



**Emmanuel Bible College**  
**In Alliance with Nazarene Bible College**  
**PAS2133: Foundations of Women's Ordination**

**COURSE GENERAL INFORMATION:**

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

**Credit Hours:** 3

**Prerequisites:** History and Polity of the Church of the Nazarene

**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 course designed to give a multi-disciplinary view of the ordination of women in the Church of the Nazarene. Broader biblical, historical and theological issues will be explored, with specific emphasis given to the Wesleyan Holiness heritage.

**COURSE INTENDED LEARNING OUTCOMES:**

The course learning goals for this class will be presented in the Weekly Schedule (see below).

**COURSE TEXTBOOKS:**

Tara Beth Leach. *Emboldened: A Vision for Empowering Women in the Ministry*. IVP Books, 2017.  
ISBN: 9780830845248

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:**

**Head's up:** The assigned reading will not be a balanced allotment each session due to covering different perspectives of the foundations of women's ordination. For example, session 2 will be a heavier amount of reading, whereas session 6 will be a lighter amount.

**I. Libraries**

In addition to the textbooks that have been assigned for this course, you are encouraged to make use of your local public library, and if you have access to a college/university library to spend some time browsing the appropriate sections.

## II. Internet

The Internet has made it much easier for most of us to have access to a large quantity of information. Much of the most reliable, scholarly, and up-to-date information, however, is not available through commonly used search engines like Google, or Yahoo, or through popular sites like Gospelcom.net. In order to access some of the better resources, and consult current journals, it is usually necessary to have a subscription and password to a specialized search program.

## III. Bibliography

The books listed in the bibliography are either ones used as resources for this course or will be helpful for further study.

Brueggemann, Walter. (1990). *First and Second Samuel*. Louisville, KY: John Knox Press.

Evans, Mary J. (2003). Women. In T. Desmond Alexander and David W. Baker (Eds.), *Dictionary of the Old Testament: Pentateuch*, (pp. 897-904). Downers Grove, IL: InterVarsity Press.

Grenz, Stanley J., and Denise Muir Kjesbo. (1995). *Women in the church: a biblical theology of women in ministry*. Downers Grove, IL: InterVarsity Press.

Harrison, Roland K. (1986). Nazirite. In Geoffrey W. Bromiley (Ed.), *The international standard Bible encyclopedia*, volume 3, (pp. 500-501). Grand Rapids, MI: William B. Eerdmans.

Hartley, John E. (1979). Clean and Unclean. In Geoffrey W. Bromiley (Ed.), *The international standard Bible encyclopedia*, volume 1, (pp. 218-723). Grand Rapids, MI: William B. Eerdmans.

Horsnell, Malcolm J. A. (1988). Religions of the biblical world: Assyria and Babylonia. In Geoffrey W.

Bromiley (Ed.), *The international standard Bible encyclopedia*, volume 4, (pp. 85-98). Grand Rapids, MI: William B. Eerdmans.

Lewis, Thomas, and Carl Edwin Armerding. (1979). Circumcision. In Geoffrey W. Bromiley (Ed.), *The international standard Bible encyclopedia*, volume 1, (pp. 700-702). Grand Rapids, MI: William B. Eerdmans.

Matthews, Victor H., and Don C. Benjamin. (1993). *Social world of ancient Israel: 1250-587 BCE*. Peabody, MA: Hendrickson.

McVann, Mark. (1993). Family-Centeredness. In John J. Pilch and Bruce J. Malina (Eds.), *Biblical social values and their meaning*, (pp. 70-73). Peabody, MA: Hendrickson.

Moyer, James C. (1985). Cleanness, Uncleanness. In Walter A. Elwell (Ed.), *Evangelical dictionary of theology*, (pp. 252-253). Grand Rapids, MI: Baker Book House.

Reese, Ruth Anne. (2005). Male and Female. In Kevin J. Vanhoozer (Ed.), *Dictionary for theological interpretation of the Bible*, (pp. 475-477). Grand Rapids, MI: Baker Book House.

Sayce, Archibald H., and Kurt G. Jung. (1979). Ashtoreth. In Geoffrey W. Bromiley (Ed.), *The international standard Bible encyclopedia*, volume 1, (pp. 319-320). Grand Rapids, MI: William B. Eerdmans.

