

# NATIONS UNIVERSITY<sup>®</sup>

2018 Academic Catalog & Student Handbook  
nationsu.edu



Prison Edition

---

---

---

Building Faith and Training Christian Leaders Around the World



Certificate of Biblical Studies • Bachelor of Religious Studies • Master of Theological Studies

CHANGE  
YOUR  
WORLD

---

---

---



## Letter from the Chancellor

Greetings to all new and continuing students!

It has now been over two decades since a dream of offering Christian education to a global audience began to develop into NationsUniversity. What was hardly a full-blown concept is now a formal accredited program. Thanks to many friends and volunteers who believe it proper to feature studies that build faith and train Christian leaders through distance learning, the school continues to thrive and fulfill its mission.

As one of the founders, along with Richard Ady, I can testify that being part of the NationsUniversity community brings personal joy. I am thankful first to God for his grace. And I am grateful to each of you for your confidence. Here at NU, we understand that teachers of spiritual matters are subject to stricter judgment (cf. James 3:1). For that reason, we approach the studies carefully and as free of bias as possible. In that sense, students, faculty, staff, and administration have become a “community,” where exploration and encouragement are essential to accomplishing the task at hand. The NationsUniversity community aims at a common goal of spiritual well-being.

There are many areas of service to our fellowman. The poor, the migrants, the oppressed, the sick and afflicted are all worthy of attention. They demand our sensitivity, as Christians are called to act kindly toward all others. As for me, I have chosen education as a medium of service. It is the passion of my life.

I approach my work seriously, knowing that no man is infallible. Because I continue to learn and gain new insights, I realize I have made errors and misjudgments in the past. Hopefully, these have not been detrimental to anyone seeking the higher plane. I must admit that in the study of Scripture, I may regret that today’s insights have taken a lifetime to emerge. However, that is the nature of human existence. For that reason, we have a mandate to keep on learning. Solomon rightly observed, “Of making many books there is no end, and much study wearies the body” (Eccl. 12:12). But we must believe there is profit in the endeavor.

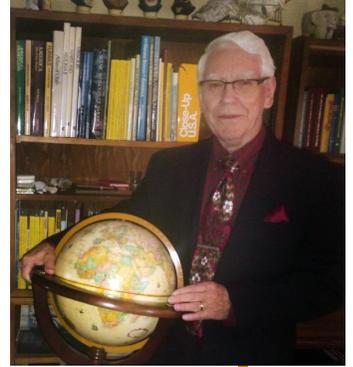
We cannot promise you we will be correct on every page of instruction. But we do commit to approach religious study with an open mind. We do not consciously filter our remarks through denominational creeds, historical dogmas, or personal agenda. You are not required to agree with the principals at NU—whether Regents, administrators, faculty, or staff. We see ourselves as facilitators, not dictators. Yes, we have our opinions and worldviews, and they are consciously connected to the Christian faith. We are aware of surrounding trends and try not to be unduly influenced by them. We are bound by certain legal rules and accreditation procedures. But these do not interfere with the free expression of our faith.

To those who ask for a statement of faith, we prefer the old cliché, “If anyone speaks, he should do it as one speaking the very words of God. If anyone serves, he should do it with the strength God provides, so that in all things God may be praised through Jesus Christ” (1 Peter 4:11). This should be the dream of all who constitute the NationsUniversity community.

Peace



**Mac Lynn**  
Chancellor





# NATIONS UNIVERSITY®

## 2018 Academic Catalog & Student Handbook



**Dr. Mac Lynn**  
Chancellor

—

**Dr. Herman Alexander**  
Vice Chancellor

—

**Chris Lynn**  
Executive Vice Chancellor

—

**Marty Lynn**  
Director, Student Services

—

**Mary Virginia Mabery**  
Registrar

**Dr. Richard Youngblood**  
Dean of Faculty

—

**Allen Thyssen**  
Chaplain

—

**Gail Heiderich**  
Director, Student Advisors

—

**Glenn Beville**  
IT Administrator

—

**Jon-Roy Sloan**  
Director of Communications

### Table of Contents

<b>Letter from the Chancellor</b>	<b>iii</b>	<b>Academic Policies</b>	<b>33</b>
General Information	1	Registration	33
Mission Statement	1	Admissions to a Degree	33
Institutional Goals	1	Course Enrollment	34
Institutional Objectives	1	Academic Year	34
Academic Philosophy	1	Statement of Progress	34
Commitment	1	Credentials	34
Intent and Perspective	1	Transfer Credits	34
History	2	Enrollment Agreement	35
Legal Authorization	3	Course Materials	35
Accreditation	3	Grades	35
State Authorization	3	Examinations	35
Memberships	3	Requesting NU Transcripts	36
Ownership & Governance	3	Graduation	36
Operations	3	Graduation Ceremony	36
Faculty	5	Statute of Limitations	36
Financial Information	7	<b>Student Policies</b>	<b>38</b>
Contact Information	7	Non-Discrimination & Disability	38
Calendar	7	Honor Code	38
<b>Academic Programs</b>	<b>9</b>	Copyright Policy	39
Certificate in Biblical Studies (C.R.S)	9	Student Privacy	39
Bachelor of Religious Studies (B.R.S.)	9	Complaints & Grievances	40
Master of Theological Studies (M.T.S.)	11	Student Services	43
<b>Curriculum</b>	<b>15</b>	<b>Prison Services</b>	<b>43</b>
Undergraduate Courses—General Education	15	Study Guide	43
Undergraduate Courses—Religious Studies	21	The Professor	44
Graduate Courses	29	Libraries & Resources	44
		Change of Address	44



## General Information

### Mission Statement

The mission of NationsUniversity is to build faith and to train Christian leaders around the world through affordable, accessible higher education utilizing distance learning.

### Institutional Goals

1. To build faith
  - By focusing on the biblical text and personal spiritual formation
2. To train Christian leaders
  - By equipping students with knowledge and skills to serve as Christian leaders

### Institutional Objectives

- To offer academic programs that provide students with opportunities for personal, spiritual, and professional development
- To portray biblical scripture in a positive manner
- To offer programs of academic excellence at a post-secondary level of instruction
- To build and maintain educational programs and services that are global in scope and suitable for global instruction
- To offer an open system for seekers without barriers to exploration
- To operate in keeping with the values found in the gospel of Jesus Christ
- To protect the students' security
- To provide programs that students can afford
- To provide accessible programs for students
- To encourage student progress through a supportive system of individual contacts by caring and dedicated staff and volunteers
- To conduct the business of the institution in the most efficient means

### Academic Philosophy

NationsUniversity® offers degrees in biblical and related studies only. In recognizing the value of a broad liberal arts education by featuring a liberal arts core, the institution reflects a disposition that humans also need spiritual nourishment. Consequently, it focuses on religious themes. And as surely as the study of religious themes encompasses a wide range of belief systems that are impacted by anthropological, social, economic, political, psychological, scientific, and philosophical thought, the principals of the institution have chosen to give primary attention to the biblical text. Supplemental studies such as cultural backgrounds, church history, and comparative religions are included, but only in consideration of the canonical Hebrew and Greek scriptures.

The institution is set for leading students to consider the merits and vitality of the Christian way of life. It fosters the belief that a fair and critical investigation of scripture within its historical context and in view of human knowledge will lead to a wholesome worldview and lifestyle. At least, the institution wishes to offer its students this possibility.

### Commitment

The institution is committed to fulfill its mission through quality distance education programs. The mission calls for a solid educational foundation. Building faith is not an emotional experience; it is an educational endeavor, built upon knowledge and understanding. Developing Christian leaders is likewise a calculated enterprise, constructed on knowledge and sound principles. For a proper foundation to be laid, a serious, high level, and objective presentation of the Christian faith and its rationale is essential. Therefore, the institution is committed to engage each student in a rigorous confrontation with the biblical text, hermeneutical techniques, alternative worldviews, historic interpretations, and spirituality.

### Intent and Perspective

NationsUniversity strives for fairness in its treatment of religious topics and honesty in presentation. Although coming from a Christian perspective, it does not knowingly misrepresent other orientations. The Bible is treated as an authoritative work, bearing the marks of inspiration rather than myth. Its message is taken seriously and interpreted contextually. Historical interpretations are of interest, but they do not govern the interpretive process.

The Bible is understood to reveal the intent of God relative to human redemption. God's activity focused on a promise to Abraham, the witness of Israel, and the incarnation of Jesus Christ. In the process of establishing his spiritual kingdom, God sent his Son, born of a virgin, to teach, die on a cross, be resurrected, and ascend into heaven. The Holy Spirit was sent to guide the apostles in proclaiming redemption and to assist believers in their spiritual journey. In Christ, God unites all believers into one body, the church. The members of that body become his instruments to proclaim the gospel and live in a manner that declares the glory of God. At the conclusion of the human journey, all will be judged and assigned to a proper habitat according to the just will of the Creator.

## History

NationsUniversity grew out of a vision to provide educational opportunities for people for whom religious studies were inaccessible and unaffordable. The target audience included persons from developing countries, countries that are closed to overt Christian teaching, and the incarcerated. The founders of the institution were determined to find a way to make a difference in the lives of these people and set out to create a means to deliver quality education in these settings.

The concept that evolved into NationsUniversity had its beginning on July 4, 1995, with Richard Ady and Mac Lynn. Ady had spent his adult years in local and foreign church work. Out of these experiences he had developed the World English Institute and was involved in teaching in several countries. Lynn had spent nearly 30 years in higher education in both teaching and administration. More recently, he had become interested in taking educational opportunities he had enjoyed to those who had been less privileged. As these two college classmates, co-workers, and long-time friends reflected on their interests in worldwide religious education, a simple plan was conceived. The plan was to enlist volunteers who would travel throughout the world at their own expense to conduct seminars and short courses in religious studies.

During the next several months, short courses were indeed conducted in a few international locations. Eventually nearly two hundred volunteers were recruited to lend assistance in a variety of tasks. As an increasing number of people became aware of the activity, the request for degree programs began to be heard.

The institution was incorporated in Louisiana with a board of three (Ady, Lynn, and Darrell Frazier) and approved to grant degrees in religious studies by the Board of Regents of Louisiana in 1996. The name was registered with the U.S. government in 1998, and subsequently renewed through July 7, 2018. The institution was also granted tax exempt status by the Internal Revenue Service as a 501(c)(3) organization in the same year. NU's corporate address is 3201 N. 7th St., West Monroe, LA 71291. All business is conducted through an office located at 650 Poydras St., Suite 1400, PMB 133, New Orleans, LA 70130.

As NationsUniversity grew in students and in academic strength, the governing board made the decision to move toward accreditation with a national commission approved by the U.S. Department of Education. In an effort to bring the school into line with accreditation standards, the degree offerings were streamlined, additional general education courses were added, stricter admissions standards were put into place, courses were upgraded, new student services were initiated, and foreign language courses were moved to a non-credit value.

The Distance Education Accrediting Commission (DEAC) at its meeting held on June 26, 2015 awarded NationsUniversity an initial grant of accreditation for a three- year period following a comprehensive evaluation of the institution and its programs. The institution has been found to meet or exceed each of the Commission's standards for accreditation.

NU makes use of a rolling registration. As of December 1, 2017, active enrollment stood at 1,829 students residing in 111 nations, 1,617 being male and 212 being female. Of the total enrollment, 316 were formally admitted to the Certificate in Biblical Studies program, 305 to the Bachelor of Religious Studies, 289 to the Master of Theological Studies, and 39 to the Master of Divinity. The remainder were as yet not formally admitted to a specific degree track.



## Legal Authorization

NationsUniversity® is authorized by the Board of Regents of the State of Louisiana, U.S.A. to grant degrees in religious studies.

## Accreditation

The University is an accredited member of the Distance Education Accrediting Commission (DEAC) formerly the Distance Education and Training Council - DETC. The DEAC is recognized by the U.S. Department of Education. NationsUniversity is also a member of the Council for Higher Education Accreditation (CHEA).

The contact information for DEAC is Distance Education Accrediting Commission, 1101 17th Street NW, Suite 808 Washington, D.C. 20036, telephone (202) 234-5100, fax (202) 332-1386, website at [www.deac.org](http://www.deac.org) or via email at [info@deac.org](mailto:info@deac.org). The school is a member of SARA (State Authorization Reciprocity Agreements) and is legally entitled to offer distance education to residents in all states of the U.S.

## State Authorization

NU is authorized to offer degree in all 50 U.S. states. Authorization in all 50 states is pursuant to its membership in NC-SARA, a national reciprocity coalition. In addition, NU is authorized to offer degree in California, Florida, and Massachusetts through specific, individual state authorizations. Due to restrictions on certain online programs, however, the following programs that require a field experience or other type of practicum or project will not be available to residents of Kentucky: Master of Divinity (M.Div.). Membership in NC-SARA can be verified at [www.nc-sara.org](http://www.nc-sara.org).



## Memberships

The institution is a member of

- National Academic Advising Association (NACADA)
- Christian Higher Education Foundation, Inc. (CHEF)
- Council for Higher Education Accreditation (CHEA)
- Southern Association of Collegiate Registrars and Admissions Officer (SACRAO)
- State Authorization Reciprocity Agreements (SARA)

## Ownership and Governance

NationsUniversity® is owned and governed by an independent Board of Regents. The current Regents are listed below.

- |  |  |
|--|--|
| Ernie Clevenger, Chair, Brentwood, Tennessee | Dr. Mark Hooper, Bedford, Texas                                |
| Chuck Webb, Vice Chair, Brentwood, Tennessee | Dr. Barry Neal, Fort Smith, Arkansas                           |
| Chris Lynn, Secretary, Union City, Tennessee | Robert A. Nienstadt, Carrollton, Texas                         |
| Joe Sloan, Treasurer, Nashville, Tennessee   | Randy Schackmann, Farmers Branch, Texas                        |
| Dr. Mac Lynn, C.E.O., Nashville, Tennessee   | Gary Waller, Brentwood, Tennessee                              |
| Michael Bush, Nashville, Tennessee           | Jack Wheeler, Nashville, Tennessee                             |
| Kathy Clark, Nashville, Tennessee            | Dr. Richard N. Ady, Gresham, Oregon, <i>president emeritus</i> |
| Richard Felix, Sr., Baton Rouge, Louisiana   |  |

## Operations

NationsUniversity functions as a distance learning institution. The school maintains no physical campus for students to attend classes and/or reside. Personnel may be reached at any time by email. The business phone sends an email when no one is available to answer.

