



Emmanuel Bible College
In Alliance with Nazarene Bible College
BIB3063: Book of Acts

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:

An exegetical study focusing on the historical, literary, and theological dimensions of the book of Acts 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. Summarize the significant life events of Paul.
2. Identify the significant elements of the message of Paul.
3. Describe the impact of the historical background of the New Testament on the message of Jesus and Paul.
4. Understand how the history and culture of the first century impacts the message and practices of the developing church.
5. Ability to knowledgeably discuss authorship, date, purpose, literary genre, and major theological concepts of Acts.
6. Outline the major structure of Acts, the significant life events of Paul, and identify and chronologically order the other significant events and persons of Acts.
7. Discuss the outward expansion of the church from a Jewish to a largely Gentile mission by identifying the major cities and provinces listed in the three missionary journeys of Paul.
8. Deepen your knowledge and appreciation for the powerful presence of the Holy Spirit in the life of the church, both in the first century, and in our time.

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

Denny, Randal. *Epidemic of Joy: A Study of Acts 13-16*. Reprint 1988, Wipf & Stock, 2007.
ISBN: 9781556353864

Denny, Randal. *Where the Action Is: A Study of Acts 5 - 8*. Reprint 1981, Wipf & Stock, 2007.
ISBN: 9781556353840

Johnson, Luke Timothy. *The Acts of The Apostles*. 5, Liturgical Press, 1992.
Print. Sacra Pagina Series Vol 5
ISBN: 9780814658079

King, Thomas J., and Daniel G. Powers. *A Student's Guide to Exegetical Work*. Department of Bible and Theology, 2017.
Print - PDF
ISBN: 8780000122200

Denny, Randal E. *In Jesus' Strong Hands: Victors Instead of Victims Acts 17-28*. Reprint 1989, Wipf & Stock, 2004.
ISBN: 9781592449576

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:

I. Reading

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

II. Reading Application

After completing the assigned reading, students will submit a reflection upon the reading. As you read through Acts, and the other reading material, have your ministerial "antennae" out watching for texts that beg to be preached. Also, be alert to passages that might inform pastoral practice in your ministry assignment today. Each session you will select one "preachable point" or "pastoral reflection" and cover it in 225-300 words. Identify the text (chapter and verse in Acts) and in two or three paragraphs discuss how the passage has stimulated your thinking with regard to your ministry. This does not need to be a developed sermon! However, the student should try to draw in different areas of the reading from different authors. In other words, the Reading Application should try to draw together the reading from the different reading assignments for the session (the biblical text, lecture, Johnson's commentary, and Denny's book).

III. Comprehension Questions

Comprehension Questions will be posted almost every session 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.

IV. 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.

V. Examinations

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

1. The first examination will be an open book test
2. 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.

VI. Reflection Paper

A Reflection Paper will be submitted by each student on the significance of the Jerusalem Council that is recorded in Acts 15:1-29. The Reflection Paper should be 3-4 pages, double-spaced, New Times Roman, font 12. The paper should be organized around the following items:

- A. Background and setting, specifically:
 - 1. What is the historical setting of the Council?
 - 2. What are the key issues of the Council?
 - 3. Who are the key people involved and what is their role?
- B. The relationship of the Council to the agenda for the mission of the Church found in Acts 1:8.
- C. Points of connection with Galatians chapter 2 (circumcision as a theological issue of salvation, faith/law, etc.). In other words, do Acts 15 and Galatians 2 reflect the same event?
- D. Hermeneutics (interpret the "so what" of the events as they relate to the church today).

The Reflection Paper should also include a Bibliography of at least two sources. Bibliography and parenthetical references should be formatted according to the standards set out in the Exegetical Guide. In this way, you can "practice" following the precise formatting guidelines of the parenthetical references and Bibliography for your Exegetical Paper. The Paper will be graded for content and clarity of thought, as well as grammar, style, spelling, punctuation, and format. The Reflection Paper must be submitted as an attachment to the proper heading ("Reflection Paper") in Session 3 in the newsgroup.

Look below for the Evaluation Form for the Reflection Paper.

VII. Exegetical Paper

Students will write an exegetical paper. Details concerning what should be included in the exegetical paper and how to properly format the exegetical paper are presented in the *Student's Guide to Exegetical Work*.

The student will exegete a portion of a chapter from the Book of Acts. The text for the Exegetical Paper may be selected from any chapter of Acts except Acts 15. NOTE: The selected passage for exegesis should not include the entire chapter; rather, the student should select a periscope or paragraph (approximately 6-12 verses) from the Book of Acts.

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, such as "(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 *A Student's Guide to Exegetical Work*. The grading of the paper will be based upon the conformance of the student

to the methodology and format that is outlined in *A Student's Guide*. Therefore, it is very important for you to follow the guidelines of the *Guide* carefully!

