



Nations University®

SINCE 1995

Certificate in Biblical Studies • Bachelor of Religious Studies
Graduate Certificate in Biblical Studies • Master of Theological Studies • Master of Divinity



**CHANGE
YOUR
WORLD**

Academic Catalog & Student Handbook

Celebrating 25 Years of Education Excellence

*Building authentic faith and training Christian leaders
around the world through affordable, accessible higher
education, utilizing distance learning.*

2020

nationsu.edu



Incorporated in Louisiana, U.S.A., 650 Poydras St., Suite 1400-PMB 133, New Orleans, LA 70130
The regulations in this edition of the NU Catalog are binding on all students who matriculate during the calendar year 2020 (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. v.12.01.19



Letter from the Chancellor

Welcome to NationsUniversity!

NationsUniversity developed out of a desire to create an opportunity for the study of biblical scripture for those who lacked such opportunity. The endeavor has been a learning experience, requiring creativity, the use of advancing technologies, adaptation to diverse learning environments, and enlisting personnel who were willing to enter uncharted territory. Furthermore, we faced the challenge of needing functionary methodologies and technologies that were sometimes non-existent. For the curriculum to meet recognizable standards, accreditation had to be secured. This part was mechanical. We knew then, and we know now, that the soul of the institution is found in its mission.

All who come to NationsUniversity understand the major aim is spiritual development. Yes, as an educational institution, the mission is to attract the seeker and to train the believer. But all in all, the final product is spiritual nurture. Hence, there is more to the mission than teaching and learning facts. Right teaching is essential, but it is the result that matters most—drawing near to God. The possibility of drawing near to God lies with the incarnation of Jesus Christ. Through suffering and death, Christ was raised to God's right hand, where he became an effectual high priest to minister in man's behalf.

Because doctrine and practice do matter, NationsUniversity aims at challenging students to explore biblical content in an atmosphere of objectivity. Its founders and teachers are dedicated to meeting the challenge as forthrightly as possible. The founders and supporters feel no obligation to denominational bias. We all strive for an honest atmosphere, where serious study and critical thinking can occur.

If you, or an acquaintance, can benefit from studying in NationsUniversity, we are here to serve.

Peace,



Mac Lynn
Chancellor





NATIONS UNIVERSITY®

2020 Academic Catalog & Student Handbook

Dr. John Baxter
Acting C.E.O.

Dr. David Srygley
Chief Academic Officer

Dr. Richard Youngblood
Dean of Faculty

Glenn Beville
IT Administrator

Dr. Mac Lynn
Chancellor

Marty Lynn
Director, Student Services

Allen Thyssen
Chaplain

Jon-Roy Sloan
Director of Communications

Dr. Herman Alexander
Vice Chancellor

Mary Virginia Mabery
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Gail Heiderich
Director of Student Advising

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General Information

Mission Statement

Building authentic faith and training 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.

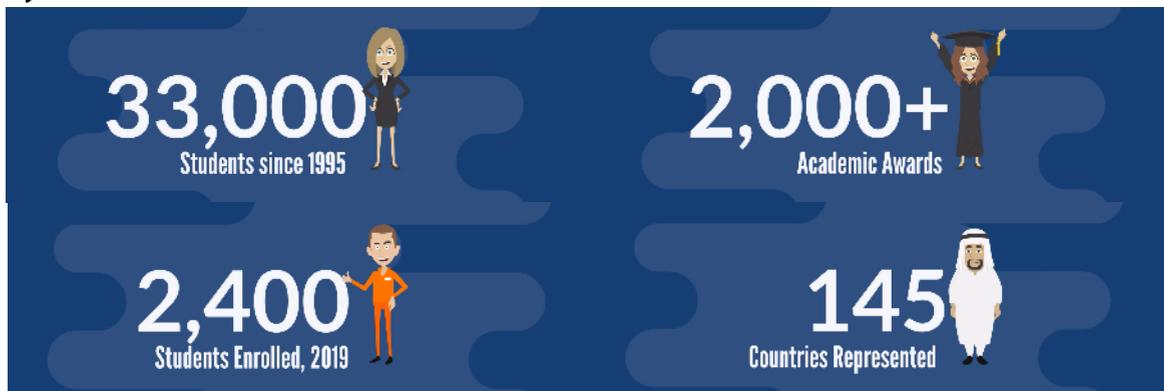
The institution was incorporated in Louisiana with a board of three (Ady, Lynn, and Darrell Frazier) and approved to grant degrees in religious studies by the Board of Regents of Louisiana in 1996. The name was registered with the U.S. government in 1998, and subsequently renewed through July 7, 2028. 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 following a comprehensive evaluation of the institution and its programs. Accreditation was renewed in June 2019.