### Executive Council

- Mac Lynn, *Chancellor and C.E.O.*
- STD, San Francisco Theological Seminary
- Herman Alexander, *Vice Chancellor*
- D.Min., Harding School of Theology
- Christopher Lynn, *Executive Vice Chancellor*
- B.A., University of Tennessee at Martin
- Marty Lynn, *Director of Student Services*
- M.A.R., Harding School of Theology

### **Major Division Administrators**

Mac Lynn, *Director of Academic Affairs*

STD, San Francisco Theological Seminary; D.Admin. (hon.), The International University

Marty Lynn, *Director of Student Services*

M.A.R., Harding School of Theology

Ernie Clevenger, *Director of Technology*

M.B.A., Vanderbilt University

Joe Sloan, *Director of Fiscal, Legal, and Public Affairs*

M.S., Vanderbilt University

### **Academic Program Directors**

Richard Youngblood, *Dean of Faculty*

D.Min. (Missiology and Church Growth), Harding School of Theology

Myles Calvin, *Director of the Certificate Program*

D.Min., American Christian College and Seminary

Molly Swindell, *Director of the General Education Program*

Ph.D., Tennessee State University

Herman Alexander, *Director of the Master of Divinity Program*

D.Min., Harding School of Theology

Gayle Crowe, *Director of the Bachelor of Religious Studies Program*

D.Min., Harding School of Theology

### **Administrative Staff**

Mary Virginia Mabery, *Registrar & Admissions Director*

M.A.M., Abilene Christian University

Lindsey Sullivan, *Registrar Assistant and Student Advisor*

B.A., Abilene Christian University

Jon-Roy Sloan, *Director of Communications, Public Relations*

M.A., University of Memphis

Mike Bush, *IT Director*

B.S., Middle Tennessee State University; B.S.M.E., University of Tennessee

Gail Heiderich, *Director of Advising*

M.S., Clinical Counseling Psychology, Abilene Christian University

Glenn Beville, *IT Administrator*

B.A., Bible, Lipscomb University

Allen Thyssen, *Chaplain*

B.S.E.E., Louisiana Tech University

### **Student Advisors**

Student advisors are assigned to each student to provide guidance and encouragement and answer student inquiries. A student advisor is trained to work appropriately with students from a myriad of cultural backgrounds and experiences. Most student advisors are volunteers, and they are located throughout the world. Visit our website to learn how to contact your advisor in the Student Help section.

## Faculty

Faculty routinely interact with students at the point of assignment uploads. Otherwise, e-mail addresses are made available to students on a need basis by their advisors to insure proper referral and prompt response. Persons designated “faculty” at NU may be assigned to a variety of activities.

- Herman Alexander, B.A. (Bible and Speech, Harding University; M.A. (Bible), Harding School of Theology; M.Div. (Divinity), Melbourne College of Divinity; D.Min. (Ministry), Harding School of Theology
- L. Bert Alexander, B.A. (Communications, Fred-Hardeman University), M.S. (Biblical and Related Studies), M.Div. (Lipscomb University), D.Min. (Abilene Christian University)
- Chuck Bagby, B.A. (Spanish Literature), University of Missouri; M.B.A. (International Business), University of Texas San Antonio; Ph.D., Theological University of America
- Joel T. Banks, B.A., Abilene Christian University; M.A. (Spanish), University of Texas; B.R.S. (Religious Studies), NationsUniversity
- Ken Bolden, M.A., Wheaton College
- Jeff Bryson, B.A. (Bible), Ohio Valley College; M.A.R., Harding University; Ph.D. (Public Safety), Capella University
- Marie Byers, B.A. (English), Lipscomb University; M.L.S. (Library Science), Peabody College
- Myles Calvin, B.A. (Sociology), University of Saskatchewan; M.A. (Counseling), Webster University; M.R.S. (Religious Studies), M.Div. (Divinity), NationsUniversity; D.Min. (Counseling), American Christian College and Seminary
- Paul Cates, B.A. (Bible), M.A. (New Testament), Abilene Christian University; M.Ed. (Rehabilitation Counseling), Ed.D. (Counselor Education), Auburn University; Post-graduate (Marriage and Family Therapy), Auburn University L.P.C., L.M.F.T., A.A.M.F.T.
- Douglas Cloud, Ph.D. (Accounting), Arizona State University
- Gayle Crowe, B.A. (Bible), Abilene Christian University; M.A. (Old Testament), Wheaton Graduate School; S.T.B. (Sacred Theology), Harvard Divinity School; D.Min. (Ministry), Harding School of Theology
- Peter Dubec, RNDr. (Physics of Plasma), Comenius University; M.R.S., NationsUniversity
- Ken Dye, Ed.D. (Counseling), Oklahoma State University
- Billy Evans, B.S. (Microbiology and Chemistry), M.Div., Harding School of Theology, Ph.D. (Rabbinic Literature and Christian Origins), D.T.H., University of South Africa (Theological language)
- Harvey Floyd, B.A. (Greek), Lipscomb University; M.A. (New Testament), Harding School of Theology; Ph.D. (Greek), Vanderbilt University
- George Goldman II, B.A. (Biblical Languages), M.A. (Biblical Exegesis), Lipscomb University; M.Div. (Theology), Harding School of Theology; Ph.D. (New Testament), Trinity Evangelical Divinity School
- Duane Gunn, B.S. (Information Systems Management), Florida State University; M.S. (Management, Microcomputer Applications), Lesley University; Ph.D. (Organization and Management), Capella University
- Ken Gunselmann, B.A. (Communication Arts), Oral Roberts University; M.S. (Education), Indiana University; M.S. (Library Science), University of North Texas
- Allen Wai Jang, B.A. (Religion); M.A. (Religion), Pepperdine University; Ph.D., Columbia Pacific University
- Eric Kazenga, B.A. (Religion) York University; M.R.S., NationsUniversity; Ph.D., Great Plains Baptist University
- Peter Taiti King’ori, B.R.S., M.R.S., NationsUniversity; M.A.R.S. Education, Kenya Methodist University
- Daniel Ki Nam Ko, B.A. (Bible, Beulah Heights Bible University), Th.B. (Theology, Point University), M.Div. (Divinity, J.C. Smith College) Th.M. (Theology, Princeton Theological Seminary) D.Min. (Ministry), San Francisco Theological Seminary
- LLK, B.B.A., Baylor University; M.A. (Biblical Studies), M.A. (Cross-Cultural Ministries), Dallas Theological Seminary; M.B.A., Southern Methodist University [Name concealed for security reasons]
- Mac Lynn, A.A. (Bible), Florida College; A.B., Morehead State University (Economics and Sociology); M.A. (Old Testament), M.R.E. (Religious Education), M.Th. (Theology), Harding School of Theology; STM (Science of Theology), STD (Science of Theology), San Francisco Theological Seminary; D.Admin. (honorary), The International University

Marty Lynn, B.S.M.R.A. (Medical Records Administration), University of Tennessee; M.A.R. (Counseling), Harding School of Theology

Mary Virginia Mabery, B.A. (International Trade and Spanish), Auburn University; M.M. (Missions), Abilene Christian University

David Moore, B.A. (Religious Education), Hardin-Simmons University; M.Div. (Divinity), D.Min. (Ministry), Ph.D. (Theology and Old Testament), Southwestern Baptist Theological Seminary

Melvin Mosley, B.S. (Psychology/Liberal Arts), Oklahoma Christian University; M.S. (Human Resource/Training and Development), Amberton University; D.M. (Organizational Leadership), University of Phoenix

Willie Nettle, B.A. (Biblical Studies), Magnolia Bible College; M.Th. (Bible and Ministry), D.Min. (Mentoring and Leadership), Harding School of Theology

Dennis M. Organ, B.A. (Mathematics), Harding University; M.A. (Journalism), University of Missouri; Ph.D. (English), Texas Tech University

Leon Sanderson, B.A. (Speech), Harding University; B.S. (Music), University of Memphis; M.A. (New Testament), M.R.E. (Religious Education), M.Div. (Theology), D.Min. (Senior Adult Ministry), Harding School of Theology

Philip Slate, B.A. (Lipscomb University), M.A. (Harding School of Theology), D.Miss. (Missiology), Fuller Theological Seminary

Jon-Roy Sloan, B.A. (History), Lipscomb University; M.A. (History), University of Memphis

Jerry Smith, A.A. (Instructor Technology), Community College of the Air Force; B.S., B.S. (Occupations Education) Wayland Baptist University; M.A.T. (English), De La Salle University; D.Min., Faith Missionary Bible Institute; Th.D., Ph.D., Trinity School of Apologetics and Theology

Cody Sutterfield, B.R.S. (Religious Studies), NationsUniversity; M.A. (Theological Studies), Liberty University

Molly Swindell, B.S.N. (Nursing), University of Tennessee-Memphis; M.S. (Guidance and Counseling), Ph.D. (Psychology), Tennessee State University

Clayton Whidden, B.S. (International Studies), Abilene Christian University; M.Ed., Rostov State Pedagogical University

Joseph Williams, B.S. (Chemistry), Loyola College; M.S. (Chemistry), Indian Institute of Technology; Ph.D. (Chemistry), Syracuse University; M.R.S. (Religious Studies), NationsUniversity

Swee Ming Young, B.Th., M.B.S., D.R.S., Golden State School of Theology; M.R.S., M.Div., NationsUniversity

Richard Youngblood, B.A. (Bible), Lipscomb University, M.Div. (Ministry), D.Min. (Missiology and Church Growth), Harding School of Theology

Y. Y. (Paige), B.R.S. (Religious Studies), M.Min. (Ministry), M.Div., NationsUniversity; B.S. (World Economics), Sudan University

*NationsUniversity is indebted to a significant number of persons who have contributed their good will, counsel, and services over the years.*

## Financial Information

A one-time non-refundable \$25 registration fee is charged students who are incarcerated in U.S. prisons. However, tuition changes are waived because of the generosity of others who have a special interest in inmates. If an inmate wishes to continue study in NationsUniversity after release from prison, he/she shall become subject to tuition and other fees charged U.S. citizens at the time he/she enrolls in a new course. The approximate costs for textbooks when purchased new: Certificate--\$130; Bachelor's degree--\$535; Master's degree--\$600. These amounts can be greatly reduced by using Inter-library loans and purchasing used books. Some additional resources may be required to offset the lack of access to the Internet.

### Contact Information

Office of the Board of Regents  
650 Poydras St., Suite 1400-PMB 133  
New Orleans, LA 70130  
Phone: (866) 617-6446

NationsUniversity® Website: [nationsu.edu](http://nationsu.edu)

Admissions/Registrar: [registrar@nationsu.edu](mailto:registrar@nationsu.edu)  
Chancellor: [macl@nationsu.edu](mailto:macl@nationsu.edu)  
Executive Vice Chancellor: [chrisl@nationsu.edu](mailto:chrisl@nationsu.edu)  
Vice Chancellor: [hermana@nationsu.edu](mailto:hermana@nationsu.edu)  
Finances: [joes@nationsu.edu](mailto:joes@nationsu.edu)  
Prison Services: [prison.services@nationsu.edu](mailto:prison.services@nationsu.edu)  
Student Services: [martyl@nationsu.edu](mailto:martyl@nationsu.edu)  
Student Advising: [gailh@nationsu.edu](mailto:gailh@nationsu.edu)  
IT Functionality: [glennb@nationsu.edu](mailto:glennb@nationsu.edu)  
Public Relations: [jonroy@nationsu.edu](mailto:jonroy@nationsu.edu)

### Calendar

NationsUniversity courses are available for study year-round. There are no semesters or quarters. Students may enroll in courses at any time. Although all administrators, staff, and faculty are on duty 365 days a year, students should allow personnel ample time for response to any party. Assignments may be graded on a weekly or monthly schedule. Specific questions may demand some research time. Advisors and Faculty do not keep standard office hours, but they can be reached by e-mail at any time.

The regulations in this edition of the NU Catalog are binding on all students who matriculate during the calendar year 2018 (January 1-December 31). Students who registered before this date are under the regulations of the catalog in effect at the time of their initial registration or any catalog after that date, if the student chooses later regulations. A statute of limitations of seven years is placed on the life of any given catalog. v01.01.18



## Academic Programs

**Certificate in Biblical Studies (C.B.S.)**  
**Bachelor of Religious Studies (B.R.S.)**

**Master of Theological Studies (M.T.S.)**

### Orientation

Because a proficient student is one who can navigate online, research, think critically, and write at a professional level, each student is expected to work through a non-credit orientation prior to beginning the first course. The orientation instructs the student on how to navigate the site and introduces available tools such as resources, writing guidelines, and language helps. If it becomes evident that the student is not using these tools, the advisor or professor may stop the student's progress until he/she can demonstrate thorough familiarity with the orientation program.

### Certificate in Biblical Studies (C.B.S.)

The Certificate in Biblical Studies requires 21 semester hours of prescribed credits taken at NationsUniversity. Transfer credit cannot be substituted. Besides being a terminal award that provides encouragement to the student with recognition of accomplishment, the certificate also enables the University to evaluate the student's potential for achieving a higher academic award.

### Program Learning Outcomes

C.B.S. program outcomes are a reduced number of those belonging to the B.R.S. PLO's to reflect reduced curriculum requirements.

1. Appraise biblical texts using hermeneutical methods to interpret the Bible
2. Examine the historical and cultural backgrounds of biblical texts
3. Recognize the ancient and contemporary interpretations of biblical texts
4. Summarize the central doctrines of Christian theology
5. Reflect on the effect that Christian faith has on the lived experience

### Specific Course Requirements

Seven courses constitute the Certificate curriculum. These are named below and are normally taken in the order listed. These courses must be completed at NationsUniversity, even though the student may have taken similar courses elsewhere. No transfer credit is accepted.

- BRS 100 A Search for Spirituality
- BRS 121 The Hebrew Scriptures
- BRS 122 The Greek Scriptures
- BRS 123 Theology of the Hebrew Scriptures
- BRS 124 Theology of the Greek Scriptures
- BRS 125 Exegesis of the Hebrew Scriptures
- BRS 126 Exegesis of the Greek Scriptures

---

### Bachelor of Religious Studies (B.R.S.)

The Bachelor of Religious Studies requires 120 semester hour credits. A minimum of thirty (30) of these must be taken with NU. A minimum of 60 credits shall be drawn from the category of religion, philosophy, and courses that address worldview, ministry, worship, and biblical exegesis. For calculation of religious studies credit, all courses taken at NU can be counted.

