Apostle Paul had on the Early Church and the consequent Christian faith.
6. Recognize commentaries and other works generally recommended for use when working with the Pauline epistles.

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*. Department of Bible and Theology, 2017.

Print - PDF

ISBN: 8780000122200

Polhill, John B. *Paul and His Letters*. Broadman & Holman, 1999.

ISBN: 9780805410976

## **Supplemental:** (Not Required but Highly Recommended)

Hawthorne, Gerald F., and Ralph P. Martin. *Dictionary of Paul and His Letters*. 1st ed, InterVarsity Press, 1993.

Print. The IVP Bible Dictionary Series

ISBN: 9780830817788

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:**

Resources designed to support women in lead ministry positions:

- Facebook Page – Nazarene Women Clergy
- USA/Canada Region Church of the Nazarene – Women Clergy: <http://www.usacanadaregion.org/ministries/global-clergy-development/women-clergy>
- Wesleyan Holiness Women Clergy: <https://www.wesleyan.org/tag/wesleyan-holiness-women-clergy>
- Wynkoop Center for Women in Ministry: <https://www.whdl.org/collections/wynkoop-center-women-ministry>
- Christians for Biblical Equality: <https://www.cbeinternational.org/>
- *Emboldened: A Vision for Empowering Women in Ministry*. Leach, Tara Beth. IVP Books: 2017. ISBN 978-0830845248.

## **COURSE REQUIREMENTS:**

## Reading

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

## Reading Summary/Critique

After completing the assigned reading, students will write a reading summary and critique of the reading. 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. Note: Your personal opinion such as "This was hard reading" or "The reading excited me" is not what I'm looking for here. The summaries should be about 225-300 words.

## Comprehension Questions

For most sessions, several Comprehension Questions will be posted to spark dialogue and measure comprehension concerning the issues covered. 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.

## 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 application nor a review of the student's general activities. This is to be a summary of things learned.

## Article Review

The student must find an article that pertains specifically to their Exegetical Paper. 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 (tell what are the strengths and weaknesses of the article). The length of the Article Review should be around 300-350 words.

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. Secondly, the Article Review should help the student with their research for their Exegetical Paper.

## Examinations

Two examinations will be administered during the duration of this course. The first examination will be an **open book** test. The second examination is a **closed book** examination. In essence, even though the questions and subject matter will be completely different, the first examination should function as a kind of preparation test for the second examination. Although the specific questions will be different, the same types of questions will be asked in both examinations.

## Exegetical Paper

Each student will select a passage from one of the Pauline epistles and write an exegetical paper on the passage. Since the Pauline epistles tend to be very theologically compact, the passage should be 3-5 verses. The exegetical paper needs to follow the precise guidelines set forth in *A Student's Guide to Exegetical Work*.

The exegetical 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, such as "(Polhill 110)".

For specific guidelines concerning the methodology and format of the exegetical paper, see the NBC exegetical guide: *A Student's Guide to Exegetical Work*.

*A Student's Guide to Exegetical Work* can be found online at [https://coursefinder.dcourseweb.com/campus/nbc/resources/Learning\\_Center/Study\\_Helps/Bible\\_Theology/Exegetical\\_paper/ExegeticalGuide.pdf](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.

See below for the Grading Rubric for the Exegetical paper.

## COURSE EVALUATION:

### I. 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:

	Points
<b>A</b>	930-1000
<b>A-</b>	900-929
<b>B+</b>	870-899
<b>B</b>	830-869
<b>B-</b>	800-829
<b>C+</b>	770-799
<b>C</b>	730-769
<b>C-</b>	700-729
<b>D+</b>	670-699
<b>D</b>	630-669
<b>D-</b>	600-629
<b>F</b>	Under 600

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

Session Requirements	Quantity	Course
Reading Summary Critique	30	180

Comprehension Questions	40	160
Session Learning Review	20	120
Article Review	50	50
Selection of Text for Exegetical Paper	50	50
Exegetical Paper	200	200
Exam #1	100	100
Exam #2	140	140
	<b>Total</b>	1000

**Total Points Possible in course = 1000**

## **COURSE SCHEDULE:**

The course will be designed around six sessions. In the first session we will review Paul's background and his conversion to Christ. We will also give attention to the "epistle" as a form of communication. In sessions 2 through 6, we'll focus more on the actual text of Paul's epistles. We will also look at some of the literary clues which help us interpret Paul's writings.