NU makes use of a rolling registration. As of December 1, 2019, active enrollment stood at 1,682 students in 100 countries and 40 states within the U.S. Of the total enrollment, 328 were formally admitted into the Certificate in Biblical Studies, 228 to the Bachelor of Religious Studies, 80 to the Master of Theological Studies, and 47 to the Master of Divinity. The remainder were as yet not formally admitted to a specific program of study.

NationsU by the Numbers



From the beginning, NationsUniversity has operated as a distance learning university or a school without walls. Such operations enable NationsUniversity to offer courses around the world with minimal expense.

2020 is a special year for the University as it will be celebrating twenty-five years of excellence!

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 or via email at info@deac.org.



State Authorization

The school is a member of NC-SARA (State Authorization Reciprocity Agreements) and is legally entitled to offer distance education to residents in most states of the U.S. In addition, NU is authorized to offer degree in California through specific state authorization. Membership in NC-SARA can be verified at www.nc-sara.org.

National Council for State Authorization Reciprocity Agreements
3005 Center Green Drive, Suite 130 | Boulder, Colorado 80301
303.848.3275 | nc-sara.org | info@nc-sara.org

In addition to state authorization through NC-SARA, the following state requires additional disclosures related to NationsUniversity's religious exemptions.

ARKANSAS: NationsUniversity has received a Letter of Exemption from Certification issued by the Arkansas Department of Higher Education to offer church-related training courses and degrees. Visit our website to download a copy of the letter or see page 64 in this catalog.



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)
- National Council for State Authorization Reciprocity Agreements (NC-SARA)

Governance

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

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

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

John Baxter, *C.E.O.*

Ed.D., Vanderbilt University

Mac Lynn, *Chancellor*

STD, San Francisco Theological Seminary

Herman Alexander, *Vice Chancellor*

D.Min., Harding School of Theology

David Srygley, *Chief Academic Officer*

D.Ed.Min., Southern Baptist Theological Seminary

Marty Lynn, *Director of Student Services*

M.A.R., Harding School of Theology

Major Division Administrators

Mac Lynn, *Chancellor*

STD, San Francisco Theological Seminary;

D.Admin. (hon.), The International University

David Srygley, *Chief Academic Officer*

D.Ed.Min., Southern Baptist Theological Seminary

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

David Srygley, *Chief Academic Officer*

D.Ed.Min., Southern Baptist Theological Seminary

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

Administrative Directors & Staff

Tom Bussell, *Assistant Director of Fiscal*

B.A., Lipscomb University, C.P.A.

Mary Virginia Mabery, *Registrar & Admissions Director*

M.A.M., Abilene Christian University

Lindsey Sullivan, *Registrar Assistant and Student Advisor*

B.A., Abilene Christian University

David Srygley, *Compliance Officer and Director of Assessment*

D.Ed.Min., Southern Baptist Theological Seminary

Mike Bush, *IT Director*

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

Gail Heiderich, *Director of Advising*

M.S., Abilene Christian University

Trent Boyd, *Advising*

M.S.Ed., Cairn University

Glenn Beville, *IT Administrator*

B.A., Bible, Lipscomb University

Allen Thyssen, *Chaplain*

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

Jon-Roy Sloan, *Director of Communications, Marketing, Development & Public Relations*

M.A., University of Memphis

Student Advisors

An advisor is 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. Visit the University's homepage of the website to contact your advisor. This can be found under the **Student Tab** at the top of the homepage.

