



Emmanuel Bible College
In Alliance with Nazarene Bible College
CEM2133: Leadership of Christian Educational Ministries

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:

A study of the role of Christian educational ministries in developing mature and healthy believers and congregations with a particular focus on the key leadership tasks of directing an effective educational ministry in a local congregation.

COURSE INTENDED LEARNING OUTCOMES:

The following learning objectives will be achieved by this course:

1. Identify, understand, and implement critical elements of an educational ministry that enable a local church to lead its members to Christian maturity.
2. Implement key principles and practices in leading an educational ministry to fulfill its purpose in a local church.
3. Develop an organization that will facilitate effective educational ministry in the local church and in cooperative denominational programs of education.

The following competencies as outlined in the (**Sourcebook**) to meet the educational requirements for Ordination within the Church of the Nazarene will be achieved by completing this course:

- Ability to oversee ministry using management skills including servant leadership, conflict resolution, administration, and team building. (CP2)
- Ability to cultivate, cast and strategically implement vision. (CP3)
- Ability to lead congregations in the biblical stewardship of life resources. (CP4)
- Ability to reason logically for discernment, assessment, and problem solving. (CP5)
- Ability to describe and apply knowledge of human development in leading people to Christian maturity. (CP9)
- Ability to prepare and lead discipleship ministries that are biblically sound, age-appropriate, intergenerational, and culturally sensitive. (CP15)

- Ability to discern sociological dynamics, (including the power dynamics of gender, age and ethnicity) and to apply that information to specific ministry settings. (CX3)
- Ability to understand and articulate the biblical, historical, and theological bases for Christian mission. (CX7)

COURSE TEXTBOOKS:

Wiesman, Bill. *A Holy Purpose: Five Strategies for Making Christlike Disciples*. Beacon Hill Press, 2011.

ISBN: 9780834126145

Moore, Frank M. *Holiness Today: Nazarene Essentials*. NPH, 2014.

Print.

Available in the NBC Bookstore or Free Download

Gallaty, Robby F., and Ed Stetzer. *Rediscovering Discipleship: Making Jesus' Final Words Our First Work*. Zondervan, 2015.

ISBN: 9780310521280

The Navigators. *Growing in Discipleship Book 6*. Design for Discipleship. Book 6, NavPress, 2006.

ISBN: 9781600060090

(Will need two copies to conduct this discipleship study.)

Hawkins, Greg L., & Cally Parkinson. *Move: What 1,000 Churches Reveal about Spiritual Growth*. Reprint Ed, Zondervan, 2016.

ISBN: 9780310529941

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 REQUIREMENTS:

1. Reading

Students are expected to complete the assigned reading in time for it to inform the student's contribution to the discussion. Students are encouraged to read ahead, as necessary.

2. Session Summary Assignments:

The core textbooks for the course are *Rediscovering Discipleship*; *A Holy Purpose: Five Strategies for Making Christlike Disciples*; *Design for Discipleship 6 Growing in Discipleship*; *Grow*; and *Nazarene Essentials*. Each session students will write a 200-word summary of assigned readings. The summaries must follow MLA acceptable writing guidelines.

3. Session Peer Response:

Each session, students will write a brief, logical, and concise response to one or more peers' Session Summary assignments. These responses will be based on course textbooks' content and students own critical thinking and personal ministry experiences.

4. Personal Philosophy Papers:

The student will write a 500- to 750-word paper stating his or her personal philosophy of Christian educational and Discipleship ministries. The paper should be done in proper MLA style for a formal paper. The paper should be organized around the following three topics.