A minimum of 30 General Education credits must be in the following disciplines: arts and humanities, communications, English, mathematics, natural science, and social science. Six (6) credits must be in English (comprehension and composition). At least four other categories other than English shall be represented, with a maximum of nine (9) credits in any of single category. The student will complete all required activities, papers, and projects, a Bible knowledge test at the beginning and end of the program, and a self-evaluated spiritual inventory at the beginning and end of the program. All financial obligations must be satisfied before a degree can be conferred and before a transcript can be issued.

### Admission into the B.R.S. Program

Admission to the B.R.S. program requires the following:

1. Submission of an official transcript that indicates graduation from a secondary school, a G.E.D. (secondary school equivalency), or university transcript that indicates secondary completion.
2. No financial obligations to the University.
3. Submission of a TOEFL score of 500 or above or acceptable substitute (61 iBT, 6.0 IELPS, 44 PTE, grade level 3 on ACT Compass, Pre-1 on Eiken English Proficiency Exam, secondary school diploma where instruction is in English, or "C" or better on English Composition from an accredited college) by students whose native language is not English.

*\*In the event a student cannot, for reasons beyond his/her control, submit official documentation of having secondary completion, the student may appeal to the Registrar.*

### **Program Learning Outcomes**

The Bachelor of Religious Studies program imparts a general foundation in the biblical and theological disciplines. Distinctively, the outcomes of the B.R.S. program are to prepare graduates who

1. Demonstrate awareness of the disciplines of fine art, natural science, social science, mathematics, and English.
2. Employ undergraduate level research and writing skills.
3. Appraise biblical texts using hermeneutical methods to interpret the Bible.
4. Examine the historical and cultural backgrounds of biblical texts.
5. Recognize the ancient and contemporary interpretations of biblical texts.
6. Summarize the central doctrines of Christian theology.
7. Reflect on the effect that Christian faith has on the lived experience.

### **Time Allowance**

The projected completion time for the B.R.S. degree is 4 years. Incarcerated students are assessed only the \$25 registration fee but are responsible for securing hard copy textbooks

### **Transfer Credits**

Ninety (90) credits maximum from an accredited institution. Transfer credits are only granted from official transcript evaluations. Official transcripts are those sent directly from the issuing institution and not by way of the student. Only in special circumstances and from certain countries, are authenticated documents valid.

### **Required Courses**

BRS 100	A Search for Spirituality
BRS 121	The Hebrew Scriptures
BRS 122	The Greek Scriptures
BRS 123	Theology of the Hebrew Scriptures
BRS 124	Theology of the Greek Scriptures
BRS 125	Exegesis of the Hebrew Scriptures
BRS 126	Exegesis of the Greek Scriptures
BRS 313	The Church of the First Five Decades
BRS 431 or 432	Exegesis Torah & Prophets, Exegesis Job, Ruth, & Chronicles
BRS 22	New Testament Exegesis
BRS 434	New Testament Exegesis II
BRS 443	Ministry
BRS 444	Worship

One of the following three:

Hum 230	Worldview
BRS 401	Comparative Religion: Eastern
BRS 424	Comparative Religion: Abrahamic Faiths

Students normally complete degree requirements in effect when they registered, unless completion comes after seven years from initial registration. Course requirements may be adjusted at any time. The requirements are displayed in the curriculum assigned to their username and in older editions of the NU Catalog. These students may opt to complete their degree under the current requirements upon request.

## Master of Theological Studies (M.T.S.)

The Master of Theological Studies (M.T.S.) is a general academic graduate degree providing a serious study that covers Scripture, historical and systematic theology, comparative theology and ethics. Theology in this instance is understood to encompass both critical religious study--primarily of the Christian religion--and its practice. As such courses may contain theoretical and spiritual formation components. Many students choose the M.T.S. solely as a way to increase their knowledge of Christianity as well as to bring that knowledge to their families, careers, or individual lives. The program builds on either the B.R.S. or on undergraduate degree programs earned elsewhere. The degree represents a minimum of two-year study.

### Program Learning Outcomes

The Master of Theological Studies (M.T.S.) program imparts a general foundation in the biblical and theological disciplines. Distinctively, the outcomes of the M.T.S. program are to prepare graduates who,

1. Appraise biblical texts using hermeneutical methods to interpret the Bible.
2. Critically analyze the historical and cultural backgrounds of biblical texts.
3. Judge the ancient and contemporary interpretations of biblical texts.
4. Defend the central doctrines of Christian theology.
5. Reflect on the effect that Christian faith has on their lives.
6. Demonstrate scholarly research and writing skills.

The spiritual dimension and development courses bracket the program but are operative throughout. The advanced courses M 1 through M 11 provide evidence that the student has comprehensive understanding of the biblical text, the theological message of the Bible, and exegetical methodology needed to complete the master's program. These courses culminate with a series of essays calculated to measure the student's ability to think critically about modern topics in view of the ancient text of scripture. Specialty courses are electives and may be drawn from any course numbered MRS 100-500, 700. The recommended order is as follows:

MRS 622	A Search for Spirituality*
	Orientation to Research and Writing (Non-credit)
M 1	Critical Introduction to the Old Testament
M 2	Critical Introduction to the New Testament
M 3	Biblical Theology
M 4	Biblical Hermeneutics
M 11	Critical Analysis in Biblical Studies

One course from the MRS 100s

One course from the MRS 400s or 500s

One course from the MRS 700s

Two electives chosen from MRS 100-500s, 700s

MRS 633            Being Christian in a Secular Environment

Capstone Essays

*\*B.R.S. graduates who have credit for BRS 16.6 or BRS 100 shall substitute MRS 200 The Torah and take the course toward the end of their program.*

*Courses available to incarcerated students are pre-selected and are limited to those listed in this Prison Version of the Catalog.*

Because NU is a distance learning institution and operates without defined semesters or terms, students work at their own pace. Courses are normally completed one at a time. Credit is calculated according to the semester system. The final grade point average must be a minimum on a 4.00 scale on the credits used for the degree. If a student reaches the end of the curriculum with less than a 3.00 G.P.A., he/she may take additional courses to substitute for, or offset, a "C" grade.

### Time Allowance

The projected completion time for the M.T.S. degree is 24 months of full-time uninterrupted study. Incarcerated students are assessed only the \$25 registration fee but are responsible for securing hard copy textbooks, which will run about \$625 for the bachelor's degree.

## Admission to the Master of Theological Studies

Admission to the M.T.S. program will require the following:

1. Submission of an official transcript that indicates completion of a bachelor's degree (minimum 120 credits with appropriate general education courses) or higher degree from an accredited or nationally approved institution. (In the event a student cannot, for reasons beyond his/her control, submit official documentation of having completed the bachelor's degree, he/she may appeal to the Registrar and state the reasons. The Registrar and Chancellor will review the appeal and make a judgment as to how the requirement may be satisfied.)
2. Completion of 15 credits of Foundations courses (MRS 622, M 1, M 2, M 3, and M 4) with a 3.00 grade point average.
3. Submission of all required activities, papers, and forum postings associated with the Foundation courses.
4. Passing two comprehensive examinations.
5. Having no financial obligations to the University.
6. Submission of a TOEFL score of 530 or above or acceptable substitute (80 iBT, 6.5 IELPS, 58 PTE score) by students whose native language is not English or whose undergraduate degree is not in English.

Prior to acceptance into the M.T.S., the student's writing ability will be assessed by way of a review of performance on the essays developed in course essays. If the student is weak in writing skills, a decision on admission may be delayed until he/she has completed M 11 Critical Analysis in Biblical Studies, which includes more extensive writing.

Students holding the Master of Religious Studies (M.R.S.) degree from NationsUniversity may complete the accredited M.T.S. with 18 additional unduplicated credits from courses numbered 100-500, 700 completed after January 1, 2012. The current tuition charge will be assessed and guaranteed for two years from the date of admission.

### Transfer Credits

A maximum of six (6) semester credits may be accepted in transfer toward the M.T.S., provided the credits are (1) religious in nature, (2) come from an accredited institution, and (3) have not been applied toward another degree.

### Graduate Admission Leveling

If the student presents a three-year Bachelor of Theology or similar degree or diploma from an accredited or nationally approved institution, the student may be admitted to the master's program only after completing required undergraduate leveling credits to be determined by the Registrar and/or Director of Academic Affairs.

### Curriculum

Once formal admission is granted, the student is assigned to the M.T.S. curriculum. Courses that have been completed from this curriculum will count toward the M.T.S. degree. Students already registered normally follow the degree plan in effect at the time of registration or admission to a particular program. Continuing students are directed to the notes below and their online work sheet. Transference to a later plan means that all requirements in this plan must be fulfilled.

### Course Materials

Each course is supported by a syllabus. The syllabus is the student's guide to a particular study. Normally, the syllabus summarizes the material to be covered, then directs the student to resources needed to complete the study. Resources needed to complete all assignments are in electronic format and accessible online without cost to the student. indicated within each course syllabus.





## Curriculum

### Undergraduate Courses—General Education

(All courses are valued at 3-semester credit)

<b>Freshman Level:</b>	<b>All 1, 2, or 100 numbered courses</b>
<b>Sophomore Level:</b>	<b>All 200 numbered courses</b>
<b>Junior Level:</b>	<b>All 300 numbered courses</b>
<b>Senior Level:</b>	<b>BRS 22.0 and all 400 numbered courses</b>

#### Com 3 Exploring Communication Models

*Theory and experience in human communication.* The course examines five forms of human communication: interviewing, public speaking, prayer, visionary presentations, and conflict recognition. Included are (1) techniques of field interviewing, public speaking, prayer, visionary presentations, and conflict detection, (2) training in the ability to interview, speak publicly, pray, cast a vision, and detect potential violent situations, and (3) interpreting non-verbal communication.

##### Objectives

- Demonstrate how to research, organize, and conduct interviews.
- Analyze a biblical sermon.
- Evaluate a variety of prayers based on biblical models.
- Apply communication skills suitable to topic, purpose, and audience.

##### Learning Outcomes

1. Explain the theoretical bases of various communication media.
2. Draw from communication theory principles that will help solve communication issues.
3. Write a clear, organized report on an activity.

#### Eng 1 English Comprehension

*Grammar, vocabulary, reading comprehension, and sentence structure.* The course is equivalent to that offered throughout the United States for students entering the university. It is not designed for students who know little or no English. The study offers an opportunity to build a stronger foundation for reading, speaking, and writing in the English language. Modules: (1) Grammar, (2) Vocabulary and Reading Comprehension, and (3) Punctuation and Sentence Structure.

##### Objectives

- Demonstrate how the components of English grammar function
- Identify and define English vocabulary needed for reading at the university level
- Demonstrate proper sentence and paragraph structure

##### Learning Outcomes

1. Determine correct usage of English grammar
2. Demonstrate acquaintance with English vocabulary suitable for reading at the university level
3. Choose sentences and paragraphs with correct spelling and punctuation

#### Eng 2 English Composition

*Effective writing technique.* The course provides a beginning place for students who are not accustomed to formal writing in the English language. It also offers the native speaker an opportunity to build a stronger foundation and improve written communication skills. Course components include (1) the writing process, (2) formal writing, documenting sources, and (3) a step by step guide for writing a research paper.

##### Objectives

- Write descriptive and narrative essays that meet stated criteria
- Write a summary, classification, cause-effect, and compare/contrast essays that meet stated criteria
- Compose a research paper using correct citations according to APA writing standards.

##### Learning Outcomes

1. Write an essay that demonstrates good grammar and writing skills
2. Construct a personal letter or detailed e-mail message that follows proper use of English grammar and style
3. Compose a research paper using correct citations according to research writing standards

**Grk 100 Biblical Greek I**

*The language of the New Testament, with illustrations of its usefulness in the study of Scripture.* An introduction to the Greek language, biblical sources, and issues related to textual analysis. Modules: (1) The System, (2) Sources, and (3) Textual criticism. No credit allowed with former BRS 8.

## Objectives

- Describe the Greek writing system
- Analyze Greek transcripts of the New Testament
- Evaluate Greek New Testament manuscripts through techniques of textual criticism

## Learning Outcomes

1. Explain the characteristics of the language of the New Testament
2. Analyze the sources that support the Greek New Testament
3. Judge the value of linguistic study for exegesis

**Grk 200 Biblical Greek II**

*Greek grammar, vocabulary, translation, and application.* An introduction to Greek grammar, vocabulary, and issues related to translation and exegesis of the New Testament. Modules: (1) Grammar, (2) Working with New Testament texts, and (3) Translation, Exegesis, and Application. Prerequisite: Grk 100. No credit allowed with former BRS 8.

## Objectives

- Identify and analyze vocabulary and parts of speech in Greek
- Apply the rules of grammar to translate Greek texts
- Evaluate translations and exegesis of Greek texts

## Learning Outcomes

1. Recognize the basic structure of the Greek language
2. Demonstrate how to exegete Greek texts
3. Combine the tasks of exegesis and application

**Heb 100 Biblical Hebrew I**

*The language of the Old Testament, with illustrations of its usefulness to a study of the Old Testament.* An introduction to the Hebrew language, its basic grammar and vocabulary, and issues related to translation and exegesis of original biblical texts. Modules: (1) First Encounter, (2) Working with Hebrew Texts, and (3) The Dead Sea Scrolls. Credit not allowed with former BRS 9.

## Objectives

- Describe the primary language of the Old Testament
- Discuss critical tools for working with a Hebrew text
- Analyze the Dead Sea Scrolls

## Learning Outcomes

1. Explain the characteristics of the primary language of the Old Testament
2. Write an essay on critical tools for working with Hebrew texts
3. Evaluate the value of the Dead Sea Scrolls for Old Testament study

**Heb 200 Biblical Hebrew II**

*Hebrew grammar, vocabulary, translation, and application.* An introduction to Hebrew grammar, vocabulary, and issues of translation and exegesis of the Old Testament. Modules: (1) Grammar, (2) Working with Biblical Hebrew Texts, and (3) Translation, Exegesis, and Application. Prerequisite: Heb 100. No credit awarded with former BRS 9.