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), Freed-Hardeman University, M.S. (Biblical and Related Studies), M.Div. (Lipscomb University), D.Min. (Abilene Christian University)
- Joel T. Banks, B.A., Abilene Christian University; M.A. (Spanish), University of Texas; B.R.S. (Religious Studies), NationsUniversity
- Michael Beck, M.B.M. (Marketing and Business Management) Damelin College, S.T. (Systematic Theology), United Church and Bible College, B.Th., (Theology), South African Theological Seminary, M.B.S. (Biblical Studies) Trinity School of Apologetics and Theology, M.T.S. (Theology) NationsUniversity, Ph.D. candidate at the South African Theological Seminary.
- Michael Blythe, B.R.S., M.T.S., NationsUniversity, additional study at Africa Nazarene University.
- Trent Boyd, B.Th. (Advanced Biblical Ministry), Covington Theological Seminary/New Brunswick Bible Institute; M.S.Ed. (Theological Education and Counseling), Cairn University
- Gary Burke, B.A., (Bible), Oklahoma Christian College, M.A., (Biblical and Patristic Greek), Abilene Christian University, Ph.D., Religion (Christian Origins), University of Iowa
- 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.
- Doug Cloud, A.A., Freed-Hardeman University; B.A., Harding University; M.A., George Peabody College for Teachers; 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
- Johnny Davis, A.S. (Medical Lab Technology), N. P. Community College; B.A. (Social Science and Education); M.A. (Ministerial Leadership), M.S. (Human Services), M.Div. (Ministerial Leadership), D.Min. (Family Therapy), Amridge University
- Peter Dubec, RNDr. (Physics of Plasma), Comenius University; M.R.S., NationsUniversity
- Ken Dye, B.A. (Bible and Psychology), Abilene Christian University; M.A. (Religion), Eastern New Mexico University; Ed.D. (Family Sciences), Oklahoma State 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
- 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
- Eric Kazenga, B.A. (Religion) York University; M.R.S., NationsUniversity
- 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., (Economics and Sociology) Morehead State University; 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

John McLaughlin, B.A. (English), Lafayette College. M.A. (Military Science and Operational Studies) U.S. Army Command & General Staff College, M.Div. (Theology) NationsUniversity.

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

Stephen Muguro, A.A. (Computer science), University of the People, B.R.S., M.R.S., M.Div., (Theology), NationsUniversity, D.Min. (Ministry) Multnomah University

Robert Neinstadt, A.A. (Construction Drafting), San Joaquin Delta Junior College, B.S. (Professional Dev.) Amber University, Certificate, (Preaching Ministry), Preston Road School of Preaching, M.T.S. (Theology), NationsUniversity.

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

Manuel Otero, B.S. (Computer Information and Business Administration) Everest University, Bachelor's Gregorian Orthodox School of Theology, M.A. (Theology of Sacred Scripture), D.Min. (Education and Leadership), Holy Apostles College and Seminary.

Clayton Parks, B.S. (Bible and Christian Ministry), Saint Louis Christian College, Master of Theology (Practical Theology), South African Theological Seminary, Ph.D. (Philosophy in Theology, Practical Theology), South African Theological Seminary

Bytha Regauld, B.R.S. (Religious Studies), M.T.S. (Theological Studies), NationsUniversity

Steven Rindahl, B.A., (History) Excelsior College, University State of NY, M.Div. Southwestern Baptist Theological Seminary, M.Th., (Anglican Studies) Cranmer Theological House, Houston TX, M.Th. (Preaching), University of Wales (Cardiff) with Spurgeon's College, D.Min., University of Chester with Spurgeon's College, London, Clinical Pastoral Education, Eisenhower Army Medical Center, Ft Gordon, GA.

Philip Slate, B.A. (Speech Comm./Greek), Lipscomb University, M.A. (Old Testament), 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

David Srygley, B.A. (Sociology), Texas A&M University, M.P.A. (Public Administration), Texas A&M University, M.S. (Biblical and Related Studies), Abilene Christian University, D.Ed.Min. (Evangelism and Church Growth), Southern Baptist Theological Seminary.

Chris Surber, B.S.R. (Bible/Theology), Liberty University, M.A.R. & M.Div. (Church Ministry), Liberty Baptist Theological Seminary, D.Min. (Expository Preaching), Temple Baptist Seminary

Richard Tristano, B.A., magna cum laude (History), Manhattan College; M. Phil., (History), Ph.D. (History), New York 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.



Nations University

SINCE 1995



Top Left: Co-founders Mac Lynn and Dick Ady.

Left: Three elders from White's Ferry Road church of Christ, Al Robertson, Mike Kellett, and Phil Robertson were on the original committee that approved the relationship between NU and WFR.

Right: White's Ferry Road church of Christ, West Monroe, Louisiana.