Check online for *A Student's Guide to Exegetical Work* at 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
A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-699
D-	600-629
F	Under 600

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

Requirements	Quantity	Course
Reading Application	35	210
Comprehension Questions	50	200
Session Learning Review	20	120
Selection of Text for Exegetical Paper	60	60
Reflection Paper (Jerusalem Council)	100	100
Exegetical Paper	200	200
Exam #1	45	45
Exam #2	65	65
	Total	1000

Total Points Possible in course = 1000

COURSE SCHEDULE:

Session 1

Topic: Introduction; Pentecost (Acts 1-3)

Reading Assignments:

- Acts 1:1-3:26
- Johnson, Introduction and the “Interpretation” sections of the commentary on Acts 1-3 (pages 1-18, 23-74).

Assignments Due:

Personal Biography

Reading Application

Response to Comprehension Questions

- Find two commentaries that discuss the Purpose of Luke in writing the Book of Acts. (You can use Johnson’s commentary as one of these commentaries, if you wish). Compare and Contrast the viewpoints of these two commentaries on Luke’s Purpose.
- Two of Peter’s early “speeches” are recorded in Acts 2:14-36 and 3:12-26. Answer the following questions concerning these two speeches: a) What is the time and setting of each of these speeches? b) Considering the fact that there were undoubtedly many sermons and speeches delivered in the early days of the church, why did Luke record these two speeches, and what was his specific purpose in recording the separate speeches in chapter 2 and in chapter 3?

Selection of Text for Exegetical Paper

Session Learning Review

Session 2

Topic: Church Witnessing in Jerusalem (Acts 4:1-8:3)

Reading Assignments:

- Acts 4:1-8:3
- Johnson, “Interpretation” sections of the commentary on Acts 4:1-8:3 (pages 75-144).
- Denny, Where the Action Is, Introduction and chapters 1-6 (pages 13-90).

Assignments Due:

Reading Application

Response to Comprehension Questions

- Write a very brief outline of the flow of thought within Stephen’s speech in Acts 7:2-53. After reading and researching the treatment of this passage in 2 or 3 commentaries, answer the following two questions: a) What is the theme of this speech? b) Why was Stephen stoned to death?
- Read Acts 5:33-42. After reading and researching the treatment of this passage in 2 or 3 commentaries, answer the following two questions: a) What is the historicity of this passage in terms of the speech by Gamaliel and the references to Theudas and Judas the Galilean? b) What is Luke’s purpose in including this account and what effect would this have upon his readers?

Session Learning Review

Session 3

Topic: Church Witnessing in Samaria and Beyond (Acts 8:4-13:52)

Reading Assignments:

- Acts 8:4-13:52

- Johnson, “Interpretation” sections of the commentary on Acts 8:4-13:52 (pages 144-244).
- Denny, Where the Action Is, Chapters 7-8 (pages 91-117).
- Denny, Epidemic of Joy, Preface and chapters 1-2 (pages 11-37).

Assignments Due:

Reading Application

Reflection Paper: Jerusalem Council

Examination #1

Session Learning Review

Session 4

Topic: Second Missionary Journey (Acts 14:1-17:34)

Reading Assignments:

- Acts 14:1-17:34
- Johnson, “Interpretation” sections of the commentary on Acts 14:1-17:34 (pages 245-320).
- Denny, Epidemic of Joy, Chapters 3-9 (pages 38-113).
- Denny, In Jesus' Strong Hands, Preface and chapter 1 (pages 9-25).

Assignments Due:

Reading Application

Session Learning Review

Session 5

Topic: Third Missionary Journey; Jerusalem (Acts 18:1-22:29)

Reading Assignments:

- Acts 18:1-22:29
- Johnson, “Interpretation” sections of the commentary on Acts 18:1-22:29 (pages 321-394).
- Denny, In Jesus' Strong Hands, Chapters 2-5 (pages 26-72).

Assignments Due:

Reading Application

Exegetical Paper

Session Learning Review

Session 6

Topic: On to Rome (Acts 22:30-28:31)

Reading Assignments:

- Acts 22:30-28:31
- Johnson, “Interpretation” sections of the commentary on Acts 22:30-28:31 (pages 395-476).
- Denny, In Jesus' Strong Hands, Chapters 6-9 (pages 73-124).

Assignments Due:

Reading Application

Response to Comprehension Questions

- Read Acts 22:30-23:11. The “oddities” of this passage have caused various scholars to suggest that Luke may have “made up” this appearance of Paul before the Sanhedrin (a suggestion that I personally do NOT accept). After perusing at least 3 commentaries, respond to the following questions about this passage: a) Identify 3 “oddities” of this passage. b) What is Luke's purpose in recording this occurrence?
- Read Acts 28:17-31. After consulting at least 3 commentaries, list at least three of the explanations that are given for the “strange” ending of Acts. Johnson states that “the point

is not the fate of Paul, but the fidelity of God.” Do the two (or three) other commentaries that you have consulted agree or disagree with Johnson's explanation? Why or why not?

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

Evaluation form for Jerusalem Council Reflection Paper

Historical setting, key ideas, people
and terms (20 points) _____

Relation of the Council to the "agenda" of the
church (Acts 1:8) (20 points) _____

Connection of Council with Gal. 2 (20 points) _____

Hermeneutics (how this event relates to the
church then and today) (20 points) _____

Grammar, spelling, diction, etc. (10 points) _____

Bibliography (10 points) _____

Total points (100 possible) _____

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: _____

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.