## Objectives

- Explain the grammar of biblical Hebrew
- Analyze the structure of a Hebrew text
- Demonstrate the relationship of linguistic study to exegesis

## Learning Outcomes

1. Recognize the basic structure of the Hebrew language
2. Judge the value of linguistic study for exegesis
3. Demonstrate how to exegete Hebrew texts

**Hum 220 Ethics**

*The formation of values.* The course deals with moral principles or rules of conduct. The quest is concerned primarily with the content of different ethical systems and the foundation upon which each rests. Modules: (1) Introduction to Ethical Systems, (2) Biblical Ethics, (3) Buddhist Ethics, (4) Hindu Ethics, and (5) Islamic Ethics. No credit allowed with Hum 2.

## Objectives

- Identify the principles and issues in four ethical systems
- Demonstrate how to evaluate an ethical system
- Compare and contrast Christian, Buddhist, Hindu, and Islamic ethical systems

## Learning Outcomes

1. Develop examples of multiple ethical systems
2. Express the significance of ethical questions
3. Compare the theoretical basis for Christian, Muslim, and Eastern ethical systems

**Hum 230 Worldview**

*An overview of various outlooks on life, including the concept of God, human existence, and beyond death.* The course proposes to equip the student with a better understanding of the attitudes and beliefs that shape one's view of life. Modules: (1) Contexts for Creating a Worldview, (2) A Worldview Grounded in Myth, (3) A Worldview Grounded in the Natural Order, (4) A Worldview Grounded within Self, and (5) A Worldview Grounded in Revelation.

## Objectives

- Conceptualize basic worldviews that underlie the way people think about themselves, others, the natural world, and ultimate reality
- Contrast the foundational assumptions of different worldviews
- Evaluate different worldviews for what they offer and the evidence for what they propose to deliver

## Learning Outcomes

1. Critique different worldviews
2. Analyze the foundations of contrasting worldviews
3. Craft a personal worldview

**Hum 240 The Bible and Spirituality**

*How a spiritual dimension affects one's values and relations.* Modules: (1) Discovering Worth through the Loss of Dignity: Reflections from The Torah, (2) Discovering the Difference Commitment Can Make: Reflections from The Prophets, (3) Discovering Character in Non-Conformity: Reflections from The Writings, (4) Discovering Strength through Weakness: Reflections from The Gospels and Acts, and (5) Discovering Encouragement through Unusual Sources: Reflections from The Epistles and The Apocalypse.

## Objectives

- Analyze biblical texts that relate to spiritual dimensions
- Evaluate the incongruence between biblical principles and cultural expectations
- Discover how others find comfort in times of despair, loneliness, or loss of freedom

## Learning Outcomes

1. Interpret biblical texts that relate to spiritual dimensions
2. Demonstrate an awareness of principles that lead to spiritual wholeness
3. Construct a personal plan to spiritually

**Lit 215 Tanakh Literature**

*Formation of the Old Testament canon, the composition of the Old Testament books, and critical issues relating to Old Testament documents.* The course assumes the student has a working understanding of the Old Testament. The task at hand shall be less concerned with content and theological meaning than with matters that enlighten the study of the biblical text. The study introduces issues which the modern student faces when reading the Old Testament. The investigation heightens awareness of the existence of extra-biblical material and alerts the student to the challenges of current Old Testament study. Modules: (1) The Torah, (2) תּוֹרָה, The Nevi'im (Prophets), נְבִיאִים, and (3) The Ketuvim (Writings), כְּתוּבִים. Prerequisites: BRS 121, BRS 123. Credit not allowed if the student has completed BRS 5.

## Objectives

- Explain the diversity of literary genre in the Tanakh
- Solve perceived textual problems located in the Tanakh
- Apply literary analysis to interpret the content of the Tanakh

## Learning Outcomes

1. Demonstrate understanding of the Bible as a collection of varied literary compositions
2. Analyze the Tanakh, using its literary conventions to isolate particular concerns
3. Formulate essays that combine the elements of the Tanakh into a meaningful whole

**Mat 1 The World of Mathematics**

*Making the connections: how and why mathematics affects the whole world.* A basic understanding of the development and use of mathematics and its modern applications. Modules: (1) Mathematics History, (2) Pure in Mathematics, and (3) Applied Mathematics.

## Objectives

- Identify major mathematicians and recognize their contributions to the development of mathematics
- Recognize function of mathematics properties, mathematics logic, and advanced mathematics
- Explain the relationship between pure math and applied mathematics

## Learning Outcomes

1. Relate the development of mathematics
2. Describe the functions of various branches of mathematics
3. Analyze and explain the relationship between pure math and applied mathematics

**Sci 1 Discovering Your World**

*Plant and animal life forms in their physical environments.* The study will integrate a basic overview of botany, zoology, and physical geography to examine how climatic factors shape plant and animal communities as they adapt to different landforms and topography. Modules: (1) Botany: Exploring the Plant World, (2) Zoology: Exploring the Animal World, and (3) The Physical Universe: Our Environment.

## Objectives

- Differentiate between algae, fungi, mosses, ferns, gymnosperms (cone-bearing plants), and angiosperms (flowering plants)
- Distinguish between arthropods (crustaceans and insects), fishes (cartilaginous fishes, bony fishes), amphibians (frogs, toads, salamanders, newts), reptiles (lizards, snakes, turtles, crocodilians), birds, and mammals (monotremes, marsupials, placental mammals)
- Analyze the characteristics of the following biomes: desert, rain-forest, deciduous forest, coniferous (boreal forest, grasslands, savannas, tundra)

## Learning Outcomes

1. Define biological and zoological classifications
2. Use the scientific method
3. Integrate scientific learning in practical living

**Soc 200 Family**

*The formation of a wholesome marriage and a strong family.* The key to a healthy marriage and family lies in the foundation on which the marriage rests. The course falls within the limits of the discipline of "sociology" but assumes a Christian perspective. It demonstrates how that perspective can contribute to a sense of contentment and fulfillment. Modules: (1) The Marriage Ideal, (2) The Husband, (3) The Wife, (4) The Children, and (5) Freedom and Fulfillment. Not open to students with credit for BRS 12 or Soc 1.

## Objectives

- Summarize the forces that shape the dynamics of family life
- Differentiate the different family roles
- Appraise family member relationships with other people, institutions, and events

Learning Outcomes

1. Formulate a scheme for solving family problems
2. Discriminate between Christian and non-Christian values as they pertain to family life
3. Apply principles that contribute to strengthening relationships

**SSc 205 Ancient Near East Culture**

*Contextualizing the Old Testament.* The course deals with archaeology, geography, history, and social life found among the people who dwelt in Mesopotamia, Anatolia, the Levant, and Egypt prior to the coming of Christ. The investigation raises awareness of extra-biblical material and demonstrates the value of the Near East culture to the study of the Old Testament. The course is organized in three modules. Modules: (1) History of the Ancient Near East, (2) Ancient Near East People Groups, and (3) The Social World of Ancient Israel. (May not be taken if credit has been earned for BRS 5 Old Testament Backgrounds.)

Objectives

- Interrelate primary areas to form a portrait of life in the Ancient Near East
- Demonstrate the contribution of Ancient Near East culture to the study of the Old Testament
- Evaluate the contributions of archaeology and extra-biblical written sources

Learning Outcomes

1. Evaluate the influence of Ancient Middle East culture on the life and faith of Israel
2. Theorize as to the influence of Ancient Middle East sources on the Old Testament
3. Apply insights from Ancient Middle East culture to critical issues in the Old Testament



## Undergraduate Courses—Religious Studies

(All courses are valued at 3-semester credit)

### **BRS 22.0 The Prison Epistles**

*The New Testament epistles of Ephesians, Philippians, Colossians, and Philemon.* The course analyzes the four epistles commonly called “The Prison Epistles,” because they were written by the apostle Paul while he was imprisoned for his faith. Concentration is on introductory matters and exegesis. Modules: (1) Ephesians, (2) Philippians, and (3) Colossians and Philemon.

#### Objectives

- Explain and analyze issues, themes, events, characters, purposes, occasions for writing, and places in connection with the history of the New Testament church
- Synthesize the teaching in the Prison Epistles
- Assess the value of known background for exegesis and application

#### Learning Outcomes

1. Explain the purpose and theme of each epistle included in the course
2. Discuss the teaching and intended application of the letters for believers today
3. Demonstrate the connection between the Prison Epistles

### **BRS 100 A Search for Spirituality**

*A consideration of spirituality.* The course defines spirituality in the context of reality and makes application that reflects the Christian worldview. Modules: (1) The Concept of Spirituality, (2) A Sense of the Sacred, (3) Spirituality Actualized, (4) A Spiritual Community, and (5) The Spiritual Life. A Spiritual Inventory is required before beginning the course.

#### Objectives

- Explain spirituality in terms of faith, reason, and emotion
- Analyze the life of the spiritual person within the spiritual community
- Evaluate how a spiritual person applies ethical principles to all aspects of his/her life

#### Learning Outcomes

1. Recognize the foundational assumptions and concepts embraced by the term “spirituality”
2. Analyze the relationship of faith and reason
3. Formulate the components of sacred functions

### **BRS 121 The Hebrew Scriptures**

*Factual content of the Old Testament.* The course introduces the people, places, and events found within the Old Testament, including a minimum of 100 personalities, major geographical sites, stories, events, and prophetic discourses. Moreover, an introduction to the different types of literary genres contained in the Old Testament will be given. Normally, this is the second course in an undergraduate certificate and/or degree program at NationsUniversity. The course emphasizes self-discovery with a view toward achieving competency in biblical content. Until the student becomes acquainted with the content of the biblical text, there is little justification for moving forward with theology or application. Furthermore, critical thinking skills begin with an open mind, not with predetermined conclusions. Ignorance and hearsay only block the opportunity to draw sound conclusions. The study concentrates on primary sources, not secondary ones. Consequently, course objectives point toward achieving a high level of literacy regarding the biblical text. Critical issues and background studies are reserved for later courses. Modules: (1) The Torah, (2) The Former Prophets, (3) The Latter Prophets, (4) The Writings: History, and (5) The Writings: Wisdom and Worship. No credit allowed with former BRS 1.

#### Objectives

- Relate people to geographical locations, events, and institutions listed in the Old Testament
- Compare and contrast the different types of literary genre contained in the Old Testament
- Arrange important Old Testament events in chronological order

#### Learning Outcomes

1. Identify and evaluate the significance of Old Testament characters and sites
2. Relate events surrounding Old Testament characters and sites
3. Read the Old Testament with a sense of continuity and integration

**BRS 122 The Greek Scriptures**

Factual content of the New Testament. The course includes the people, places, and events found in the New Testament, including a minimum of 75 personalities, major geographical sites, stories, events, and discourses. Normally, this is the third course in an undergraduate certificate and/or degree program at NationsUniversity. Modules: (1) The Gospels, (2) Acts of Apostles, (3) The Pauline Epistles, and (4) General Epistles and the Apocalypse. BRS 121 is recommended as a prerequisite. If the student chooses to take BRS 122 before BRS 121, the obvious handicap will be a lack of Old Testament background to the New Testament.

## Objectives

- Relate people to geographical locations, events, and institutions found in the New Testament
- Recognize the unique qualities and roles of Jesus Christ
- Synthesize the content of the New Testament compositions

## Learning Outcomes

1. Distinguish biblical characters as to their significance in the story of the New Testament
2. Explain the person and significance of Jesus Christ in relation to human redemption
3. Evaluate Synthesize the content of the New Testament compositions

**BRS 123 Theology of the Hebrew Scriptures**

*The story of the Old Testament in view of the activity of God.* The study deals with core Old Testament concepts, where God is the central figure. Assuming a unified view of God, the course considers the function of Scripture, ways God works, and how God's activity interfaces with culture. Included is the faith of Israel, essential elements of Old Testament theology, the theological relationship of the Old and New Testaments, and the relevance of the Old Testament to modern life. The three modules of the course are designed to increase the student's knowledge of the basic elements of Old Testament theology and build on the student's general acquaintance with the Scriptures. Moreover, the course further develops the student's critical thinking and writing skills. Modules: (1) Discovery, (2) Themes in Old Testament Theology, and (3) Messianic Themes. BRS 121 and 122 are recommended prerequisites.

## Objectives

- Formulate conclusions about the theological content of specific biblical texts
- Appraise the theological relationship of the Old and New Testaments
- Determine the application of Old Testament theology for Christians

## Learning Outcomes

1. Summarize fundamental theological themes in the Old Testament
2. Interpret passages that produce theological conclusions about the Old Testament
3. Analyze the significance of theological topics

**BRS 124 Theology of the Greek Scriptures**

*The story of the New Testament in view of the activity of God.* The study deals with core New Testament concepts, where God is the initiator of spiritual blessings which he brings to the world in Jesus Christ. While BRS 122 deals with the people, places, and events of the Greek Scriptures, BRS 124 carries the student beyond the particulars of the text and searches for meaning. Modules: (1) The Greek Scriptures and Theology, (2) Core Content, (3) God and Man. BRS 121, 122, and 123 are recommended prerequisites.

## Objectives

- Formulate conclusions about the theological content of specific biblical texts
- Appraise the theological relationship of the Old and New Testaments
- Determine the acts of God and man's expected response

## Learning Outcomes

1. Summarize fundamental theological themes in the New Testament
2. Interpret passages that produce theological conclusions
3. Apply theological insights in modern day situations

**BRS 125 Exegesis of the Hebrew Scriptures**

*Principles for responsible interpretation of the Old Testament.* The primary task of the course is to determine how select texts of scripture should be studied in order to understand the author's original intent. BRS 125 assumes the student has a working knowledge of the nature and content of the Old Testament. Modules: (1) Interpreting Old

Testament Literature, (2) Narrative and History, (3) Law, (4) Prophetic Announcements, and (5) Lament, Praise, and Wisdom. Prerequisites: BRS 121 and 123.

#### Objectives

- Formulate the mechanics of biblical interpretation
- Apply rules of interpretation to biblical literature
- Recognize, evaluate, and use rules of interpretation in various literary genre

#### Learning Outcomes

1. Relate key factors in interpreting Old Testament literature
2. Analyze the role of literary genre in interpreting the Bible
3. Apply principles of interpretation to biblical passages

### **BRS 126 Exegesis of the Greek Scriptures**

*The principles for responsible interpretation of the New Testament.* BRS 122 deals with the people, places, and events of the Greek Scriptures and BRS 124 asked, "What do these things mean?" This course in exegesis is concerned with the student's own ability to interpret New Testament texts. The need to do personal interpretation presupposes that spiritual maturity rests upon good interpretation. In turn, the course contributes to a goal of the B.R.S. program by preparing the student to handle the biblical text responsibly. The course moves beyond theory to the techniques of independent study. May not be taken if student has credit for BRS 21. BRS 126 assumes the student has a good understanding of the nature and content of the New Testament. The task here is to select samples of biblical texts and consider how they should be studied and what application can be made for the present day. Modules: (1) Interpreting the New Testament, (2) Matthew and Mark, (3) Acts and the Modern Church, and (4) The Book of Revelation.