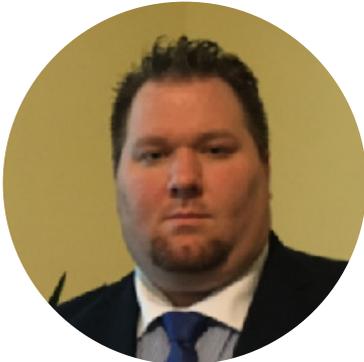
It is hard to believe that 25 plus years have passed since NationsUniversity was first conceived as a degree-granting institution.

It all began on July 4, 1995 when founders Richard Ady and Mac Lynn pondered the need to provide teaching and training for new Christians who live in locations that are not accessible by normal means or who do not have the resources to pursue additional training. Dick and Mac's original intent was to use volunteers for short-term training stints in distant countries.

In 1996 NationsU was incorporated in Louisiana. A Board of Regents was established and the White's Ferry Road Church of Christ in West Monroe, Louisiana agreed to serve as the university's corporate office.



Celebrating 25 Years of Student Excellence



Michael Blythe
VIRGINIA

I am in training as a Chaplain at the largest Correctional Facility in the state of Virginia. Having been a new hire of this facility, it was only possible through the educational qualifications that I received through NationsUniversity. Over the years, I believe I was able to grow in practical and pastoral theology. However, when I reached my 30s, I realized that I needed to complement my experience with academic achievement. NU offered what I considered to be the only practical way to do this, and in my position it was difficult to initiate at many of the traditional Bible Colleges. I needed a program where I could retain my focus on my church duties. I am now able to serve in the prison chaplaincy because of NU. And I plan to use their program in my prison ministry.



Bree Normandin
NORTH CAROLINA

I am in my 40s and decided to go back to school and complete my education now that my six children are 12 and older. NU appealed to me because of the price and the national accreditation. I would be able to work on an MTS while simultaneously completing an interdisciplinary degree at another school that combined pastoral counseling with theology. I was thrilled when all my credits from NU transferred to this well-known regionally accredited school. Prior to graduation I was able to land two positions in my community through Christian organizations. I am the Women's Ministries Coordinator at Hendersonville Rescue Mission and the Communications Director at the First United Methodist Church in Hendersonville, NC.



Method Moyo
SIERRA LEONE

I am retired military living in Hawaii and this was singularly the best learning experience I have had. The courses were challenging, the material was exceptional, the faculty support was phenomenal, and the outcomes were spiritually edifying. Earning my Master of Divinity was one of my proudest achievements. I am so pleased and blessed to be an alumnus of NationsUniversity.

Financial Information

Fees and Tuition Policy

1. **Application Fee.** A one-time initial application fee of \$25 shall apply to all new students.
2. **Tuition Fee.** The tuition of \$450 per quarter shall apply to those students identified below in Section 3. The quarterly assessment covers tuition for one course or as many courses as the student desires to attempt in accordance with his or her academic plan of study during his or her academic quarter.
 - a. **Quarterly Tuition.** NationsUniversity uses a rolling enrollment, so it does not have semesters or quarters in the traditional sense. A student's academic quarter is calculated from the date of application and new quarters of study must be purchased every three months to remain active and in good standing.
 - b. **Initial Academic Quarter.** The first quarterly tuition shall be invoiced upon acceptance into a degree program and shall be due immediately. The initial academic quarter begins from the date of application. The student may enroll in as many courses as he or she desires to attempt in accordance with his or her academic plan of study without additional tuition being assessed.
 - c. **Subsequent Academic Quarter(s).** If a student continues his or her studies beyond the first quarter, he or she may purchase additional quarters of study at the current rate (e.g. \$450) per quarter. The full quarterly tuition is due prior to the beginning of the subsequent quarter(s) of study. The student may continue his active studies and enroll in as many courses as he or she desires to attempt in accordance with his or her academic plan of study during this subsequent quarter without additional tuition being assessed.
3. **Discounted Groups:** The following identified groups are eligible for specific discounts on tuition.
 - a. **Prison students.** Students incarcerated in the U.S. are eligible for a 100% discount on tuition. All fees, both required and optional, are still due at the time they are incurred, including but not limited to application fees and graduation fees.
 - b. **Students in impoverished countries.** Students who reside outside of certain developed countries are eligible for a 100% discount on tuition, not including the application fee. If a territory belonging to one of the identified impoverished countries has an internationally recognized ID code that is different from its parent country, the tuition shall not apply. The Board of Regents will determine the maximum number of countries which will pay tuition based on a review of international financial information. This financial information will be obtained in the following manner:
 - i. The list of all countries with pertinent financial information will be obtained from the International Monetary Fund, United Nations, and/or other reliable data source.
 - ii. The list of countries will be sorted by Gross Domestic Product adjusted by the Purchasing Power Index, with the highest grossing countries listed first.
 - iii. Countries with populations of less than 100,000 will be excluded from the list due to the unreliability of information when dealing with such a small sample.
 - iv. Territories of identified countries will be removed from the list as they will be included with the parent countries eligibility determination.
 - v. To control for and allow for economic volatility, countries that appear in a current list but which fall below the GDP-PPI threshold after recalculating a new list will remain on the new list if its GDP-PPI is within 5% of GDP-PPI of the lowest country or countries. The existing country or countries will replace the lowest country or countries on the recalculated list.
 - vi. The list of countries which must pay tuition shall be published for students and the general public in the university's catalog and on the university's website.
 - vii. Calculations for this discount shall be made no less than every three years.