Stanley, Susie. *Holy Boldness: Women Preacher's Autobiographies and the Sanctified Self*. Knoxville: University of Tennessee Press, 2002.

Sumner, Sarah. (2003). *Men and women in the church*. Downers Grove, IL: InterVarsity Press.

## IV. Resources designed to support women in lead ministry positions:

- Facebook Page – Nazarene Women Clergy  
<https://www.facebook.com/groups/348576377606/>

- 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 reading in time that the reading may inform the student's contribution to the class discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each discussion.

### **II. Reading Report**

Submit a 250-word reading report summarizing two key issues you discovered in this session's readings. Use parenthetical references when citing passages.

### **III. Discussion Questions**

Each session there will be two Discussion Questions that will need to be answered. Each response will require a 350- to 500-word response. Each response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading for the week.

### **IV. Competency Projects**

Each Competency Project should be a minimum of 500 words. (For your session 3 project, you will need to interview a pastor outside the Wesley-Holiness tradition so please plan ahead to set up a half hour interview.)

### **V. 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 this session?
- 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 this session in your life or ministry?
- [Optional] What additional information would you like concerning this session's 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

### **V. Final Project:**

Write your own Biblical, Theological, Historical, and Practical rationale for the role of ordained women leadership in the Church of the Nazarene. This is to be a research paper not an opinion paper, and needs to reflect reasoned thought and explanation of your rationale for

each of the four foundations for the role of ordained women leadership in the Church of the Nazarene that will be discussed in sessions 2 through 5.

Provide a 2000- to 2500-word response. Use a minimum of 8 varied resources. This is a formal paper and needs to follow requirements for a research paper (include a title page, an introduction and conclusion, double spaced, page numbers, properly formatted in text citing, properly formatted Works Cited page.)

## COURSE EVALUATION:

### Grading Points

Assignments	
	Points
<b>Session Assignments:</b>	
Reading Report	20
Discussion Questions	30
Participation	20
Session Reflections	20
<i>TOTAL EACH SESSION</i>	<i>90</i>
<b>Course Level Assignments:</b>	
Competency Projects (Sessions 1-5)	150
Final Paper	310
<i>TOTAL COURSE ASSIGNMENTS:</i>	<i>460</i>
<i>TOTAL ALL ASSIGNMENTS</i>	<i>1000</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	
	B- 80	C- 70	D- 60	

## COURSE SCHEDULE:

### I. Session One - Introduction

#### Learner Objectives:

- To understand the need for ordained women clergy in the church.
- To understand the position of the Church of the Nazarene on Women's ordination and gender inclusive language.
- To understand the function and initiatives of the Women Clergy Council, USA/Canada.
- To understand that basis of ordination is no different for women than it is for men.

- To understand the influences on the Church of the Nazarene and their perceptions of women clergy.
- To understand the role of the Holy Spirit in the life of the Church and the ordination of clergy
- To get a good grasp of the importance of interpreting Biblical texts contextually and in light of all scripture.
  
- Reading
  - Emboldened Intro and chapters 1-3.
- Reading Report
- Discussion Questions
  - Please choose 2 of the questions from the following and provide a 350- to 500-word reasoned response to each question. Each response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading.
    - Tara Beth Leach in chapter 2 talks about the Imposter Syndrome. What is it and how can women be helped in ministry to overcome this challenge?
    - Explain the Church of the Nazarene's stance on ordaining women. Give Scriptures to back up the Church's position as well as references in the Manual.
    - What hermeneutical principles does Dr. Bassett endorse for understanding women's ordination?
- Competency Project
  - Respond to the following question with a minimum of 500 words. To be effective, your response should be thoughtful, reflect a clear comprehension of the subject and include specific references to the assigned reading using proper MLA citation.
    - How might your church incorporate the initiatives that the Women Clergy Council developed to help the church become intentional?
- Session Reflection

## II. Session Two - Biblical Foundations

### Learner Objectives:

- To understand how the Bible describes the reason God created human beings and specifically the woman.
- To understand that the Fall was the result of both the male and the female disregarding God's instructions.
- To understand the context and reasons for women leaders in the Old Testament.
- Learners will recognize and appreciate the contextual circumstances that surround the issue of women and leadership in the Old Testament.
- Learners will assess their own convictions concerning women and leadership in the church today, in light of Old Testament contextual circumstances.
- Learners will establish a biblical foundation upon which to explore the New Testament's treatment of women and leadership in the church.
- To gain insight into the cultural and social context of the first century AD regarding women and their place in society.
- To reflect on Jesus' attitudes and relationships with women and how these were different from the surrounding culture, both Jewish and Roman.