#### Objectives

- Recognize the nature of New Testament compositions
- Identify rules, vocabulary, and principles for interpreting New Testament genres
- Apply New Testament texts to contemporary situations

#### Learning Outcomes

1. Recognize the literary genre of biblical passages
2. Compose an exegesis of a biblical passage using standard rules
3. Demonstrate the relevance of the New Testament for modern application

### **BRS 216 New Testament Backgrounds I**

*Problematic concerns related to New Testament studies.* This course examines a variety of topics, such as the formation of the New Testament canon, the New Testament compositions, and critical issues relating to the New Testament documents. Modules: (1) The Gospels and Jesus, (2) Acts and the Early Church, and (3) The Epistles and the Apocalypse. No credit available with former BRS 6.

#### Objectives

- Analyze the uniqueness of the Four Gospels
- Describe the setting of the New Testament documents
- Compare the New Testament compositions

#### Learning Outcomes

1. Synthesize the accounts in the Four Gospels
2. Demonstrate the connection between New Testament compositions and background settings
3. Evaluate the value of non-biblical sources and critical analysis for New Testament studies

### **BRS 217 New Testament Backgrounds II**

*Surrounding environment of the New Testament.* The course examines the historical and social setting of the New Testament, the geography of Bible lands, archaeological contributions, and special groups. Modules: (1) Historical Background, (2) The World of the New Testament, and (3) Pharisees, Scribes, and Sadducees. No credit with the former BRS 6.

#### Objectives

- Describe New Testament events against the history of the Greek and Roman empires
- Evaluate the relationship between the gospel and Roman culture
- Compare Jewish groups and institutions with Jesus and the early church

## Learning Objectives

1. Assess New Testament events against the history of the Greek and Roman empires
2. Analyze Roman culture in light of the gospel
3. Compare Jewish groups and institutions

**BRS 311 Church History to 1500**

*The story of the church to the Protestant Reformation.* Modules: (1) Without Roman Recognition, (2) From Recognition to the Crusades, and (3) From the Crusades to Reformation. It addresses challenges faced by the church and the church's response to its challenges. Church fathers, apologists, and significant thinkers are introduced, along with theological reflection and the emergence of the Protestant Reformation. No credit with former BRS 11.

## Objectives

- Identify major challenges faced by the church and the church's response to its challenges
- Locate church fathers, apologists, and teachers according to time periods
- Evaluate significant thinkers and doctrines advanced throughout the church's first fifteen centuries

## Learning Outcomes

1. Trace the development of the church in various global venues during its first fifteen centuries
2. Describe the development of central doctrines
3. Evaluate the effect of recognition by the Romans
4. Identify the motivations for the Crusades and assess the effect of the Crusades
5. Illustrate the value of the study of church history

**BRS 312 Church History since 1500**

*The story of the church during and after the Protestant and Catholic Reformations.* Modules: (1) The Reformation, (2) The Church and the Age of Reason, and (3) The Church in the Age of Revolution. It addresses challenges faced by the church and the church's response to these challenges from 1500 to the present.

## Objectives

- Identify major challenges faced by the church and the church's response to its challenges
- Locate reformers, theologians, and secularists who have impacted the church according to time periods
- Evaluate significant thinkers and doctrines advanced throughout the last six centuries

## Learning Objectives

1. Trace the general story of the church in the Western Hemisphere from 1500
2. Describe the development of central doctrines
3. Evaluate the effect of Enlightenment
4. Identify the motivations for the Protestant Reformation
5. Illustrate the value of the study of church history

**BRS 313 The Church of the First Five Decades**

*Understanding the early church.* The course is an analysis of the sources that reveal the history and nature of the church from its inception in about 29 C.E. to the end of its fifth decade, 79 C.E. It deals with events that surrounded the formation of the church, the essential theological concepts contained in New Testament documents, and responsible application of the content found in the New Testament. Modules treat the church by decade: (1) The 30s, (2) The 40s, (3) The 50s, (4) The 60s, and (5) The 70s.

## Objectives

- Analyze the features of a true Christian community
- Explain how disputed issues faced by early Christians were resolved
- Appraise the theological significance of early Christian practices

## Learning Outcomes

1. Develop a synthesis of how expectant Christian behavior functions within a secular environment
2. Judge how New Testament teaching and practice are applicable in a modern age
3. Explain the significance of the roles of apostles, elders, deacons, prophets, and teachers, and the implication of these functions beyond the 1st century

**BRS 323 Theology in Law, Wisdom, and Psalms**

*Meaning in Old Testament law, wisdom, and psalms literature.* The study deals with principal theological concepts found in three different kinds of Old Testament literature: legal, wisdom, and praise. The course considers essential elements in the covenant God established with Israel at Sinai and the relevance of those elements to modern life. The three modules of the course are designed to increase the student's knowledge of the basic elements of Old Testament theology and build on the student's general acquaintance with the Scriptures, especially those covered in BRS 123. Moreover, the course further develops the student's critical thinking and writing skills. Modules: (1) Theology in Law, (2) Theology in Wisdom, and (3) Theology in Psalms. BRS 121 and 123 are recommended prerequisites. Not open to students with credit for BRS 3.

## Objectives

- Formulate conclusions about the relevance of law, wisdom, and praise to the Sinai covenant
- Synthesize theological elements that appear in the Old Testament
- Determine the modern application of theological concepts found in the Hebrew Scriptures

## Learning Objectives

1. Summarize theological ideals that relate to the Sinai covenant
2. Determine the theological implications of Old Testament passages
3. Apply theological ideas in modern situations

**BRS 324 Theology of the Greek Scriptures II**

*Outcome of the activity of God.* The study deals with core New Testament concepts, where God is the initiator of spiritual blessings which he brings to the world in Jesus Christ. BRS 324 carries the discussion of theological concepts beyond that of BRS 124. Modules: (1) Jesus Christ, (2) The Holy Spirit, the Christian Life, and Ethics, and (3) The Church, the Future, and Scripture. Prerequisite: BRS 124. Credit may not be earned with credit for BRS 4.

## Objectives

- Analyze the person and mission of Jesus
- Examine the role of the Holy Spirit
- Demonstrate how ecclesiology and eschatology relate to God's act of redemption

## Learning Outcomes

1. Analyze various approaches to creating New Testament theology
2. Interpret fundamental theological themes in the New Testament
3. Apply theological insights in modern day situations

**BRS 351 Christian Theology I**

*The use of theological inquiry in constructing a view of reality.* BRS 351 and 352 are junior-level courses that move beyond the foundation courses in theology of the Hebrew and Greek Scriptures (BRS 123 and 124). BRS 351 and 352 treat familiar themes but deepen understanding of these themes. They aim at equipping the student to analyze and evaluate modern speculative concepts relative to these themes. Modules: (1) Scripture and Theology, (2) God, and (3) Man. Prerequisite: BRS 21/126. No credit awarded with former BRS 14.

## Objectives

- Detect the coherency between the Old and New Testaments
- Reflect on the nature and acts of God from a biblical point of view
- Consider the nature of man and his spiritual needs

## Learning Outcomes

1. Appraise theological inquiry
2. Analyze the human attempt to understand God and his acts
3. Formulate a theological statement that reflects the coherency of biblical content

**BRS 352 Christian Theology II**

*The use of theological inquiry in constructing a view of reality.* BRS 352 is an extension of BRS 351. Like its predecessor, BRS 352 treats familiar themes but deepens understanding of these themes. It aims at equipping the student to analyze and evaluate modern speculative concepts relative to these themes. Modules: (1) Christ, (2) Fullness of Life, and (3) The Kingdom of God. Prerequisite: BRS 351.

Objectives

- Interpret the biblical portrayal of Jesus Christ
- Explain the fullness of life that rests in Christ
- Describe the Kingdom of God

Learning Outcomes

1. Demonstrate the relationship between Jesus, the fullness of life, and the Kingdom of God.
2. Evaluate expectant Christian behavior and attitudes against human tendencies to act otherwise.
3. Analyze the Kingdom of God against modern concepts

**BRS 401 Comparative Religion: Eastern**

*A survey of Eastern religious faith systems including history, beliefs, and analysis.* Modules: (1) Hinduism, (2) Buddhism, and (3) Other Eastern Religions. Credit will not be awarded if the student has completed BRS 17.

Objectives

- Discover the origins, history, and spread of select Eastern religions
- Detect common underlying themes of Eastern religions
- Contrast Eastern religious systems
- Analyze essential tenets of Eastern religions

Learning Outcomes

1. Differentiate between major Far Eastern religions
2. Discuss the basic assumptions upon which Far Eastern religions rest
3. Analyze and synthesize Far Eastern religions

**BRS 424 Comparative Religion: Abrahamic Faiths**

*History, beliefs, and analysis of the three faith systems that claim connection with Abraham.* Modules: (1) Judaism, (2) Christianity, and (3) Islam. Credit will not be awarded if the student has completed BRS 17.

Objectives

- Discover the origins, history, and spread of Judaism, Christianity, and Islam
- Detect common underlying themes of the Abrahamic faith systems
- Analyze essential tenets of the Abrahamic faith systems
- Contrast the Abrahamic faith systems

Learning Outcomes

1. Explain the theological foundations of each Abrahamic faith
2. Evaluate diverse ideologies when formulating a personal worldview
3. Compare and contrast religious thought found in the Abrahamic faiths

**BRS 431 Exegesis: Torah and Prophets**

*Exodus, Joshua, Judges, Isaiah, and Obadiah.* The overarching goal for this course is proficiency in applying exegetical and hermeneutical principles with reference to books of The Torah and The Prophets. Primary attention is given to historico-grammatical exegesis and underlying theological and historical significance of select biblical books. The course is intended for upper division B.R.S. students. Modules: (1) Exodus, (2) Joshua and Judges, and (3) Isaiah and Obadiah. Prerequisite: BRS 125 Exegesis of the Hebrew Scriptures. Not open to students with credit for BRS 20.

Objectives

- Analyze a selection of Old Testament books with a view toward establishing their unique contributions to the corpus of scripture
- Employ sound exegetical and hermeneutical principles to analyze the significance of select Old Testament compositions for Israel and for modern Christians
- Demonstrate the impact of culture, politics, religion, and social practices on the life of Israel

Learning Outcomes

1. Interpret the Old Testament in keeping with fundamental guidelines
2. Demonstrate through writing an awareness of critical issues related to Old Testament material
3. Delineate application appropriate to a Christian setting

**BRS 432 Exegesis: Job, Ruth, and Chronicles**

*The texts of Job, Ruth, and Chronicles.* The overarching goal for this course is that the student will attain proficiency in applying exegetical and hermeneutical principles and use those skills in the future. Primary attention is given to historico-grammatical exegesis and underlying theological and historical significance of select biblical books. Modules: (1) Job, (2) Ruth, and (3) Chronicles. The course is intended for the upper division B.R.S. student. Prerequisite: BRS 125 Exegesis of the Hebrew Scriptures.

## Objectives

- Analyze a selection of Old Testament books with a view toward establishing their unique contributions to the corpus of scripture
- Employ sound exegetical and hermeneutical principles to analyze the significance of select Old Testament compositions for Israel and for modern Christians
- Demonstrate the impact of literary criticism on the study of select biblical compositions

## Learning Outcomes

1. Appraise the unique contributions made by the authors of select Old Testament compositions
2. Interpret Old Testament compositions in keeping with fundamental guidelines
3. Demonstrate through writing an awareness of critical issues related to select Old Testament material

**BRS 433 New Testament Exegesis I**

*The text of Acts of Apostles.* Primary attention is given to discovering the message of Acts of Apostles through historico-grammatical exegesis. Modules: (1) Acts 1:1-9:31, (2) Acts 9:32-18:22, and (3) Acts 18:23-28:31. Credit not allowed with BRS 21.

## Objectives

- Utilize the principles that govern the interpretation of Acts of Apostles
- Relate the personalities, places, and events pertinent to the content of Acts
- Analyze the primary message and underlying themes of Acts

## Learning Outcomes

1. Explain the content of Acts of Apostles
2. Recognize people, places, and events in Acts
3. Construct a set of guidelines for interpreting Acts and for making modern application

**BRS 434 New Testament Exegesis II**

*The texts of Luke, Romans, Galatians, and the Epistles of John.* Primary attention is given to discovering the message of The Gospel of Luke, the Epistles of Paul to the Romans and Galatians, and the Epistles of John through historico-grammatical exegesis. Modules: (1) Luke, (2) Romans and Galatians, and (3) The Epistles of John. Credit not allowed with BRS 22.

## Objectives

- Utilize the principles that govern the interpretation of a Gospel and select New Testament Epistles
- Relate the themes that are pertinent to the Gospel of Luke and select New Testament Epistles
- Decide how New Testament Scriptures apply today

## Learning Outcomes

1. Explain the content of Luke, Romans, Galatians, and the Epistles of John
2. Recognizing the literary genre of biblical passages, compose an exegesis of a biblical passage using standard rules
3. Demonstrate the relevance of the writings of Paul and John.

**BRS 443 Ministry**

*Insights into Christian ministry.* The course analyzes of the concept and forms of ministry within the context of the New Testament against its Jewish background and post-apostolic activity. The study offers critical analysis for ministry in today's world, identifies models of ministry from the Scriptures, explains the purpose and mission of the church and the dynamics of church life, presents the biblical basis of the priesthood of believers in the development of people toward Christian maturity and ministry, and notes how the church comprises the people

of God--gifted, divers, commissioned, and Christ-centers. Modules: (1) Background to Christian Ministry, (2) Ministry in the New Testament: Overview, (3) Ministry in the New Testament: Detail, (4) Ministry in the Ante-Nicean Church, and (5) Theory and Practice of Modern Ministry. No credit allowed with BRS 23.