### **SESSION 1**

Topic: Paul and Ancient Letter Writing

Reading Assignments:

- Acts 9:1-31; 11:19-30
- Polhill Introduction and chapters 1-4 and 7 (pages 1-83, 120-133)

Assignments Due:

Personal Biography

Reading Summary Critique

Response to Comprehension Questions

- In what ways do you think Paul's conversion experience (Acts 9) is typical, or not typical of persons who are converted to Christianity today? Feel free to cite your own experience to illustrate your response.
- Write a brief letter to the entire class using "Epistle" form. In this letter, include observations, and questions that arise from your assigned reading for this session, as well as from the biographies of your classmates. Indicate your reason for taking this course, and what you hope to gain from the study of Paul's epistles. This does not need to be lengthy, but it should be of sufficient length to demonstrate that you are familiar with the standard epistle form that Paul used in writing his letters.

Selection of Text for Exegetical Paper

Session Learning Review

### **SESSION 2**

Topic: 1 and 2 Thessalonians, Galatians

Reading Assignments:

- Polhill Chapters 8 and 10 (pages 134-157; 180-201)
- Galatians
- 1 and 2 Thessalonians

Assignments Due:

Reading Summary Critique

Article Review

## Session Learning Review

### **SESSION 3**

Topic: The Corinthian Correspondence

Reading Assignments:

- Polhill, Section "Paul In Corinth (Acts 18:1-22)" in chapter 11 and chapters 12-13 (pages 213-219; 230-277)
- 1 and 2 Corinthians

Assignments Due:

Reading Summary Critique

Response to Comprehension Questions

- Based upon Paul's writing about spiritual gifts in 1 Cor. 12:1-14:40, how do you think Paul would respond to someone who claimed that "speaking in tongues" is the ultimate gift and sign of the Holy Spirit and His presence in a believer's life? How would Paul answer this person?
- Paul spends much of his time in 2 Corinthians 1-9 "defending" his ministry and his apostleship. How does Paul defend himself, and why do you think that it is so important for him to defend himself?

Examination #1

Session Learning Review

### **SESSION 4**

Topic: Romans

Reading Assignments:

- Polhill Chapter 14 (pages 278-305)
- Romans

Assignments Due:

Reading Summary Critique

Response to Comprehension Questions (only answer two)

- Select a passage in Paul's letter to the Romans that you consider to be central to Paul's purpose in writing this epistle. Reference your reading, explaining why this passage is so important.
- Much has been written and said about the parallels between Paul's writing to the Galatians and to the Romans. Identify 6 parallels (e.g., quotations, themes, arguments) between these two letters.
- In Romans, Paul states several times that God's salvation and even Paul's preaching is "first for the Jew, then for the Gentile" (e.g., Romans 1:16; 2:9, 10, etc.). What does Paul mean precisely by this statement, and why does this statement seem to be so important for him to repeat?

Session Learning Review

### **SESSION 5**

Topic: Ephesians, Philippians, Colossians

Reading Assignments:

- Polhill Chapters 9, 16 and 17 (pages 158-179; 329-345; 354-377)
- Ephesians, Philippians, Colossians

Assignments Due:

Reading Summary Critique

Exegetical Paper  
Session Learning Review

**SESSION 6**

Topic: 1 and 2 Timothy, Titus

Reading Assignments:

- Polhill Chapters 19-20 (pages 346-349; 397-444)
- 1 and 2 Timothy, Titus

Assignments Due:

Reading Summary Critique

Response to Comprehension Questions (only answer two)

- Paul's letters to Timothy and Titus are written to "pastors".
  - Looking at these three letters separately, what do you think is the "most important point" that Paul makes in each letter? Why?
  - If you were Paul writing to these pastors, is there any advice, instruction, or counsel that you would have added to these letters? Why or why not?
- Polhill concludes his book on pages 440-442 by summarizing five views of Paul: Apostle, Pastor, Theologian, Missionary, and Convert. As you have come to know Paul better, which of these views best summarizes your own view? Why?
- How has your view of Paul changed during this course? How are the before/after snapshots different?

Examination #2

Session Learning Review

## **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](http://ebcministry.edu)



## 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, 4<sup>th</sup> 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.

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#### **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.

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#### **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.

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**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.

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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: \_\_\_\_\_

## 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](http://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.