- A. Key Characteristics of an Effective Christian Educational and Discipleship Ministries. What is the mission and purpose of CEM and Discipleship ministries, and what are the primary criteria or results that indicate a local church CEM and Discipleship Ministries is functioning effectively and achieving its purpose?
- B. My Role as a Leader in Developing an Effective Christian Educational and Discipleship Ministries. What is the ministry position and role in which you will serve in the future? In this role, what are the primary responsibilities you will fulfill in helping your church's Christian education and Discipleship ministry to achieve its purpose? What do you see as the primary function of paid church staff in creating and maintaining a quality Christian educational and Discipleship ministry?
- C. Key Principles for Developing an Effective Christian Education and Discipleship Ministries. What are the three or four most critical principles, guidelines, or practices a church must follow in creating and maintaining a Christian education and Discipleship ministry that fulfills its biblical purpose? What are the most important factors in determining the effectiveness of a church's Christian education and Discipleship ministry?

All views expressed in this paper should be supported with Scripture, the course texts, and other sources.

5. DFD6: Design for Discipleship - Growing in Discipleship (20 points per chapter)

Find a friend, family member, or ask your pastor for someone within your church body who needs to be discipled and begin the process of leading them through this DFD6 discipleship series. You can meet them via face-to-face, online, or even on the phone. Each session, submit a brief summary of your experience not only with the content of the study, but with the individual you are discipling. Due to copyright laws, you will have to either purchase an additional book or have your disciple purchase a book, or you can share a book. Please do not break the law and copy any part of the book.

Students will submit a final DFD6 Report. The DFD6 Report is an overview in a bibliographical-like format of the total chapters that the student has completed and discipled someone through the course. The DFD6 Report is due at the last class session and will be worth 100 points.

Example:

DFD6 Reading Report Chapter Read	
Growing in Discipleship	Chapter 1,2
	Total Chapters = 2

The points are awarded according to the percentage of the required chapters actually completed. The student is expected to complete the assigned chapters, which totals 5 chapters. If the student leads someone through 100% of the required chapters, he will receive

the full 100 points. If the student only reads 90% of the required, he will receive 90 points, and so forth.

6. Extra Credit:

1. Evangelism: 25 points

Any student who leads an individual in receiving Jesus as his or her personal Savior during the trimester can earn 25 points extra credit by presenting a one or two-page summary of that experience sharing the background of the individual, the circumstances and methods in which the gospel was shared, and the individual's response. The presentation must be conducted during the time the student is taking this course and must include a specific request for the other person to receive Jesus as his or her personal savior. However, it is not necessary that the person agree to do so. Only one-on-one presentations apply (no public sermons, Bible studies, or Sunday School presentations).

2. SDMI/CEM Conference/Seminar/Workshop: 50 points

Attend or lead an SDMI/CEM Conference/Seminar/Workshop during the course and share your experience. The paper must include highlights of the conference, seminar, or workshops attended. Submit a 250 to 300-word summary of your experience.

7. Session Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this session's topic(s)?
- How will you use the knowledge gained in your life or ministry?
- [Optional] What additional information would you like concerning this topic(s)?

To score well, the reflection assignment must:

- cite references from the assigned reading for the session's learning experiences
- include suggested real-world applications of the course material
- For additional information see: Session Reflection Rubric (below).

COURSE EVALUATION:

Grading Points

Assignments		Points
Session Assignments:		
Discussion Questions (10 for 15 points each)		150
Session Summary Assignment (6 for 25 points each)		150
Session Reflection (6 for 25 points each)		150
Session Peer Response (6 for 25 points each)		150

Philosophy Papers (3 for 100 points each)	300
DFD6-Design for Discipleship Reading Report	100
TOTAL ALL ASSIGNMENTS	1000

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 67	D+ 67	F 59
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C".

COURSE SCHEDULE:

1. Session One

- Reading Assignments
 - *Rediscovering Discipleship*: Chapter 1: "The Master's Model for Making Disciples"
 - *Rediscovering Discipleship*: Chapter 2: "Think Like a Hebrew"
 - *A Holy Purpose*: Introduction and Chapters 1, 2, and 3
 - *Growing in Discipleship*: Chapter 1: "What Is a Disciple?"
- Discussion Question
 - How would you measure the spiritual growth of an elementary, youth, millennial, or senior adult that is a regular attender of your discipleship ministry?
- Session Summary – 200-word summary of assigned reading
- DFD6: *Growing in Discipleship*: Chapter 1: What is a Disciple?
 - Submit a brief summary of your experience not only with the content of the study, but with the individual you are discipling.
- Reflection Paper – Using the "Nazarene Essentials" resource (<https://nazarene.org/nazarene-essentials-documents>) as your only source to write your paper, write a 500-750-word paper stating or summarizing what the church believes and how it is organized for leaders of Christian Educational Ministries. Your paper and writing should reflect:
 - Because we believe this...we do this...."
 - Because we came from this...we do this...."
 - Because we are organized this way...we do this...."
- Session Reflection – 500-word referenced reflection on the session