List of Top 35 Countries

Australia	Denmark	Italy	Norway	Spain
Austria	Finland	Japan	Oman	Sweden
Bahrain	France	Kuwait	Qatar	Switzerland
Belgium	Germany	Luxemburg	Saudi Arabia	Taiwan
Brunei	Iceland	Malta	Singapore	United Arab Emirates
Canada	Ireland	Netherlands	Slovenia	United Kingdom
Cyprus	Israel	New Zealand	South Korea	United States

- c. Students associated with the University. Tuition discounts are available to the categories of students listed below:
- 1) Children and spouses of paid staff or board members shall receive a discount of 100% of the tuition rate in effect at the time of their enrollment.
 - 2) Volunteer faculty members who are actively teaching at least three credit hours and performing satisfactorily on all evaluations shall receive a discount of 100% of the tuition rate in effect at the time of their enrollment.
- d. Students discharged from prison. Students who have been enrolled while in prison shall, upon their release, receive a discount of 100% of the tuition rate in effect at the time of their release for a period of one year following release.
- e. Existing students. Students who applied prior to January 1, 2019, when the tuition rate was \$360 per quarter, may continue at that rate until the end of their second consecutive Academic Year (a two-year "grand-fathered" provision). Upon the anniversary of their application date in 2020, the then prevailing rate will apply.
- f. Determination of eligibility. For online students applying after January 1, 2018, eligibility for the discount is calculated automatically by the application portal at the time of application. For prison students, eligibility is determined by the prison services division upon receipt of all required application documentation, including verification of location of prison, proof of adequate access to materials and technology, and acquisition of a proctor.
- g. Appeal of Determination. Any student may contact their advisor if the discount was not applied, and he or she feels they meet the conditions stated above. All appeals will be addressed within 30 days by Student Services Division.
- 4. Failure to pay.** Those enrolled in a certificate or degree program. Students who are pursuing a certificate or degree from NationsUniversity will have full access to all NU services, and after meeting all academic and financial requirements, will be awarded the appropriate degree. Students who are not current in their financial obligations shall not be allowed to:
- 1) Enter into a degree program,
 - 2) Take comprehensive exams,
 - 3) Receive academic awards, or
 - 4) Be provided with transcripts.
- 5. Installment payments.** Tuition-paying students may elect to divide their quarterly tuition into three equal, monthly payments. To arrange payments, please contact the finance office at glennb@nationsu.edu.
- 6. Loans and Scholarships.** In order to minimize administrative costs and keep tuition as low as possible, the University does not participate in, or accept funds from, any state or federal financial aid program, including loans, grants or scholarships. This paragraph does not, however, prohibit a church or other entity from paying a student's tuition as may be agreed privately between the two parties.

Cancellation and Refunds

If at any time a student decides to cancel his enrollment in NationsUniversity, the notice may be conveyed in any written manner. All such communications should be recorded and kept on file to substantiate the writing of any refund checks. Amounts to be refunded shall be as calculated below and paid within 30 days of receiving the request.