- To see how the New Testament Church wrestles with the inclusive nature of Jesus' teachings and actions in light of the surrounding first century culture.
- survey the list of women involved in Paul's ministry
- understand the Biblical principle of mutual submission
- understand the Biblical principle of mutual submission
- go over the Holy Spirit's role to men and woman in regards to spiritual gifts
- learn Paul's instructions for women in the church
- grow a more comprehensive understanding of women's equal position to man
  
- Reading
  - Emboldened Intro and chapters 4-5.
- Reading Report
- Discussion Questions
  - Please choose 2 of the questions from the following and provide a 350- to 500-word reasoned response to each question. Each response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading.
    - What is the significance of the two reports of creation for the understanding of the partnership between men and women?
    - Compare and contrast the Ancient Near Eastern understanding of women with a contemporary understanding of women in your own culture today.
    - What are two important principles we learn from the way Jesus interacted with the women he met?
    - Paul promotes gender mutuality, what would mutual submission look like if it was truly lived out in the entire church today?
    - What passage is still the most difficult for you to interpret of the Women of the New Testament and Obscure Passages, and why?
- Competency Project
  - Read the following passages:
    - Acts 1:15, 2:11-18
    - Exodus 20:14
    - John 4:4-43
    - Lev 12:7-8; 15:19-33, esp. v 25; 20:18
    - Luke 10:38-42
    - Matthew 5:28
  - Write a minimum 500-word well-developed response of the top five insights on women in ministry you gained from these passages and why they were significant to you.
- Session Reflection

### **III. Session Three - Historical Foundations**

#### Learner Objectives:

- Be able to identify 3-4 women who have been significant in the development of Christianity and Christian thought from the early Church through the Medieval Period.
- Discuss ways in which women have been influential in the Church.
- Identify reasons for which women have been excluded from Church history.

- Identify methods in which people of power may be able to open opportunities for those without power.
- Be able to articulate how John Wesley supported women preachers
- Be able to articulate the influence of Phoebe Palmer's support of women preachers, and how her theology of holiness fosters such a position
- Be able to articulate broadly the history of women clergy in the Church of the Nazarene
  
- Reading
  - Emboldened chapters 6-7.
- Reading Report
- Discussion Questions
  - Please respond to the following questions and provide a 350- to 500-word reasoned response to each question. Each response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading.
    - Explain how the early and medieval women church leaders were significant in the development of Christianity and Christian Thought.
    - Explain how the Wesleyan women church leaders were significant in the development of Christianity and Christian Thought.
- Competency Project
  - Interview a pastor outside the Wesleyan-Holiness tradition. You will be addressing the issue of women clergy in their church/denomination. The aim of the conversation is to learn what the denomination believes and practices in the area of women in ministry, specifically, the ordination of women for preaching and pastoral ministry. Avoid discussing/arguing about differences in opinion. Your role is to listen, record and report back to the class. The interview should be no longer than 30 minutes. Make the appointment ahead of time. Spend a few minutes in small talk; establish a friendly interchange of ideas. Explain why you want to ask these questions. Here are some sample questions: (You also want to prepare some questions that you might want to ask.)
    - Does your church ordain women?
    - Why does/doesn't your church ordain women?
    - What Scriptures do you use for your position on the ordination of women?
    - What ministries in your church are open to women?
    - Is your church's position on women in ministry included in any official documents? Is there a website I can look at for more information?
- Write a minimum 500-word summary of your interview. Give the name of the person that you interviewed and from what denomination they are. State their stance on the ordination of women for preaching and pastoral ministry. What do they base their position upon? What challenged you, if anything, in the interview? If you agreed with their position, how so? If you disagreed, what did you disagree with and why?
- Session Reflection

#### **IV. Session Four - Theological Foundations**

##### Learner Objectives:

- Understand the meaning of the terms “Wesleyan theology” and “gender mutuality” and their relation
- Identify in the core principle and methodology of Wesleyan theology adequate grounds to affirm gender mutuality in Christian ministry
- Understand that gender mutuality is inherent to the content of Wesleyan theology
- Identify specific ways to practice the affirmation of gender mutuality in church practice and lifestyle
- Recognize the significant shifts in biblical interpretation and theology in the 20th century
- Understand the influence of culture on understanding gender roles
- Identify one’s theological questions and perspective about what men and women are called to be and do in ministry.
  