2. Session Two

- Reading Assignments
 - *Rediscovering Discipleship*: Chapter 3: "A Picture is Worth a Thousand Words"
 - *A Holy Purpose*: Chapters 4, 6, 7, 8, 9
 - *Move*: Chapters 1-3
 - *Growing in Discipleship*: Chapter 2: "The Responsible Steward"
- Discussion Questions
 - What is the purpose of numbers in the life of the church? Do they have a positive or negative effect on what we are doing as leaders?

- Of the 12 Reasons listed in the article “12 Reasons Why Your Church Doesn’t Produce Spiritual Growth” by Tony Morgan (<https://tonymorganlive.com/2012/06/20/12-reasons-why-your-church-doesnt-produce-spiritual-growth/>), what is the one that resonates with you? Why does it resonate with you? If you could change one thing in your present or potential ministry assignment, what would that be?
- Session Summary – 200-word summary of assigned reading
- DFD6: *Growing in Discipleship*: Chapter 2: The Responsible Steward
 - Submit a brief summary of your experience not only with the content of the study, but with the individual you are discipling.
- Session Reflection – 500-word referenced reflection on the session

3. Session Three

- Reading Assignments
 - *Rediscovering Discipleship*: Chapter 4: "Disciple-Makers Are Made, Not Born"
 - *Rediscovering Discipleship*: Chapter 5: "A Forgotten Practice"
 - *Move*: Chapters 4-5
 - *Growing in Discipleship*: Chapter 3: "Helping Others Find Christ"
- Discussion Questions
 - If you were interviewing at a church today or were asked today about your discipleship strategy, how would you answer?
 - Before reading this session’s assigned readings, how would you have answered the question, "How do we grow and mature as Christians?" Has your answer changed as a result of the insight in these readings?
- Session Summary – 200-word summary of assigned reading
- DFD6: *Growing in Discipleship*: Chapter 3: Helping Others Find Christ
 - Submit a brief summary of your experience not only with the content of the study, but with the individual you are discipling.
- Session Reflection – 500-word referenced reflection on the session

4. Session Four

- Reading Assignments
 - *Rediscovering Discipleship*: Chapter 6: "A Band-Aid for the Church"
 - *A Holy Purpose*: Chapters 10, 11, 12, 13
 - *Move*: Chapter 6-9
 - *Growing in Discipleship*: Chapter 4: "Establishing"
- Discussion Questions
 - How important is spiritual growth to you?
 - Why is spiritual growth so important in effective discipleship ministries?
- Session Summary – 200-word summary of assigned reading
- My Role as a Leader in Developing an Effective Christian Educational and Discipleship Ministry – Paper
 - Write a 500- to 750-word paper describing the ministry position and role in which you will serve in the future. In this role, what are the primary responsibilities you will fulfill in helping your church’s Christian Education and Discipleship ministry to achieve its purpose? What do you see as the primary function of paid church staff in creating and maintaining a quality Christian Educational and Discipleship ministry?
- DFD6: *Growing in Discipleship*: Chapter 4: Establishing

- Each session, submit a brief summary of your experience not only with the content of the study, but with the individual you are discipling.
- Session Reflection – 500-word referenced reflection on the session
- Midcourse Evaluation (Voluntary)