1. Application Fees – Application fees are non-refundable but shall be refunded if request is made within five days following registration.
2. Tuition – After the five-day cooling off period which begins upon signing the LOA, if the student cancels after completing at least one lesson assignment but less than 50 percent of course assignments in at least one course, the institution may retain the nonrefundable fee (application fee) plus a percentage of any tuition assessment, which shall not exceed the following:
 - a. Up to and including 10 percent of a single-course equivalency: 10 percent of the refundable fee (fee charges remaining after subtracting the nonrefundable fee already retained).
 - b. Between 11 percent and 25 percent of a single-course equivalency: 25 percent of the refundable fee
 - c. Between 26 percent and 50 percent of a single-course equivalency: 50 percent of the refundable fee.
 - d. After the student completes more than half of a single-course equivalency, the institution shall be entitled to retain the entire course fee.
 - e. Based on NationsUniversity's standardized grading plan, all courses contain five (5) graded elements. Therefore, a single-course equivalency is a total of five assignments from any number of courses. The curriculum benchmarks for 10%, 25%, and 50% completion are as follows.
 - 1) Up to and including 10 percent: 1 graded assignment.
 - 2) 11 percent to 25 percent: 2 graded assignments.
 - 3) 26 percent to 50 percent: 3 graded assignments.
3. Records – When refunds are made, the date, check number, and amount of refund shall be entered in the student's CMS file.
4. Public Notice on Website: The following information regarding refunds shall be posted on the NationsUniversity website.

Refunds

All advance payments on the behalf of a student are refundable within the limits cited below. Refunds are payable by check only and will not be charged back to a credit card. All money due will be refunded within 30 days of the date of the request. Requests for refunds must be made in writing before the end of the academic quarter for which the refund is being requested. A full refund will be given in the event that one of the following occurs:

- a. If the student is not conditionally or fully accepted into a degree program by the University;
- b. It is determined by a state authority or accrediting agency that the enrollment of the student was procured as a result of any misrepresentation in advertising, promotional materials of the school or representations by the owners or representatives of the school; or
- c. If a course of instruction is discontinued by the school and this, for a valid reason, prevents the student from completing the program.

Note: transcript fees are non-refundable.

Sample Calculations

1. A student is admitted to NU and pays the quarterly tuition of \$450. The student enrolls in his or her first course of the quarter but withdraws after completing one graded assignment. NU may retain 10% of the tuition, and the student is entitled to a refund of 90% of the quarterly tuition. The student will receive a check in the amount of \$405 ($\$450 \times 90\% = \405).
2. A student is admitted to NU and pays the quarterly tuition of \$450. The student enrolls in two courses but withdraws after completing one graded assignment in each. Because the student has completed two assignments, NU may retain 25% of the tuition, and the student is entitled to a refund of 75% of the quarterly tuition of \$450. The student will receive a check in the amount of \$337.50 ($\$450 \times 75\% = \337.50).

Requests for Hiatus from Studies

Tuition-paying students may request a hiatus at any time during their studies. When the written request for a hiatus is received prior to the first day of the student’s next academic quarter, no tuition shall be charged. If, however, the student fails to notify his or her advisor or the finance office prior to beginning the next academic quarter and continues to submit assignments, the student will accrue the tuition for the next quarter minus the amount of a refund had the student paid.

Sample Calculation:

A student’s next academic quarter begins on August 10th. On August 22nd, prior to paying the current quarter’s tuition, the student notifies the finance office that they wish to take a hiatus. If the student has completed one assignment between August 10th and August 22nd, he or she must pay 10% of the delinquent tuition prior to beginning a new quarter of study.

Student owed \$450 in tuition for current quarter.

Refund percentage allowed based on 1 graded assignment is 90%, or \$405.

Student owes the remaining \$45 due to the university which must be paid prior to reinitiating studies.

Students Called to Active Military Service

A student of NationsUniversity who withdraws from the University as a result of being called to active duty in a military service of the United States or their State National Guard and is unable to continue his studies may, upon request, receive a full refund of tuition and fees paid.

U.S. Fee and Tuition History

	Tuition Rate	
	\$100	Annual technology fee was introduced in 2008 for U.S. students.
January 1, 2012	\$250	Technology fee increased and a \$25 registration fee added for all U.S. students. Incarcerated students exempted from technology fee.
July 1, 2013	\$480	Technology fee increased for U.S. students. Incarcerated students still exempted.
January 1, 2016	\$960	Following accreditation in July, 2015, annual TUITION was increased for U.S. non-incarcerated students, and also applied to top 25 "developed" nations.
January 1, 2018	\$1,440	Increase in annual tuition.
March 1, 2018	\$360	Tuition was converted to a quarterly subscription model.
January 1, 2019	\$450	Quarterly tuition increase and also applied to top 25 developed nations increased to 35 developed nations.