- Reading
  - Emboldened Intro and chapter 8.
- Reading Report
- Discussion Questions
  - Please respond to the following questions and provide a 350- to 500-word reasoned response to each question. Each response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading.
    - In relation to Wesley’s Quadrilateral, how does tradition influence our understanding of scripture? How do we use reason to understand scripture? How does experience help us to understand scripture; how does scripture help us to understand experience? How does the Holy Spirit guide us as we read scripture?
    - The Church of the Nazarene became a denomination in 1908 virtually the same period that “The Fundamentals” were published. Imagine you are able to write a letter to the early Nazarenes about the way culture has changed. What would you want to tell them about 1) the role of women in the church? 2) the cultural/theological divides of our times. 3) the benefits and challenges of liberation theology to the church? What would you want to thank them for that has helped you in your life of faith and ministry?
- Competency Project
  - Choose one of the case studies below and write a minimum 500-word well-developed response. Make sure to cite sources giving a theological foundation rather than offering your own personal opinion.
    - Case Study 1 – You are the pastor of a small congregation. Jane comes to see you and she tells you that she feels that God is calling her to preach. She is concerned about sharing this with other members of the congregation because she is uncertain about how they would respond. What would you say to Jane? How would you address her concerns? What guidance and ministry opportunities would you provide? How would you explain the Wesleyan view of women in ministry?
    - Case Study 2 – Amy has just started coming to your church. She used to attend an evangelical church in another city. The senior pastor is female. Amy tells you she is surprised that your church allows women to preach. This was not the case in her previous church. Explain how you would help Amy



understand the reasons why women can be leaders in the Church of the Nazarene.

- Session Reflection

## V. Session Five - Practical Issues

### Learner Objectives:

- Understand the corruptible nature of power
  - Explore gender and privilege power dynamics in the church and society
  - Reflect on leadership styles in the church and society
  - Find renewed motivation to portray God and the Gospel in ways that can be heard as Good News by all
  - Understand the importance of various types of mentoring in nurturing the call of women and others
  - Take practical steps in ministry and mentoring to draw out both the richness of the Gospel and the voices of women and others
  - Recognize the issues inherent in cross-gender staff settings.
  - Learn biblically and socially appropriate ways to interact with the other gender in a church staff setting.
  - Learn methods for developing healthy cross-gender staff relationships.
  - Recognize how issues of family leadership and headship affect cross-gender staff members.
  - Appreciate the viability and the value of co-pastoring in the local church setting.
  - Evaluate and re-evaluate their own preconceived notions and/or prejudices with regard to cross-gender staffs, leadership and family issues, and co-pastoring.
  - Understand the need for 360 degree mentoring as we seek to influence decision makers: peer mentoring, upward mentoring, and downward mentoring.
  - Reflect on ways to mentor decision makers with an appropriate balance of grace and power
  - Affirm the tremendous value of gender balanced leadership teams and their power as a key strategy for modeling gender mutuality
- Reading
    - Emboldened Intro and chapter 9.
  - Reading Report
  - Discussion Questions
    - Please choose 2 of the questions from the following and provide a 350- to 500-word reasoned response to each question.
      - Read Philippians 2:5- 11: What does this passage teach us about power? Which of Jesus' examples of use of power is the most important in your opinion? Why?
      - What do you purpose to do well in your congregation to include both inclusive language and stories, as well as mentoring women? Be specific in your explanation.
      - What "rules" or guidelines do you have with regard to cross-gender staff interactions? Be specific in what rules or guidelines are so you can determine if they are measurable.

