



Emmanuel Bible College
In Alliance with Nazarene Bible College
HIS2013: The Western World in Ancient and Medieval Times

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 survey course from a Wesleyan perspective that traces the social forces (sacred and secular) contributing to the development of Western civilization in global context from the Hellenistic period (1000 BC) to the Reformation era. The study of key events, ideas, personalities, and movements that have contributed to the major periods of history and the passages between them increases students' understanding of and appreciation for God's redemptive purposes. Students are enabled to build bridges from historical understanding to personal spiritual formation, the role of the church in society, and contemporary ministry.

COURSE INTENDED LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- I. Describe the general storyline of the history of the West and Christianity.
- II. Understand key cultural and philosophical developments and their influence on Western Civilization.
- III. Describe the relationship between the Christian Church and culture.
- IV. Think critically about Western History.
- V. Connect their ministry context to an understanding of history of the West and Christianity.
- VI. Develop an appreciation of the Wesleyan perspective of Western Civilization.

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

- Ability to tell the story of Christian history and the development of creeds and major doctrines. (CN10)
- Ability to describe the mission and practice of the Church throughout its history. (CN11)
- Ability to understand, appreciate, and work sensitively with cultures and sub-cultures. (CX1)

COURSE TEXTBOOKS:

Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Baker Academic, 2001.
ISBN: 9780801022494

Noll, Mark A. *Turning Points: Decisive Moments in the History of Christianity*. 3rd ed, Baker Academic, 2012.
ISBN: 9780801039966

Sherman, Dennis, and Joyce Salisbury. *The West in the World*. 5th ed, McGraw-Hill, 2013.
ISBN: 9780073407036

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:

I. Reading

The reading of the assigned course textbooks and resource materials is required. Reading assignments are clearly defined within the Course Schedule section of the syllabus. Because of the amount of reading required by this college degree course, it is strongly recommended that each student stay ahead of the actual assigned reading.

II. Reflection Questions Essays

For each session, students are to write two 350- to 500-word essays answering two of the provided questions. Answers should show an understanding of the subject based upon the reading of assigned material. This assignment is designed to reveal the student's completion and understanding of the reading material.

III. Student Questions

Submit 5 review questions, at least one from each chapter. These questions should require comprehension of the material (not just a one-word answer). Cite the chapter the question comes from but not the page number.

IV. Research Paper

Write a 1,200- to 1,500-word research paper on a topic selected from the list (on page 7).
Include:

- A. Identify the key aspects of the topic's details.
- B. Identify the key aspects of the topic as it relates specifically to the ramifications in Western History.
- C. Identify key details of the topic and develop an opinion about the value of its contribution to history.
- D. Identify the effect of that topic on history.
- E. Identify the consequences of that topic on you today.

Topic Selection:

Choose three subjects and discuss with your instructor. The instructor will select one topic for the assignment.

Bibliography Resource Listing

After identifying your subject, find at least eight sources you will use in your research paper and submit the list to your instructor.

- 4 Books – Texts books and/or Library Resources
- 2 Peer Reviewed Articles – (Peer reviewed articles are ones that have been scrutinized by academic peers. Articles from sites that end in .edu are often appropriate. Use the Internet and/or the Library.
- 2 Internet Articles – Make sure they are from reliable sources. They can be forums but be careful they are academically sound.

V. Final Project – The Historical Timeline

Develop a Timeline of the 15 most influential people and events (positive or negative) throughout our study of Western History. The student's list should include both individuals and events, not exclusively one or the other. Annotate each item, highlighting the contribution to the development of the Western World. Each annotation should be 50 to 100 words in length. Use material from the texts to support your entries. Finally, submit a 100- to 200-word final paragraph to answer the question: "How would you defend the idea that God uses historical figures and events to accomplish his purposes?"

VI. Session Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed 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 the topic(s)?
- How will you use the knowledge gained in your life or ministry?
- [Optional] What additional information would you like concerning the topic(s)?

To score well, the reflection assignment must:

- Cite references from the assigned reading.
- Include suggested real-world applications for the course material.

For additional information see: Reflection Rubric.

COURSE EVALUATION:

I. Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	

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 not choose to accept any class for which a student scores a final grade below a "C".

COURSE SCHEDULE:

This class is organized around six sessions. The information provided below is an outline of the course and a list of the textbook readings that will be assigned.

I. Session One - From the Beginning to Pre-Christian Developments

Session One will introduce the student to the Wesleyan perspective and understanding of history and how to look at events in history through God's grace, mercy, and design. It specifically looks at ancient societies, their development, technologies, advancement in philosophy and culture, and influence upon later societies.