5. Session Five

- Reading Assignments
 - *Rediscovering Discipleship*: Chapter 7: "A Comma That May Have Kept the Church in a Discipleship Coma"
 - *Rediscovering Discipleship*: Chapter 8: "Making Disciples in a McChristian Culture"
 - *Rediscovering Discipleship*: Chapter 9: "One for All, Not One at a Time"
 - *Rediscovering Discipleship*: Chapter 10: "Roadblocks to Making Disciples"
 - *A Holy Purpose*: Chapters 14, 15, 16, 17
 - *Move*: Chapter 10-12
 - *Growing in Discipleship*: Chapter 5: "World Vision"
- Discussion Questions
 - Convince your readers and leadership team in one paragraph how your discipleship ministry is going to be successful in the life of your church.
 - Dr. Howard Hendricks said, "When a person makes a confession of faith and is never taken through a formal discipleship process, there is little hope of seeing genuine spiritual transformation." What is the process of taking someone through discipleship or ensuring spiritual transformation takes place?
- Session Summary – 200-word summary of assigned reading
- Key Principles for Developing an Effective Christian Education and Discipleship Ministry – Paper
 - Write a 500- to 750-word paper identifying the three or four most critical principles, guidelines, or practices a church must follow in creating and maintaining a Christian Education and Discipleship ministry that fulfills its biblical purpose. What are the most important factors in determining the effectiveness of a church's Christian Education and Discipleship ministry?
- DFD6: *Growing in Discipleship*: Chapter 4: Establishing
 - Each session, submit a brief summary of your experience not only with the content of the study, but with the individual you are discipling.
- Session Reflection – 500-word referenced reflection on the session

6. Session Six

- Reading Assignments
 - *Rediscovering Discipleship*: Chapter 11: "Why You Can't Disciple an Unbeliever"
 - *Rediscovering Discipleship*: Chapter 12: "Can I Make Disciples?"
 - *Rediscovering Discipleship*: Chapter 13: "MARCS of a D"
 - *A Holy Purpose*: Chapters 18, 19, 20, 21, 22
 - *Move*: Chapters 13-16
- Discussion Questions
 - If you were asked to write a blog, review, and or posting on "A Holy Purpose" (Wiesman) or The Church of the Nazarene perspective or philosophy of Discipleship Ministries, what would it say?

- If you were given the assignment of identifying 5 Ways to Start Making Disciples, what would you suggest based on the course textbooks, course discussions, peer responses, and from your own experiences?
- Session Summary – 200-word summary of assigned reading
- Design for Discipleship – Paper and Response
 - Write a 500- to 750-word paper stating your experiences of the DFD6. This paper can be written in first person format.
- Session Reflection – 500-word referenced reflection on the session.
 - Focus on the impact of the entire course on your life and ministry. Address the relevance of the material studied throughout the course. Base your comments on the intended course learning outcomes as listed in the class syllabus. Identify how the key issues studied during the course have specifically impacted your professional and personal life and ministry. Conclude this final reflection by completing this statement: “From my learning in this class, the one major skill I will apply to my ministry is ____.”