#### Objectives

- Compare leadership organization found in the Old Testament, ancient times, and Jewish institutions
- Analyze the concept of ministry by function, organization, roles, and purpose
- Evaluate the development of ministry in the Ante-Nicean period of church history

#### Learning Outcomes

1. Describe how different manifestations of ministry developed in the early church
2. Identify New Testament principles that define ministry for a modern church
3. Explain how the purpose and mission of the church are connected to the dynamics of church life

### **BRS 444 Worship**

*The awe of praise.* Explores the concept of worship and introduces the student to the awesome activity of offering honor to God. No matter how much one may know of the Bible's content or develop the skills of ministry, unless the spiritual dimensions of awe and praise are present, one's energies may be spent in vain. BRS 444 Worship assumes the student has a good understanding of the nature and content of the New Testament. The task is to capture the spirit of worship and observe its place in the life of the redeemed. The leading question is, What does God ask in terms of adoration in appreciation of his gracious acts? Modules: (1) Worship in the Old Testament, (2) Worship in the Early Church, (3) Worship as Adoration, (4) The Essence of Worship, and (5) Implementation. Succeeds the former BRS 24; therefore, double credit is not allowed.

#### Objectives

- Describe the foundation for true worship as articulated in the Bible and compare the practice of worship in the Old Testament with that of the early church
- Evaluate the influences of theology and history on worship, demonstrating the relationship between praise, tradition, ethics, and evangelism
- Apply worship ideals in a contemporary situation

#### Learning Outcomes

1. Analyze Christian worship from a biblical perspective
2. Evaluate the impact of culture and historical theology on Christian worship
3. Create a worship service that reflects New Testament concepts

## Graduate Courses

(All courses are valued at 3-semester credit)

- Foundations/Spirituality (MRS 622, 633)
- General Foundations (M 1–M 11)
- Ministry (M 12–M 606)
- Biblical Backgrounds (MRS 100s)
- The Hebrew Scriptures (MRS 200s)
- The Greek Scriptures (MRS 300s)
- Church History (MRS 400s)
- Theology (MRS 500s)
- Comparative Religion (MRS 700s)

### M 1 Critical Introduction to the Old Testament

*The content of the Old Testament and pertinent issues in Old Testament studies.* The course lays the foundation for an in-depth study of the Old Testament by exposing the student to the people, places, events, and ideas that contribute to its makeup. Modules: (1) The Torah, (2) The Prophets, and (3) The Writings. No credit with discontinued MRS 001. Recommended prerequisite: MRS 622 A Search for Spirituality.

#### Objectives

- Identify leading characters and events within a sequential timeline
- Analyze the assumptions underlying critical study of human encounters with the Bible
- Explore defensible decisions regarding critical issues such as documentary hypothesis, creation and flood, dating the exodus

#### Learning Outcomes

1. Compare Old Testament characters and sites
2. Analyze the Old Testament with a sense of continuity and integration
3. Demonstrate through an essay a critical analysis of how the Old Testament may function in today's world

### M 2 Critical Introduction to the New Testament

*The New Testament in context.* The course lays the foundation for in-depth study of the New Testament by surveying its contents, identifying pertinent issues in New Testament studies, and analyzing the relevance of the New Testament in a modern world. Emphasis is on original source material. Modules: (1) Biblical Studies, the Gospels and Acts, (2) The Epistles and The Apocalypse, and (3) Message, Response, and Interpretation. No credit with discontinued MRS 006. Recommended prerequisite: M 1.

#### Objectives

- Identify characters, issues, events, places, and themes noted in the New Testament
- Judge underlying assumptions in the critical study of the New Testament
- Analyze New Testament content for application to contemporary life

#### Learning Outcomes

1. Relate New Testament characters and sites
2. Analyze the New Testament with a sense of continuity and integration
3. Demonstrate through an essay a critical analysis of how the New Testament may function in today's world

### M 3 Biblical Theology

*A synopsis of biblical themes and teaching.* The study deals with core Old and New Testament concepts, where God is the center and the initiator of spiritual blessings, which he brings to the world in Jesus Christ. It shall be assumed that the student is acquainted with the general content of both the Old Testament and the New Testament. The task here is to inquire of the meaning of this factual knowledge. Modules: (1) Theological Inquiry, (2) The Divine Encounter, and (3) Salvation, the Church, and Last Things. No credit with discontinued MRS 004 and 009 or a former course with the name Systematic Theology. Prerequisites: M 1 and 2.

#### Objectives

- Define the processes of biblical theology
- Investigate topics such as the nature of God, humanity, Jesus Christ, the Holy Spirit, salvation, the kingdom of God, the church, and end times
- Develop intellectual understanding of the Christian faith and deepen spiritual awareness

#### Learning Outcomes

1. Use theological tools
2. Discuss major theological themes
3. Demonstrate awareness of the Christian faith

**M 4 Biblical Hermeneutics**

*Exegesis and the skill of applying the message of biblical scripture.* The course introduces techniques for studying the Old and New Testaments in view of application to current life. It assumes the student has a working knowledge of the nature and content of the Old and New Testaments. The primary task is to determine how select texts of scripture should be studied to understand the author's original intent. Modules: (1) The Art of Interpretation, (2) Interpreting the Hebrew Scriptures, and (3) Interpreting the Greek Scriptures. Prerequisites: M 1 and 2.

## Objectives

- Analyze texts by applying rules of exegesis
- Apply appropriate principles, tools, and methods to interpret a biblical passage
- Construct principles and tools for interpreting biblical passages to modern situations

## Learning Outcomes

1. Explain the theoretical bases of various literary genres and illustrate them
2. Recognize the literary genre of biblical passages
3. Demonstrate exegetical skills for achieving the intended meaning of biblical scripture and modern application

**M 11 Critical Analysis in Biblical Studies**

*Applying critical thinking in the study of the biblical text.* The course is a “capstone” type course in that it aims to measure the student's ability to demonstrate critical thinking with respect to biblical content and theology. It is a “bridge” to the M.T.S. and M.Div. programs. The course consists of discussion of the idea behind critical analysis and discourse on predispositions that can hinder objectivity when undergoing biblical studies. Finally, the course considers the application of ancient biblical texts to today's world. Modules: (1) A Critical Thinking Approach to Religion, (2) Perspectives on the Authority of Scripture, (3) Authority and Tradition, (4) Text and Message, and (5) Theology and the Modern World. Prerequisites: MRS 622, M 1, 2, 3, and 4. This is the first course after a student has been formally admitted to either the M.T.S. or M.Div. program.

## Objectives

- Discover the techniques of analysis
- Demonstrate how traditional predispositions filter interpretations of biblical texts
- Synthesize the content of the foundation courses

## Learning Outcomes

1. Demonstrate how critical analysis functions in biblical studies
2. Analyze the Gospels in view of their nature and application
3. Construct a personal theology

**MRS 140 New Testament Environment**

*The political, religious, and social circumstances that surrounded the events described in the New Testament.* Modules: (1) Early Christian Backgrounds, with units on the political and social world, the religious world, and philosophy and Christianity, (2) Jewish Backgrounds of the New Testament, with units on crisis and response in Intertestamental Judaism, Judaism, and religious thought in Intertestamental Judaism, and (3) Archaeology and the New Testament, with units on the setting, Herod and the ministry of Jesus, and archaeology and the church.

## Objectives

- Show cultural aspects of the ancient Greco-Roman world that benefit New Testament studies
- Recognize the significance of the history and thought of Judaism for New Testament studies
- Apply insights gained from archaeological finds to the study of the New Testament

## Learning Outcomes

1. Analyze the ancient Greco-Roman and Jewish world in relation to Christianity
2. Synthesize archaeological findings with the New Testament considering limits and contributions of the science of archaeology
3. Using the New Testament environment as a prototype, construct principles along with a rationale for determining how the tenets of the gospel should interact with the modern environment

**MRS 200 The Torah**

*Interpretation and application of the texts of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.* The course is given to historical-grammatical exegesis but includes an added element related to fitting application in a modern setting. Modules: Introduction to The Torah and (1) Genesis, (2) Exodus, (3) Leviticus, (4) Numbers, and (5) Deuteronomy.

## Objectives

- Analyze the relationship between the biblical text and cultural, political, religious, and social contexts
- Formulate a paradigm for interpreting and applying The Torah
- Judge the consistency with which conclusions are drawn from methodology commonly used to interpret and apply The Torah

## Learning Outcomes

1. Interpret the books of The Torah
2. Evaluate The Torah in relation to the New Testament
3. Differentiate the general content and major themes in the books of The Torah

**MRS 240 The Writings**

*Interpretation and application of the Writings: Ruth, Lamentations, the Song of Songs, Ecclesiastes, Esther, Job, Psalms, Proverbs, Chronicles, Ezra, Nehemiah, and Daniel.* The course is given to historical-grammatical exegesis but includes an added element related to fitting application in a modern setting. Modules: (1) The Five Scrolls, (2) Job, Psalms, and Proverbs, and (3) Chronicles, Ezra, Nehemiah, and Daniel.

## Objectives

- Distinguish the contents of each composition included in The Writings
- Synthesize The Writings as to purpose and themes
- Judge the value of The Writings for Christian use

## Learning Outcomes

1. Describe the general contents of each composition included in The Writings
2. Interpret the books of The Writings
3. Apply The Writings in fitting situations

**MRS 319 Hebrews, James, Peter, and Jude**

*Exegesis and application.* Modules: (1) Hebrews, (2) James and Jude, and (3) 1 and 2 Peter.

## Objectives

- Discuss the intended audience, purpose of writing, and setting for each composition
- Recognize key theological concepts of the compositions and how the writer applied them
- Analyze the meaning of each literary work for both original and later audiences

## Learning Outcomes

1. Describe the key theological concepts of specific biblical compositions
2. Evaluate Christian behavior in view of biblical precedent
3. Demonstrate contemporary applicability of specific biblical compositions

**MRS 541 The Church from 120-209**

*Understanding the early church from 120 to 209.* An analysis of the sources that reveal the history and nature of the church during the ninety year period from 120 through the year 209. The course presents the political, social, and religious environment, the general condition of the church, and theological positions. Modules: (1) The Church from 120-149, (2) The Church from 150-179, and (3) The Church from 180-209. Prerequisite: MRS 540.

## Objectives

- Describe the political, social, and religious environment in the Roman Empire
- Summarize the issues that impacted the church and relate these to appropriate personalities
- Recognize the points of continuity and discontinuity with respect to the preceding decades
- Analyze the reasons for opposition to Christianity and the Christian response
- Discover how the conditions of the church during the period may be insightful for the modern church

## Learning Outcomes

1. Show how insights derived from the 2nd century church can benefit the 21st century church
2. Demonstrate how the church's past experiences inform the modern church relative to persecution
3. Analyze the continuity and discontinuity of the modern church with the characterization drawn from the New Testament

### **MRS 622 A Search for Spirituality**

*A consideration of spirituality, beginning with its reasonableness, its connection with the sacred, and its actualization.* The course is laid out as a journey with stages, organized in five modules: (1) The Concept of Spirituality, (2) A Sense of the Sacred, (3) Spirituality Actualized, (4) A Spiritual Community, and (5) The Spiritual Life. A quest for authentic spirituality, the course objective is to inspire that longing, inquisitive, searching spirit within to look beyond the physical universe and claim the blessing that spirituality makes available. May not be taken if the student has credit for BRS 16.6.

#### Objectives

- Identify the concepts, methods, and structures related to a personal quest for a spiritual experience with God through Jesus Christ
- Identify spirituality, parameters, and its essence in terms of faith and reason
- Recognize the emotional response to faith and how one is drawn to the sacred
- Explain the effects of the spiritual community in the life of the spiritual person

#### Learning Outcomes

1. Develop a personal spiritual worldview
2. Appraise opposing arguments regarding the existence and implications of spirituality
3. Defend the rationality of seeking a mature spiritual life

### **MRS 633 Being Christian in a Secular Society**

*Living as a Christian within the environment of unspiritual forces.* Drawing upon theological concepts of Scripture, the course aims at presenting the case for the Christian life within a secular environment. The Christian life is described in ideal terms and then set against the background of common society. The course is also a culminating experience for those in the two graduate degrees offered by NU in self-evaluation of spiritual growth. Modules: (1) The Foundation for Spiritual Formation, (2) Applied Spirituality, and (3) Spiritual Outlook. Prerequisite: MRS 622 and M 11.

#### Objectives

- Analyze the foundation for spiritual formation
- Determine influences of one's environment on a quest for spirituality
- Model ways to meet challenges to spiritual formation

#### Learning Objectives

1. Recognize God's intentional relationship with humanity from biblical scripture
2. Evaluate spiritual formation in view of a personal environment
3. Create action plans to meet challenges to spiritual formation

### **MRS 718 Islam and Christianity**

*A comparative study.* The course identifies and analyzes key issues in the encounter between Christianity and Islam. Modules: (1) Foundations for Comparative Study, (2) Foundations for Encounter, and (3) Theological Issues.

#### Objectives

- Apply critical analysis in a comparative study of Islam and Christianity
- Explain foundational elements in Islamic history and doctrine
- Recognize concepts that distinguish Islamic and Christian doctrine relative to God, Jesus, and salvation

#### Learning Outcomes

1. Recognize and articulate the foundational assumptions of Islam
2. Judge the logical consistency of comparisons and contrasts between Islam and Christianity
3. Formulate a written synopsis of Islam's central concepts in relation to the central concepts of the Christian gospel

## Academic Policies

### Registration

“Registration” is a procedure by which a person becomes a “student” in NationsUniversity. The procedure begins when the inmate desiring to enroll writes a letter to NationsUniversity requesting a formal application. The applicant is sent a form to be completed and instructions on what comprises a complete application. Because NU does not charge prisoners the normal tuition rate, it must limit the enrollment. For this reason, the applicant should take care to present the application complete in every detail including the name of a Certified Proctor. Those applicants accepted will be informed by postal mail and will receive a Username and Password which must be used when communicating with NU.

—*Incarcerated persons are registered by a Prison Services Administrator.*

—*Online registrations are no longer accepted.*

—*Incarcerated students must pay their registration fee before a second course will be sent.*

### Admissions to a Degree

Admission to a degree program requires degree applicants to possess the educational background, intellectual capabilities, and language skills necessary for college-level study. The following academic achievement is the standard that must be met for formal admission into a degree program. For specifics, see under each academic offering in the Academics section of this catalog.

More specific information relative to admission into a particular program (B.R.S., M.T.S., M.Div.) may be found in the academic section under each program featured. Below are general regulations.