Assignments:

Reading

- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapters 1-4.

Reflection Question Essays (choose two)

- The Apostle Paul wrote in Galatians 4:4 these intriguing words: "But when the time had fully come, God sent his Son." From what you have read about the Greek and Roman world prior to the coming of Christ, why might the conditions at the time of Christ's birth have been just right for God's plan of salvation for all peoples?
- What values of the Roman world were complimentary to the values of Christianity? What values did the Romans embrace that were contrary to the message of Christ?
- In what way(s) do you see Ancient Greek accomplishments influencing the development of Western societies as a whole?
- Of the nine Ancient societies: Sumerians, Indo-Europeans, Egyptian Empire, Phoenicians, Hebrews, Assyrians, Babylonians, Persians, and Greeks – which is most interesting to you and why?

Session Reflection

II. Session Two - Greek and Roman Foundations and Their Influence on Christianity

Session two seeks to introduce the student to the developing Greek and Roman world and to see this world as the environment in which Christianity found its roots, formation, and continuing development. More so, it seeks to help the student understand the connectedness between Christianity, Rome, Greece, and Israel and how each of these came to influence the polity, ritual, and organizational scope of Christianity. Furthermore, we will take a look how America traces its roots to this time in history.

Assignments:

Reading

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. 3rd ed. Chapters Introduction, Chapters 1-2.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapter 5.

- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapters 1-3.

Reflection Question Essays (choose two)

- On pages 52 and 53 of *A Global History*, W.H.C. Frend writes a sympathetic account of the Monastics, who are usually considered heretics. Do you agree with the church's rejection of Spirit-inspired authority? Which do you believe should have authority over spiritual matters: the Spirit-inspired church or the Spirit-inspired individual?
- Why does Noll consider the fall of Jerusalem to be a decisive turning point? What did it compel Christianity to become?
- Do you see Jesus a reformer in that his ultimate attempt was to steer Judaism in a corrected direction, or was he a revolutionary in that his desire was to create a new movement of faith?
- In your opinion, founded on the reading, why were the Creeds initially formulated? What place ought the creeds (Apostles' and Nicene) to have in the contemporary church? Should Christians know the creeds?

Session Reflection

Research Paper: Topic Selection

III. Session Three - The Beginning of Christianity and Early Development Within Western Culture

Session three seeks to inform the student concerning the key players and development of early Christianity. The student will also be asked to review early leadership, developing theologies, creeds, and heresies. The student will also make a judgment as to the value of Constantine and begin considering the strengths and weaknesses of the relationship between church and state.

Assignments:

Reading

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. 3rd ed. Chapters 3-4.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapter 6.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapters 4-5.

Reflection Question Essays (choose two)

- Was the collusion between Constantine and the church a "disaster that wrecked the purity of the early church" (Spickard and Cragg 59), or was this beneficial to Christianity? Is it better for the faith to live alienated from civic society, or is it better for the faith to exist in a society that does not threaten its existence?
- Spickard and Cragg write on page 90, that the monastic system "allowed a balanced life of work, prayer, and rest." In light of that supposed balance, how balanced are we? How would you compare your spiritual discipline to that of the Monastics? Are such spiritual disciplines necessary?
- What might have been the value of penance for the medieval Christian? Would there be any value in requiring some sort of penance of Christians today?
- In your opinion, what are the factors that accounted for the rapid expansion of Islam?

Session Reflection

Research Paper: Bibliography Resource Listing

IV. Session Four - Christianity's Growth in the West

In session four, the students will be asked to consider the growth of Christianity in Europe and beyond. They will review the growing pains of a massively growing institution and differing developments between East and West. They will also be asked to consider the strengths and weaknesses of ecclesial power and corruption in Papal and clergy authority. Students will also be introduced to Monasticism and its value to holiness and ecclesial renewal.

Assignments:

Reading

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. 3rd ed. Chapter 5.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapter 7.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapter 6.

Reflection Question Essays (choose two)

- Is monasticism (escape, prayer, celibacy, and solitude) an appropriate response in recovering the purity of a corrupt church?
- During the early Middle Ages, the clergy became active in the politics of their area. What were the advantages or distractions to their task? Is it appropriate for today?
- Noll writes on page 115 concerning the medieval Roman Catholic understanding of the sacraments that "receiving God's grace depended upon actually receiving the vehicle of that grace, and not so much on how one felt about the transaction." In your opinion, is God's grace dependent upon the receiving of the sacraments?
- Noll refers to the Roman Catholic's understanding of Matthew 16:18 on pages 103-104. What do you think Jesus meant when he said, "Whatever you bind on earth will be bound in heaven, and whatever you loose on earth will be loosed in heaven"? How are we to understand this passage (and one like it in John 20:23)?