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

Writing Rubric

Nazarene Bible College: Writing Rubric (100 points)					
Categories	A Excellent (18-20 points per category)	B Proficient (16-17 points per category)	C Acceptable (14-15 points per category)	D Limited (12-13 points per category)	F Unacceptable (0-11 points per category)
Organization: Focus and Sequencing	An inviting introduction draws the reader in; paper contains a clear, focused thesis statement detailing overall purpose; reasoning supports paragraph topics in a logical sequence; transitions are effective and masterfully woven into the content; conclusion is satisfying and provides resolution or initiative for further action.	Includes an inviting introduction; paper contains a clear thesis statement outlining overall purpose; reasoning and supporting paragraphs have a logical sequence; transitions are effective; conclusion is satisfying.	Includes an introduction, a clear thesis statement, paragraphs supporting the thesis in logical sequence, transitions, and a conclusion.	Includes an introduction, body paragraphs, and a conclusion. Logical sequence may be lacking and transitions may be absent or ineffective. Thesis statement is not clear. The statement may be vague or address a topic rather than a specific position.	May or may not include effective introduction, body paragraphs, transitions, or conclusion. Thesis statement is not identifiable.
Idea Discussion	In-depth discussion and elaboration, with evidence and examples in every section of the paper. Resource material from scholarly or credible electronic and print sources effectively and seamlessly incorporated. Exhibits an advanced grasp of paraphrase, summary, and synthesis. Provides new perspective or insight into the topic.	Relevant discussion and elaboration, with evidence and examples in most sections of the paper. Resource material from scholarly or credible electronic and print sources well incorporated. Exhibits a proficient grasp of paraphrase, summary, and synthesis. Provides a new perspective on the topic.	Adequate discussion and elaboration, with evidence and examples in most sections of the paper. Resource material from scholarly or credible electronic and print sources occasionally incorporated. Exhibits some ability to paraphrase, summarize, and synthesize information. Provides an expected perspective on the topic.	Brief discussion and elaboration, with evidence and examples in few sections of the paper. Resource material is not sufficient or well incorporated, and may or may not be credible. Needs to develop an ability to paraphrase, summarize, and synthesize information. Quotations from others may be used in excess. Lacks perspective or insight.	Discussion is too brief or omitted in most sections of the paper. Details may be off-topic or irrelevant. Resource material is not sufficient, credible, or well incorporated. No attempt or ability to paraphrase, summarize, or synthesize information. No perspective or insight provided.
Critical Thinking and Integration of Course Content	Statements demonstrate full understanding of course material through application of course concepts. Student analyzes personal assumptions and perspectives; integrates course content; and thoughtfully applies a new approach, perspective, insight, evaluation, or thoughtful analysis or synthesis.	Statements made are the result of research and logical thinking, and demonstrate understanding of course material through application of course concepts. Student addresses personal assumptions, and realizes a connection between course content and research; offers a new approach,	Statements made are the result of research and logical thinking, and demonstrate some understanding or application of course material. Shows attempts to analyze or synthesize information.	Statements made are the result of research and logical thinking, but demonstrate limited understanding or application of course material. Statements lack insight or original thought beyond presented material.	Statements made do not result from research or logical thinking, and do not demonstrate understanding or application of course material. No evidence of thinking beyond presented material.

		perspective, insight, evaluation, or thoughtful analysis or synthesis.			
Word Choice, Voice, and Sentence Structure	Distinctive, original, strong, precise, and concise word choice; facility with figures of speech; perception of word connotation. Extended, academic vocabulary using (primarily) active voice. Variety of sentence lengths and structures helps ideas flow naturally and smoothly.	Original and strong word choice; evident use of figures of speech; some perception of word connotation. Academic vocabulary used with (primarily) active voice. Variety of sentence lengths and structures helps ideas flow smoothly.	Some attention to original or strong word choice; some evident attempt to use of figures of speech. Vocabulary is primarily academic but may use passive and active voice. Limited variety of sentence lengths and structures. Phrasing may be awkward or unnatural so ideas do not flow.	No attention to original or strong word choice; no evident use of figures of speech. Vocabulary is basic or unclear. Passive and active voice, or second person is used. Limited variety of sentence lengths and structures. May have an awkward or choppy feel so ideas seem to be pieced together.	No attention to original or strong word choice; no evident use of figures of speech. Vocabulary is unclear. Passive and active voice, or second person is used throughout. No variety of sentence lengths or structures. Has an awkward, choppy, or incoherent feel. Ideas are unconnected.
MLA Documentation: Citations, References, and Works Cited	Uses correct MLA style and format, including parenthetical documentation and the works cited page. Contains at least, and probably more than, the assigned number and type of reliable resources.	Uses correct MLA style and format, including parenthetical documentation and the works cited page, although there may be a few minimal errors. Contains at least the assigned number and type of reliable resources.	Uses mostly correct MLA style and format, including parenthetical documentation and the works cited page, but some errors are apparent. Contains the assigned number and type of reliable resources.	Many errors in using MLA style and format, including parenthetical documentation and the works cited page. May or may not contain the assigned number and type of reliable resources.	Incorrect or nonexistent use of MLA style and format, including parenthetical documentation and the works cited page. May or may not contain the assigned number and type of reliable resources.