1. High school students are permitted to enroll in a college level course as “advanced placement,” provided they are in the last semester of high school. Otherwise, the student must be 18 years of age. No high school student may be admitted to a degree program without the submission of proof of graduation. This is a rare instance, for the average age of a student in NU is 35 years. The school does not specifically target or promote itself to compulsory school aged youths.
2. No student is accepted into an academic program prior to receipt of an official transcript (or other certification of the highest education level attained).
3. At the graduate level, a 3.00 G.P.A. is required on undergraduate work for admission. If a student has less than a 3.00 G.P.A., he/she may be given permission to attempt 6 semester credits of graduate work as a probationary student to prove he/she can perform at the graduate level.
4. Students are required to have an official academic credential sent directly from the issuing institution (or when not available an authenticated or notarized copy) before an evaluation can be made. If a student wishes to enter the B.R.S. program, these credentials must indicate that the student has graduated from secondary school or high school. If a student wishes to enter a master’s level program, his or her credentials must indicate a bachelor’s (or higher) degree or the equivalent from an accredited or nationally approved institution.
5. Following an evaluation of the student’s credentials by the Registrar, the student is notified of admission to a particular degree program and how many, if any, credits are accepted in transfer. The information is recorded on the student’s online record so all authorized parties—administrators, prison services staff, and the student—will know the student’s official status.
6. Quarter credits are converted to semester units. Official descriptions of credit allowances and degree requirements are sought for foreign institutions, knowing that foreign institutions are not always equivalent to U.S. standards.
7. The principal reasons a student is denied admission to a degree program are (1) a lack of appropriate credential documentation, (2) weakness in language skills, and (3) a low G.P.A. on an undergraduate degree.
8. In the case a student’s transcript is not available due to living in a hostile country, natural disaster, or other circumstances deemed worthy, NU may ask for self-certification. Self-certification can be used as a temporary measure to gain entrance into a degree program. The student will still need to establish a satisfactory record with NationsUniversity.
9. Students without proper credentials may be granted conditional admission to either the B.R.S. or M.T.S. degree program. All students admitted to the B.R.S. degree program under this policy must successfully complete 15 semester credit hours before conditional admission can be changed to unconditional

admission. If the Director of Academic Affairs grants a student, conditional admission to the M.T.S. degree program, the student must successfully complete 9 semester hours of graduate credit before the unconditional status is granted. NU does not grant special admission to the M.Div. program. The University does not allow more than 10 percent of its students to be admitted under this policy.

### **Course Enrollment**

Enrollment refers to undertaking the study of any specific numbered course. The student may begin the study immediately after registration has been completed, without any further administrative action. Enrollment in a course is confirmed and recorded by NU at the time the student takes the first exam required by the course, and should be completed within 12 months.

Students may enroll in a course at any time and study at their own pace, taking each module exam whenever they feel they have mastered the material contained in that module. They are encouraged to complete one course before enrollment in another, but this is not required.

The payment of the annual tuition that may apply shall become due at the time of the first course exam. No course credit will be awarded until specified fees are paid.

1. Online Students select their courses in keeping with their academic plan and access them from the course menu. Moodle maintains the enrollment for 90 days.
2. Prison Students are enrolled by the manager of prison services and mailed courses in a pre-determined sequence in keeping with their academic plan.

### **Academic Year**

Since registration may take place at any time during the calendar year, each student's "Academic Year" begins with the date of Registration, and renews automatically at each anniversary date, so long as the student remains "active," as indicated by the taking of exams.

### **Statement of Progress**

Degree-seeking students are expected to follow the academic plan to which they are assigned while being guided by the prison services staff. Because they are self-paced, they may complete their studies as their circumstances permit.

Students who are not significantly engaged in other activities may expect to complete a degree at the rate noted under each degree. However, if a longer time is needed, the student may extend the period of study. A student is considered "Active" for any month in which he/she takes one or more exams. If no exam is taken during any consecutive 12-month period, the student is considered "Inactive." An inactive student may resume study and become active at any later time on his/her own volition and without any penalty; however, any changes made in the course since original enrollment will apply.

### **Credentials**

Students must request their former school to submit an official transcript in order to gain admission to a degree program. If a student has multiple degrees, he/she needs only to submit the highest degree received. Official credentials can be sent via post (650 Poydras St., Suite 1400, PMB 133, New Orleans, LA 70130) or electronically through the issuing institutions' electronic transcript service directly to NationsUniversity. If transcripts are ever sent via email from an issuing institution, they need to be sent from an institutional email address. If international transcripts are ever sent via email from an issuing institution, they need to be sent from an institutional email address.

***ID Verification, All students must submit a government issued ID card along with the signed enrollment agreement.***

### **Transfer Credits**

Transfer credit is recognized in keeping with accreditation standards and commonly accepted academic standards of American universities. However, credit acceptance is at the discretion of NationsUniversity.

NU can accept in transfer only credits that have been earned in an institution accredited by a regional or national accrediting body that is recognized by the U.S. Department of Education or comparable foreign body. The institution accepts transfer courses for which the student has received a "Pass" or "C" or higher grade for the course. Credits must be unduplicated and must match the specific requirements for a NationsUniversity degree. Regardless of transferred credits, each student is required to complete the NU foundational courses. No credits are given for non-school learning or life experiences. If a transcript shows quarter credits instead of semester credits, the number of quarter credits is converted by multiplying by 2/3. See "Academic Programs" for credit transfer information.

## Enrollment Agreements

All students who are formally admitted to NationsUniversity sign an Enrollment Agreement stating that the student agrees to the policies and procedures of NationsUniversity. The Enrollment Agreement should be read before registering and is available on the NU website ([www.nationsu.edu](http://www.nationsu.edu)). An Enrollment Agreement signed and validated by the registrar will be sent to the student. The student should return a completed and signed copy of the agreement to [registrar@nationsu.edu](mailto:registrar@nationsu.edu), or it can be sent by postal mail.

## Course Materials

Each course is supported by a syllabus. The syllabus is the student's guide to a particular study. Normally, the syllabus summarizes the material to be covered, then directs the student to resources needed to complete the study. Courses may require textbooks and/or Internet access. It is the student's responsibility to acquire these resources or Internet access.

## Grades

Grades are assigned based on a student's performance on course exams.

The grading scale is as follows:

A=Excellent	(90-100%)
B=Good	(80-89%)
C=Pass	(70-89%)

A minimum score of 70% is required on all exams and assignments in order to receive credit for a course.

A 3.00 Grade Point Average (B/80%) is required over courses presented for a graduate degree.

## Examinations

NationsUniversity NationsUniversity courses contain multiple choice exams. Students will get three (3) opportunities to earn at least 70% (passing grade) on an exam.

Please allow 3 to 4 weeks for processing paper exams and written papers. The minimum score to receive credit for an exam is 70%. If a student scores less than 70%, he/she will be required to retake the exam after more study (a minimum of five days), and retakes will contain different questions. The first 70% or higher grade a student receives will be the grade recorded on the student's transcript. NU subscribes to the same standard as most educational institutions in that students may not retake exams to improve a score that is already passing. If the score is above 70%, the student should proceed to the next module.

Proctors are required for (1) specified degree program exams, and (2) U.S. prison students. Proctors must be certified by NU before they are given permission to access an exam for the student.

## Proctored Exams

1. Proctored comprehensive exams are required in pursuit of various degrees as follows:
  - Certificate program—two exams
  - B.R.S. program—four exams
  - M.T.S. program—two qualifying exams plus two research/writing courses, and one final comprehensive
2. B.R.S. and M.T.S. degrees are available to prison students only where there is a certified proctor. Generally, all exams taken by incarcerated students are proctored, but not necessarily by a certified proctor.
3. Students who study as a group (cluster) are required to have a certified proctor in order to (1) proctor the comprehensive and (2) to assist in providing online access for students for their other exams.

## Procedures

1. If the student is unknown to the certified proctor, he/she shall present the proctor with a government issued picture ID for verification. An incarcerated student's ID will be established via the prison security process.
2. The proctor opens the exam for the student on the Internet, using passwords provided by NU. Prison students are given paper exams in person. The proctor remains with the student during the exam according to terms of the Proctor Agreement.
3. Normally, students are not allowed to use textbooks, syllabi, or notes when taking exams. Exceptions are noted on the face of the exam. Proctors and students should read the instructions carefully before the exam is attempted.
4. Students should have no contact with any exam until they have studied the material and are prepared to sit or the exam.
5. Exams should never be used as study guides, nor should a proctor prepare study guides for their students

using exams in their possession.

6. If students are taking exams in a group setting, there is to be no communication between students, no sharing of answers, and no assistance to any student by the proctor.
7. Proctors found to be in violation of any NationsUniversity policy or any of the guidelines in this document will first be issued a warning. Failure to comply following a warning will result in the proctor's dismissal.
8. Students who do not comply with the policies and guidelines of NationsUniversity will first be issued a warning. Failure to comply following a warning will result in expulsion.

### **Requesting NU Transcripts**

Incarcerated students, through an authorized third party, are able to order official NationsUniversity transcripts for a variety of reasons: potential or current employment, volunteer work, other academic programs, government approvals, personal use, etc. Transcript requests are welcome at NU and can now be made through Parchment Exchange.

To make a transcript request, one may click on the Transcript Request button under the Student Help tab of the NationsU website, [www.nationsu.edu](http://www.nationsu.edu).

There is also a place to click on Official Transcripts at the Footer of each web page. This will take the authorized third party to the NationsUniversity/Parchment transcript ordering website. The authorized third party will need to create a login and follow the prompts for official transcript orders. There are many accredited institutions who are also members to the Parchment Exchange ordering system. If you want your transcript sent to another program, after login, first put in the name of the desired institution in the Parchment search-box for fastest electronic transcript delivery. The fee for electronic transcript processing and delivery is only \$7 and this is the most secure and fastest way. For standard delivery printing and mailing, official NationsUniversity transcripts are \$10 domestic and \$12 international. These transcript fees are subject to change.

Official transcripts are printed on secure paper and contain the seal and signature of the Registrar along with a Transcript Guide page. You may order as many transcripts as you like and fees are paid through the Parchment/NationsU website following the ordering prompts and using a credit card. For additional help or any questions regarding transcript orders, contact [registrar@nationsu.edu](mailto:registrar@nationsu.edu).

### **Graduation**

Graduation dates are May 15th, September 1st and December 1st. All requirements for graduation must be met two weeks prior to these graduation times, including confirming their details when they do their graduation survey. Beginning the May 15th graduation of 2017, students in tuition paying countries are required to pay a \$50 graduation fee. Students in non-tuition countries are not required to pay this fee but may also opt to do so that they may receive their diplomas through the postal mail and not simply the digital version. Any additional awards and diplomas are issued to the graduate upon receipt of a \$35 replacement fee. The charges for replacement awards are subject to change.

### **Graduation Ceremony**

NationsUniversity conducts no formal graduation ceremony. However, local ceremonies are sometimes organized, financed, and conducted by personnel and students who reside in a particular location. In such instances when the students have paid the graduation fee, NU mails the diplomas to a central location where they can be awarded at the scheduled time.

### **Statute of Limitation**

There is no statute of limitations on undergraduate or graduate work that a student wishes to apply toward a degree from NationsUniversity. However, a seven-year statute of limitations is placed on the life of degree program requirements.

Additionally, students who completed the M.R.S. degree and wish to pursue the M.T.S. may apply credit earned after January 1, 2012.

## Student Policies

NationsUniversity is committed to a high level of academic study and personal ethics. NU strives to provide quality education that is accurate, research-based, unbiased, and deserving of respect. Likewise, NationsUniversity personnel are selected because of their personal commitment not only to providing quality service, but also service in the pattern of Christ.

NU desires to operate with honesty, integrity, and understanding, providing superior education that emulates the spirit of Christ. As such, NationsUniversity encourages students to pursue their studies with diligence, striving to submit the highest quality of work that they are able to provide. Students are expected to follow the Honor Code below and act in a way that reflects the values that NU upholds.

### Non-Discrimination and Disability

NationsUniversity is in compliance with all requirements imposed by or pursuant to Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973. NationsUniversity does not discriminate on the basis of race, color, religion, sex, or national origin in its activities, programs, or employment policies in accordance with federal, state, and local laws. It also complies with the Americans with Disabilities Act (ADA) of 1990, as amended.

### Learning Differences and Accommodations

NationsUniversity recognizes that learning styles vary, and learning differences exist among students. Many times this is due to physical or psychological conditions. Any student who requests specific accommodations should submit documentation verifying the need for eligibility under the American Disabilities Act (ADA) of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. This documentation should be sent to NU Registrar and/or Student Services office at least 15 days prior to the beginning of a course or program. Documentation should include:

- The credentials of a qualified professional, such as a physician or licensed psychologist or counselor who can attest to the need for accommodation based on a clinical diagnosis.
  - A qualified professional's description of the following:
    - the nature of the disability and the accommodation requested;
    - the applicant's current functional limitations; and
- projected progression or stability of the disability.
- Recommendations for accommodations.

NU will review all requests for accommodation and will determine if the accommodations can be met reasonably and feasibly. NU will discuss a plan for accommodations with the student and with any involved faculty members. While NU desires to assist all students, certain services are not feasible and cannot be provided by the University. For example, NU is not able to provide personal tutors or assist with technology. It cannot compromise its academic standards or course components.

Students may appeal any ruling regarding accommodations by filing a formal grievance using the University's grievance procedure.

### Honor Code

NationsUniversity encourages students to act in an ethical manner in their academic studies as defined in the institution's Honor Code. Violations of the Honor Code may not be intentional, for students come from a wide range of cultural and academic backgrounds where different standards and definitions of "cheating" exist. However, students are responsible for reading and understanding the Honor Code and will be held to the standards outlined in it.

NationsUniversity requires that all students complete assignments and exams in an ethical manner in keeping with the values of NU and the Honor Code. Honor Code violations include:

1. Unauthorized Assistance: When a student receives help on an assignment or exam when independent work is required. An example of Unauthorized Assistance is taking an exam and asking a fellow student to help answer a question. In some cases, students may be allowed to work in groups on an assignment. However, students must follow the guidelines stated in the syllabus regarding the assistance from others.
2. Cheating: Using someone else's work on an assignment/exam when it is not permitted. An example of cheating is using study notes when taking an exam if the syllabus says that no notes are permitted when taking the exam. Cheating is also asking a fellow student, friend, etc., for answers to exam questions.
3. Falsifying: This could also be called lying or not telling the entire truth about a situation. An example of falsifying is a student who did not do an assignment (for example, give a short Bible talk), but writes a paper saying that he/she actually gave the talk. Another example is citing a source for an assignment that

the student did not actually use. For example, if a student cites three sources for an Eng 2 essay when only two were used, it is falsifying.