Session Reflection

V. Session Five - The West in Medieval Times: Christianity in Crisis

In session five, the students will be introduced to one of the most painful parts of Western History: the Crusades, the Inquisition, and Church Corruption. The student will be asked to view each of these events in respect to Wesleyan foundations. Students will also begin to see, at least in small part, the foundations upon which Luther's Reformation was laid.

Assignments:

Reading

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. 3rd ed. Chapter 6.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapter 8.

Reflection Question Essays (choose two)

- In your opinion, what are some of the problematic issues with the growing power of the Papacy?
- What was the position of Pope Urban II and the Church regarding the acts of Muslim aggression in the Holy Land? In your opinion, what was the guiding motivation behind their response? What effect did the decision have on them and on us?
- Sherman and Salisbury talk about Gothic Church architecture. How does this type of architecture reflect the Medieval conception of God and faith?
- With all the trouble and conflict surrounding the church of the Middle Ages (i.e., Corruption, the battle for power, the Schism, the Crusades, the Inquisition), was God at work? And if so, how do you see God at work?

Session Reflection

Final Research Paper

VI. Session Six - The Pre-Reformation Environment

In session six, the student will be introduced to the pre-reformers and their role in bringing about the Lutheran Reformation. They will also consider the ramifications of the continuing divide between the church in the East and the church in the West. Finally, they will review and reconsider their personal Wesleyan perspective of history.

Assignments:

Reading

- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapters 9-10.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapter 7.

Reflection Question Essays (choose two)

- In the 7th chapter of *Global History*, Spickard and Cragg briefly review many reform movements and reformers, among them, the *devotio moderna*, John Wycliffe, the Lollards, and John Hus. Evidently, many people in the 14th and 15th centuries believed the church in need of reform. Is the denomination or church you are a part of in need of reform, and if it is, in what ways is it in need of reform?
- Sherman characterizes the Renaissance on page 306 this way: "This vital new age witnessed a renewed belief in human beings' capacity to perfect themselves, to assess the world realistically, and to act vigorously to make an impact on their society. The key to this transformation was education." Based on this analysis, is our culture still defined by the vision of the Renaissance? Would this description be reflective of our age? Why or why not?
- Thomas à Kempis, a monk from the 14th century, wrote "Do not desire too much knowledge, for in that pursuit there is much distraction and delusion. Intellectuals like to appear learned and to be called wise ... knowledge does not satisfy the soul; but a good life refreshes the mind and a clean conscious inspires great trust in God." In Spickard (168), Erasmus is quoted as writing, "I would like to point out briefly two weapons that we should prepare to use in combating the chief vices. These weapons are prayer and knowledge ... these two are inseparable. "Who are you more inclined to agree with? And why?"
- All Students Must Answer: Write a 300- to 500-word essay answering the question, "As a student of history, how would you defend the idea that God uses historical figures and events to accomplish his purposes?" Give examples from our study using the books to support your case.

Session Reflection

- In addition to the usual questions, this reflection will 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 this 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 _____."

Historical Timeline Project

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

Examples of Student Questions

1. How do you think the invention of the printing press affected the early spread of Protestantism? How did it affect Christianity as a whole?
2. How did the appearance of the Virgin of Guadalupe in 1531 and the Council of Mexico in 1555 differ in their impacts of bringing Christianity to Mexico?
3. How did Menno Simons' stance on the relationship between church and state differ from both the Catholic and Protestant Churches?
4. What is Deism, and what were some socio-political factors that led to its origin?
5. How did the prevailing world-views during the seventeenth and eighteenth centuries contribute to the significant scientific advancements of people like Sir Isaac Newton, or Johannes Kepler?

Paper Topic Selection and Guidelines

Here are some topics for you to consider. You may also submit your own topic to be approved. Also, you may do an extended biography on any of the people mentioned in your reading. However, a biography must be more than biographical information, it must also consider their part in the history of the West and prove its significance.

Topic Selection

Please choose three topics and submit them to your instructor A.S.A.P. Duplicate selections will be awarded first come, first served. Email your top three selections to the instructor.