Adapted from Six Traits; Whalen, S. "Rubric from Contemporary Health Issues Research Paper"; Community College of Rhode Island's "Grading Criteria; Composition I"; and Colorado Christian University's Written Communication Rubric.

Session Reflection Scoring Guide
Carefully Review

Session Reflection Rubric		
Grade	Criteria	Explanation
A Earns up to 100% of the points possible	Assignment is clear, specific, thoughtful, complete, and demonstrates integration of the session's learning experiences.	The reflection clearly indicates that the student has fully participated in the session's learning experiences. It includes clear, detailed, outstanding answers to the assigned questions. Integrates at least two quotes or direct references from other course material. Includes pertinent personal examples, views, and/or thoughts.
B Earns up to 90% of the points possible	Assignment is clear, thoughtful, and complete, but lacking substantive details and connections with the session's learning experiences.	The reflection clearly indicates that the student has participated in the session's learning experiences. It includes clear, above average answers to the assigned questions. Integrates at least one quote or direct references to text other course material. Includes connected personal examples, views, and/or thoughts.
C Earns up to 80% of the points possible	Assignment is complete, includes personal thoughts, but lacking in detail and connections with the session's learning experiences.	The reflection indicates that the student participated in some of the session's learning experiences. It includes average answers to the assigned questions. Refers to the other course material, though doesn't identify the source. Includes personal examples, views, and/or thoughts.
D Earns up to 70% of the points possible	Assignment is incomplete or very vague, includes mainly personal thoughts, and few connections with the session's learning experiences.	The reflection indicates the student participated little in the session's learning experiences. It includes vague answers to some of the assigned questions. Weak references to other course material, with no sources cited. Includes mostly personal examples, views, and/or thoughts.
F Earns no more than 60% of the points possible	Assignment clearly indicates the student did not attempt to complete, nor integrate, the session's learning experiences into the reflection.	The reflection indicates the student did not participate in the session's learning assignments. The answers to the assigned questions are based solely on personal opinion or have no convincing references to other course material. Short on word count.

Carefully Review

Class Participation Assignment Rubric Table		
Grade	Criteria	Explanation
Earns up to 100% of the points possible	Assignment is clear, specific, thoughtful, complete, and fully meets the assignment's requirements.	The contents of the class participation assignment note are fully relevant to the topic under consideration, show a clear understanding of the topic, refer to other course material related to the topic, add insight to the discussion of the topic, and exceed the minimum required word count for the assignment.
Earns up to 80% of the points possible	Assignment is clear, thoughtful, and complete, and meets the assignment's requirements.	The contents of the class participation assignment note are relevant to the topic under consideration, show an understanding of the topic, refer to other course material related to the topic, add insight to the discussion of the topic, and exceed the minimum required word count for the assignment.
Earns up to 60% of the points possible	Assignment is complete, includes personal thoughts, and partially meets the assignment's requirements.	The contents of the class participation assignment note are somewhat relevant to the topic under consideration, show some understanding of the topic, refer to other course material related to the topic, contribute some insight to the discussion of the topic, and meet the minimum required word count for the assignment.
Earns up to 40% of the points possible	Assignment is partially complete or vague, includes mainly personal thoughts, and barely meets the assignment's requirements.	The contents of the class participation assignment note are barely relevant to the topic under consideration, show little understanding of the topic, do not refer to other course material related to the topic, add little insight to the discussion of the topic, and meet the minimum required word count for the assignment.
Earns up to 20% of the points possible	Assignment is incomplete and does not meet the assignment's requirements.	The contents of the class participation assignment note are not relevant to the topic under consideration, do not show understanding of the topic, do not refer to other course material related to the topic, do not add insight to the discussion of the topic, and do not meet the minimum required word count for the assignment.

Adapted from: *Discussion Participating Scoring Guide*, Capella University

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.