- A principle of mentoring that we should all follow throughout our lifetime at every stage is this: Have a mentor, be a mentor. Why is this to be a principle that those called to the ministry are to put into practice in their lives?
  - Competency Project
    - Choose one of the following options and write a well-developed minimum 500-word response.
      - Diagram the Power Dynamics: In every meeting and encounter we bring all of our family systems and histories with us. Draw a picture with circles around a rectangle representing a group you meet with regularly. Each circle represents a person. Behind each circle begin to write what you know of who they are (gender, race, and economic range) and what you know of their story (successes, failures, healthy relationships, unhealthy relationships). Include any official role they have in the group that affects the ways the person would expect to have some power or how others perceive them as people with power. Add to these dynamics what you know about their personality type. Include yourself in the descriptions. How does your personal story as the leader of this group play into the dynamics? This can give a good first look at recognizing the power dynamics at play in every meeting. (This you will do on your own and it does not be submitted. Although, give a summary of what you diagrammed in your response before answering the following reflection questions.)
        - How do these stories create tensions or alignments between people?
        - Are there ways you as a leader can help create healthier power dynamics?
        - Do you perceive differences in power due to gender, race or economic status?
        - Given we all have blind spots who can you ask to help reflect on the group's power dynamics?
        - How might you as a leader address those dynamics?
      - Case Study: A woman on a large church staff has alienated many of her colleagues because she often makes remarks about what she perceives as her lower status. "Well, I guess the teens are more important than the children since you got a new computer and I didn't," is characteristic of her comments. Her underlying assumption is that she isn't equally valued by the church leadership and the other staff members because she is a woman working with children. Whether her complaints have merit or not, her obvious self-pity and defensive posture have lowered her credibility with the other staff members and kept her from becoming a full team member. What recommendations do you have for her to embrace her being an equal partner in ministry? Offer specific recommendations supported by reflective reasoning. Cite from your assigned reading or other sources to support your reasoning for your recommendations.
- Session Reflection

## **VI. Session Six - Mentoring Decision Makers and Modeling Gender Mutuality**

### Learner Objectives:

- Understand the need for 360 degree mentoring as we seek to influence decision makers: peer mentoring, upward mentoring, and downward mentoring.
- Reflect on ways to mentor decision makers with an appropriate balance of grace and power
- Affirm the tremendous value of gender balanced leadership teams and their power as a key strategy for modeling gender mutuality
  
- Reading
  - Emboldened Intro and chapter 10.
- Reading Report
- Discussion Questions
  - Please respond to the following questions and provide a 350- to 500-word reasoned response to each question. Each response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading for the week.
    - Does the tone of the presentation by Dr. Carla Sunberg and Dr. Rondy Smith to the Board of General Superintendents seem to reflect an appropriate balance of grace and power? (obviously, there were many non-verbal cues and relational interaction that cannot be assessed by merely dissecting the presentation in sterile written form) How so? Point out where you see grace and where you see power (or do not see) exercised in this presentation.
    - How might you be able to use this resource? Is there any Upward Mentor that you have credible relationship with that might benefit from hearing a similar adapted pitch? Is this kind of dialog needed at your local church, perhaps with Board members? Is this kind of dialog needed with your Senior Pastor or District Superintendent?
- Session Reflection
- Final Project
  - Write your own Biblical, Theological, Historical and Practical rationale for the role of ordained women leadership in the Church of the Nazarene. This is to be a research paper (not an opinion paper) and needs to reflect reasoned thought and explanation of your rationale for each of the 4 foundations for the role of ordained women leadership in the Church of the Nazarene that were discussed. Provide a 2000- to 2500-word response. Use a minimum of 8 varied resources. This is a formal paper and needs to follow requirements for a research paper (include a title page, an introduction and conclusion, double spaced, page numbers, properly formatted in text citing, properly formatted Works Cited page.)

## **COURSE POLICIES:**

### **Student Learning Information**

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

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

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

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

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

- **Change of Enrollment:**

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

- **MLA/APA Style:**

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

- **School Information:**

Student information as provided through the student's academic portal at [ebcministry.edu](http://ebcministry.edu)

## APPENDIX ONE

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

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

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

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

#### HOW TO BUILD A PORTFOLIO

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

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

#### HOW TO SUBMIT A PORTFOLIO

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