- The Conversion of Constantine: Real or Convenient?
- Jesus a Revolutionary or Reformer?
- The Role of Judaism on Christianity's Formation
- Toleration: Positive or Negative for the Christian Church?
- The Lasting Effects of the Crusades?
- The Councils and Their Effects on the Growth of Christianity.
- Origen's View of the Old Testament
- Reason: Its Role in Church History
- Philosophy's Influence on Christianity
- Corruption in the Church: God's Tool
- East vs. West: Enduring Questions Concerning the Great Divide
- Papal Authority: Good or Bad for the Church?
- The Crusades: Reasons for Islam's Advances.
- Monasticism, Mysticism and Spirituality
- Monasticism: Keeping the Foundation of the Church Alive in the Middle Ages
- The Role of Women in Church History
- The Foundations of Christianity: Greek, Roman, Jewish and Heathen Traits found in Early Christianity.
- Turning Points in Church History
- Comparison: Eastern and Western
- The Role of Persecution in the Church
- The Formation of Theology: Responding to Heresies
- Indebted to Leadership: The Role of Early Church Father's
- The Arian Controversy and the Council of Nicaea.
- Trinitarian Doctrinal Formation

- The Development of Christian Rituals: Early Practices and Their Foundations
- Early Writings: Their Role in the Formation of the Church
- Gnosticisms Challenge
- Moments of Reform and their Reformers
- Augustine: His Influence of the Christian Church
- The Role of Education and The Church: The Rise of Universities
- Heretics or Heroes: The Church's Response to Heresies.
- Politics and Power: The Influence of Politics in Key Turning Points

Expected Content

Event papers should not be a compilation of details but a position paper choosing to prove the event's significance in history. (E.g., "The Reformation created one of the greatest movements in modern history, antisestablishmentarianism.) Prove how it was done.

Biographical papers should not be a compilation of life-facts. If you choose an individual to write about, we want to know details of their life and work as it contributed to a key event in history. You must take an opinion! (E.g.: "Luther's posting of the 95 theses was accidental. He thought he was putting up a yard sale sign.") Then prove your opinion.

Below is an abbreviated template for your final papers. If you stay close to it, you will do well on your form and function. It should not be used to measure the length of your paper. Use it to check your form and function.

Section One: Introduction

General Introduction: State the problem and/or issues that create the problem or introduce your individual as it pertains to their key event or contribution. Keep any comments general in nature, attempting to build formative support for your thesis statement.

Thesis Statement: State what you attempt to prove or accomplish in this paper. State it directly and succinctly. Answer in one or two sentences these questions: "What do I want the reader to learn from this paper?"; and/or "What do I want to prove about this subject?" Your thesis is the compass that keeps your paper on track. If your thesis is weak, your paper will tend to take on ambiguous directions. If your thesis is strong, your formative support tends to stay focused on the issue(s).

Section Two: Formative Support

Prove or support your strong, succinct thesis statement with a least three substantive sections containing at least three separate and critically supportive opinions and/or research. You might consider using one of the following questions to help you cover all the possible supportive opinions and research.

- What do others who have studied this subject say about it?
- What are the issues that support my thesis?
- What do I see (opinion) that supports my thesis?
- What are contemporary reactions to the subject?
- What is the antithetical stance on the subject? Does this stance have merit?
- Why is this subject so important to engage?

Section Three: Conclusion

Conclude your paper with a summary of findings or conclusions and a final statement of relevance and/or purpose. Use these questions/statements to help you formulate this section:

- As I look at the material, it is apparent that ...
- Concerning my topic, I have become aware of ...
- What is my final conclusion concerning my topic?
- Did I prove my thesis statement, or did I find something altogether different?
- What difference do my findings make to:
 - The study of this subject?
 - Context of the understanding of the subject?
 - Contemporary issues and/or my ministry?

Abbreviated Example

The Phenomenal Growth of Christianity through 300 C.E

By Steve Redmond

Section One:

Christianity grew in a phenomenal rate throughout the first 200 years of its history. Several factors contributed to this and thus, it is hard to give credit to one aspect over another. Within the natural dynamics of earth-shaking events you can see some influence. These are important but may be peripheral in nature. (Thesis in bold) **Christianity grew because its method and message resonated with the common person.**

Section Two:

- Christianity's language translated well to all sections of society, including and especially among the poor and women. (citations and research ...)
- Christianity's message gave people hope from oppression within the context of political and religious entities and value in community. (citations and research ...)
- Christianity satisfied basic philosophical and religious quests for immortality, morality, ethics and community. (citations and research ...)
- Christianity's message brought results in transforming people's lives. Christian's testimonies both in their lives and their deaths were powerfully compelling. (citations and research ...)

Section Three:

While the destruction of the temple, the Roman Empire and its developing infrastructure, and the religious relativism of the day were important, the growth of Christianity was most influenced by the message that rang true to the common man. Its method supported its message and created a community that met the needs of everyone who joined it. Today we see much of the same dynamics within culture. In my ministry I see a real need for people to be validated and given a sense of purpose in this mixed-up world.

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.