4. **Multiple Submission:** Submitting an assignment that a student has previously used for another course. An example of Multiple Submission is submitting an essay for Eng 1 and then submitting the essay again for Eng 2. Even work that has been changed slightly is considered a multiple submission. Students must do a new assignment each time.
5. **Plagiarism:** This is the Honor Code violation that occurs most frequently among students. Plagiarism is using someone else's work without giving credit to the source. Students must acknowledge all sources they use for assignments. An example of Plagiarism is using a quote from a book or from the Internet and not specifying that it came from a book or a webpage. Students cannot copy information from a book or Internet site.

**The policy for handling Honor Code violations is as follows:**

1. NationsUniversity staff and faculty carefully review all student essays and assignments to assure that students are following guidelines and the Honor Code.
2. If an advisor or a faculty member suspects or has reasonable proof that a student has violated the Honor Code, he/ she will contact the student (via e-mail or post) and ask the student about the possible violation. The student may admit or deny he/she violated the Honor Code.
3. Based on the student's comments and the evidence presented, the advisor/faculty member will determine if the Honor Code has been violated. If the student is determined not to have violated the Honor Code, he/ she may proceed with studies.
4. If it is determined that the student did violate the Honor Code, the advisor/faculty member will implement the following consequences depending on the severity of the violation:
  - a. Student will not receive a passing grade
  - b. Student will be required to do the assignment over
5. The advisor/faculty member will communicate consequences to the student via e-mail or post, and the violation will be recorded in the student's permanent record.
6. A second violation of the Honor Code will be turned over to the Director of Student Services, and the student may be temporarily suspended from taking courses. The Director of Student Services will communicate the findings and the consequences with the student, and the violation will be recorded in the student's permanent record.
7. A third violation of the Honor Code will be turned over to the Chancellor, and the student may be permanently suspended from taking courses. The Chancellor will communicate the findings and the consequences with the student, and the violation will be recorded in the student's permanent record.

**Copyright Policy**

NationsUniversity requires compliance with the copyright law of the United States, which prohibits reproduction of copyrighted material, except under certain specified conditions. Acts of copyright infringement include, but are not limited to, misusing copyrighted material in one's coursework and misusing material for which the institution owns the copyright (i.e., website materials, course materials, publications, etc.).

**Student Privacy**

Under the provisions of the federal law known as the Family Education Rights and Privacy Act of 1974 (FERPA), eligible students, or where applicable, the parents of the students, are afforded certain rights pertaining to university records and personally identifiable information on file with the institution. An eligible student is defined as any person who is currently enrolled or has been enrolled in the institution's programs. It is the policy of the institution to treat all student information, both personal and academic, as strictly confidential. Student information will only be released after appropriate written permission has been obtained.

Student records are maintained and viewed only by authorized NationsUniversity personnel. Under no circumstance is student information divulged to the general public without the student's consent. Students are not permitted to view other student's personal information. Student data are maintained electronically and/or in hard copy and protected from unauthorized access.

NationsUniversity further protects students from the possibility of arrest and harassment when they live in a

country inclined to take action against citizens who engage in unauthorized religious study. In such countries, postal contact is limited or curtailed. Persons assigned to communicate with these students are trained to deal with the delicate situation.

Students can request to have their names withheld from public view in the online list of graduates. Student names, personal testimonies, and pictures are published only with a student's written (e-mail or post) consent.

## Complaints and Grievances

The University encourages all who have complaints to resolve them informally. The complainant shall identify the person responsible for the area of concern, e.g., a professor for grades; the registrar for admissions; the Director of Fiscal Affairs regarding finances. If that person is not responsive within two weeks, the complainant may contact the next level. e.g. grades disputes are directed to the Director of Academic Affairs; dissatisfaction with the Advisor are addressed to the Director of Student Services. If there is no response at the second level, the student may register his complaint with the CEO.

### Policy

The University encourages all student or employee complaints to be resolved through informal, interpersonal communications between the parties impacted. Many complaints can be quickly resolved through effective communication and cooperation. However, there may be situations that require a more formal process. Therefore, the University has adopted an informal complaint procedure and a formal grievance procedure in which the student, volunteer, administrator, employee, or any other person can seek assistance from the university to resolve an issue or concern.

### Definitions:

1. Complaint—A complaint is the initial effort by students, employees, volunteers, or others to request assistance from the university to resolve a conflict arising from routine operations. Examples of complaints include but are not limited to a student dissatisfied with a professor's application of a grading rubric, an employee who feels a supervisor does not provide sufficient guidance for successful job completion, or a volunteer who is repeatedly left out of critical communications.
2. Grievance—A grievance is the formal process initiated by students, employees, volunteers, or others to seek assistance from the university to resolve a conflict that (a) was not resolved at the informal level or that (b) is a result of the university or one of its representatives violating institutional guidelines, including but not limited to university policy and procedures, federal or state laws, or accreditation standards.

### Complaint Procedure:

1. A student may choose any form of written communication to inform the appropriate university representative of his or her complaint. In most cases, the complaint should be filed with one of the following administrators.
  - a. Faculty issues: Dean of Faculty
  - b. Advising issues: Director of Advising
  - c. Student Services issues: Director of Student Services
  - d. Admission or records: Registrar
  - e. Financial or business issues: Executive Vice-Chancellor
  - f. Prisons Student issues: Director of Student Services
  - g. In the event the complaint is against one of these university personnel, the complaint should be filed with the Compliance Officer.
2. The person filing the grievance must provide the following information.
  - a. Name and ID number,
  - b. Name of person or department against whom the complaint is filed,
  - c. Date of and reason for Complaint,
  - d. Efforts made to resolve problem, and
  - e. Desired resolution by complainant. The contact information for DEAC is Distance Education Accrediting
3. The identified supervisor will contact the person or department head against whom the complaint is filed to discuss possible resolutions.
4. The identified supervisor will then contact complainant to work out resolution to the issue.
5. If a resolution is found, the informal complaint process ends.

**Grievance Procedure:**

1. The grievance procedures are in place to assist students, volunteers, administrators, employees, or others in resolving complaints that (a) were not resolved through the informal complaint procedures or that (b) result from the university or its representatives failing to comply with guidelines, including but not limited to university policy and procedures, federal or state laws, or accreditation standards. Examples of such violations include the following.
  - a. Sexual Harassment,
  - b. Financial Irresponsibility or Fraud,
  - c. Failure to provide acceptable accommodations for disabilities,
  - d. Misrepresents the degree, educational services, or expected outcomes, or
  - e. Failure to meet university obligations as outlined in Enrollment Agreement,
2. The aggrieved party fills out the NU Grievance Form, which is available for download from NU's website or acquires a hard copy from its office at 650 Poydras St., Suite 1400, PMB 133, New Orleans, LA 70130. The aggrieved party is then required to fax or mail the completed form and all supporting documentation, including previous attempts at resolution, to the University's compliance officer within 60 days from the incident for which he or she is filing a formal grievance.
3. The Compliance officer after receiving the completed grievance form must notify the aggrieved via email or other acceptable method within 3 days that the University has received the completed form and has been assigned a formal grievance process number.
4. Assigning grievance process number is based on the year, the grievance is received, and a sequential number of the total grievances filed with the University, for that year. For example, a grievance is received by the University on December 20, 2013 and it is the sixth grievance received by the University. The compliance officer would assign the following number 2013-6. Thus for a grievance received on February 3, 2011 and it was the third grievance received during the year the compliance officer would assign the official grievance process number 2011-3.

**Stage One (Compliance officer)**

Compliance officer contacts all parties involved and attempts to resolve the issue. If the compliance officer finds a solution that is acceptable to the aggrieved, the formal grievance process ends, and all forms and paperwork involved is archived for three years. The compliance officer must photocopy and then return the original grievance form to the aggrieved at which time the aggrieved will send an email to the compliance officer affirming they are now satisfied.

**Stage Two (CEO)**

If the compliance officer is unsuccessful in resolving or otherwise correcting the problem the compliance officer will forward the complete file to the University's Chief Executive Officer who, in collaboration with the compliance officer and one other NU staff member, will address the grievance. At this time, the CEO can:

1. Reject the grievance as being frivolous, untrue, unfounded, or it is an issue that cannot be grieved.
2. Determine the issue is beyond the scope of the University's grievance procedure process i.e. criminal act, professional malpractice, and civil litigation.
3. Partially accommodate the aggrieved.
4. Fully accommodate the aggrieved.

**Stage Three (Board Regents)**

Within 10 days of receiving the grievance file, the CEO and Compliance officer will notify the aggrieved in writing of the determination. If the determination is 1, 2, or 3, the aggrieved can appeal and request that two University Regents and one neutral party reconsider the grievance. (It is at the discretion of the Board of Regents how, where and when this will be conducted i.e. telephone, in person or Skype.) The Board chooses the neutral party or can decide to let the aggrieved put forth their own neutral party. Under no circumstances is the University obligated to pay for the aggrieved to have a neutral party present at the conference whether by skype, in person, or telephone.

If the aggrieved is not satisfied with the Board of Regent's conference determination, they may seek whatever action they feel necessary from an outside source. The University will deem the issue beyond the scope of further University grievance process. After which time the University will archive and store all documents and notes pertaining to this particular grievance for ten years.

*Note: Under no circumstances will NU use any staff that is named in the grievance as decision makers in the grievance process.*

**Additional Means of Grievance**

At any time before, during or after any complaint or grievance process the aggrieved can contact any counsel, regulatory body, enforcement, judiciary or state department of education concerning his/her issue as they deem necessary.

For complaints related to educational offerings, licensure, and state authorization:

Board of Regents  
P.O. Box 3677  
Baton Rouge, LA 70821-3677

For complaints related to accreditation:

Distance Education Accrediting Commission  
1101 17th Street NW, Suite 808  
Washington, D.C. 20036  
telephone (202) 234-5100, fax (202) 332-1386,  
website at [www.deac.org](http://www.deac.org).

For complaints related to NU's 501(c)3 status:

Internal Revenue Service District Director  
P.O. Box 2508,  
Cincinnati, OH 45201.



## Student Services

### Prison Services

All student issues are handled by the staff at prison services. Any questions about the academic program, student progress, and any other issues can be handled in writing. Students may write directly to the formal contact address listed in the catalog. Proctors may write by email using [prison.services@nationsu.edu](mailto:prison.services@nationsu.edu).

### Study Guide

Our goal is to help the student gain a deeper understanding of God and Scripture. However, courses are offered on a university-level. Students who struggle at this level are urged to give serious attention to the suggestions. This should enable students to pass exams on the first attempt. Begin study each day with these tools: a Bible, pen, outlined below.

1. If possible, print the PDF file for the course. A three-ring binder will be useful to keep the course organized.
2. Read all the introductory material in the syllabus first: Course Summary, Objectives, Procedures, Things to Know, etc. The course objectives will identify the learning that the course anticipates. The procedure page lays out the roadmap of the course. The Things to Know page is designed to pinpoint the key elements over which you will be examined.
3. Look at Module 1. Skim through it to see how it is organized. Notice bold headings, units, and outline numbers. Pay attention to what is important. Many students find highlighters or different colored pens are useful as they underline important points.
4. Read Module 1. If the reading seems easy to understand, read through the whole module first. Take notes at this time or take notes on second reading.
5. Complete all assignments and reflection activities. These activities require thinking deeply about the reading. Write down reflections to solidify the ideas more firmly.
6. Read and study all the Internet links or textbook readings. Examination questions are taken from assigned readings as well as the course syllabus.

### Here are some Reading Strategies that may help.

Careful reading that results in higher level thinking makes the difference between success and failure. Good readers often use the following reading strategies.

1. Question. A reader needs to ask questions, especially when reading nonfiction material and textbooks. Questioning helps clarify meanings, reveal relationships, and strengthen memory.
2. Connect. Good readers find connections to themselves, something in the same text, or something in history. Notice if people, places, or ideas are connected in some way.
3. Re-Read. If a section is confusing or does not make sense, put a question mark in the margin. Reading a section again may clear up confusion. Drawing a diagram or chart may be helpful.
4. Summarize. Try putting the main points of a section or unit in one well-written sentence. Or identify the main ideas and sub-topics. If the section contains references to events, people, or dates, note on paper why these are important. You may find it useful to place sub-topics in an outline, as, for example,
 

*The nature of spirituality may be analyzed from the standpoint of*

  - a. Spirituality awakening
  - b. Spiritual elements
  - c. Expressing inner spirit
5. Vocabulary. Vocabulary is essential in learning new concepts. Make a list of new and important words. Use the context to determine word meanings as well as a dictionary. An excellent website for vocabulary can be found at [www.dictionary.com](http://www.dictionary.com).
6. Using your Bible. Look up scriptures listed in your course. Study these passages as much as you study the course syllabus. Some answers are only found within the scriptures assigned.
7. Taking Exams. Extra time in study usually deepens a student's understanding of the material. Successful students open exams after they are fully prepared and confident of their ability to score a passing grade. When fully prepared (usually after two-seven days of study and review), click on the exam shown under the module just studied. Instructions will appear. Here are some tips.

- Read the question and think through each answer choice.
- Eliminate the ones that are not correct.
- Carefully weigh each choice.
- Choose the correct answer to the question.
- When the exam asks you to mark the INCORRECT statement or response, be sure to look for the one answer that is false. Through the process of elimination, some choices can be discounted.
- Take time to think through each choice and rationalize why you have chosen a particular answer.

### **The Professor**

A professor is assigned to each course. The extent of professorial involvement is regulated by the nature of the course and the needs of the students. Professors have already been involved in course design and syllabus construction. They may also be assigned to read your submissions.

Because prison services is most familiar with general study procedures, your first line of inquiry should go to prison services staff. The staff can forward more advanced questions to the appropriate professor.

### **Libraries and Resources**

NationsUniversity maintains a significant online library for students who wish to explore sources that are available through electronic media. NU maintains a subscription to EBSCOhost collections that contain many recent copyright resources.

### **Change of Address**

It shall be the student's responsibility to keep his contact information current. He/she may update personal information online or notify the Director of Student Services or Registrar.



NationsUniversity®  
650 Poydras St. Suite 1400-PMB 133  
New Orleans, LA 70130  
nationsu.edu



Affordable • Accessible • Accredited

CHANGE  
YOUR  
WORLD