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

- Admissions/Registrar: registrar@nationsu.edu
- C.E.O. johnb@nationsu.edu
- Chancellor: macl@nationsu.edu
- Vice Chancellor: hermana@nationsu.edu
- Academic Affairs/Compliance: davids@nationsu.edu
- Finances: joes@nationsu.edu
- Prison Services: prison.services@nationsu.edu
- Student Services: student.services@nationsu.edu, martyl@nationsu.edu
- Student Advising: gailh@nationsu.edu
- IT Functionality: glennb@nationsu.edu
- Public Relations: 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 2020 (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. v01.01.20.

Technologies

NationsUniversity places all courses online. These may be retrieved and downloaded through any electronic device that is capable of reaching the Internet. Adobe Reader Download and Text to Speech Software are accessible through the NU website.

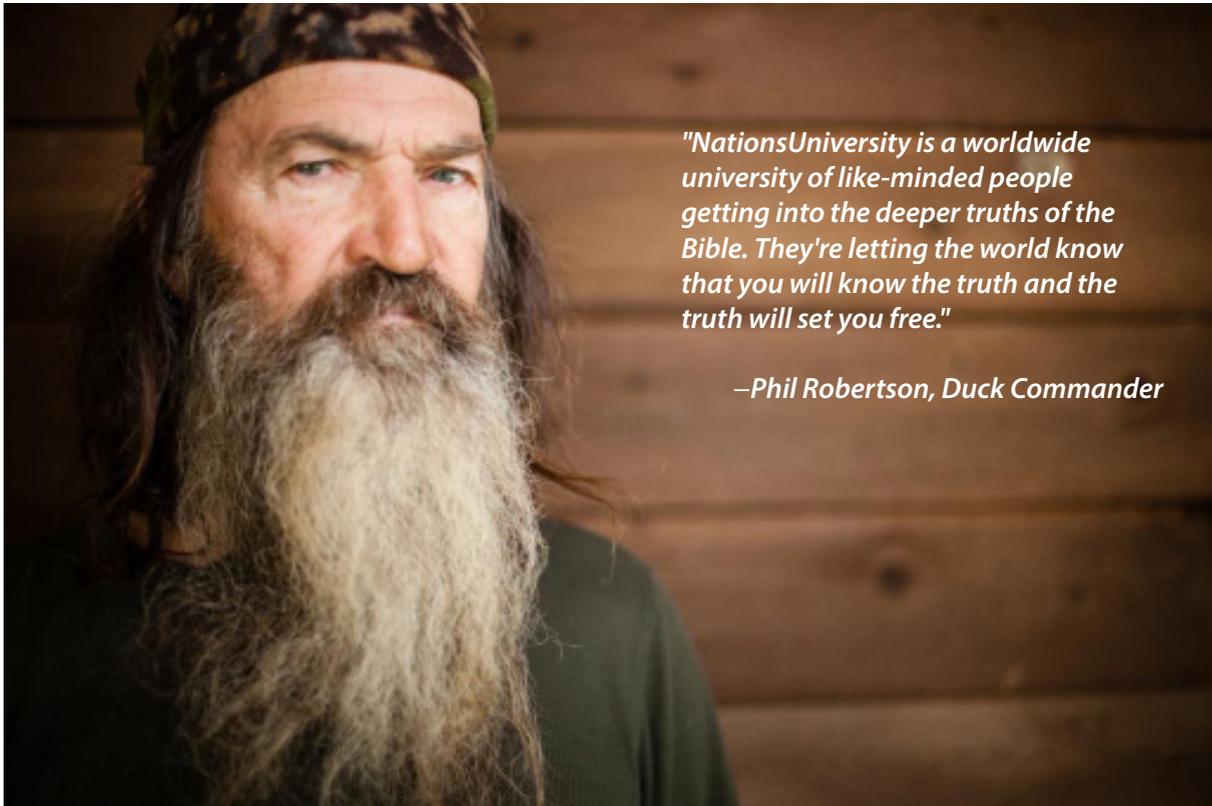
NationsUniversity is providing without charge EBSCOhost e-book collection which supplies an online research service with 375 full-text databases, a collection of 600,000-plus e-books, journals, subject indexes, and an array of historical digital archives of necessary books needed for every course. These are available immediately to online students with the click of a mouse.

Translation Tools: NationsUniversity offers translation tools for every course. The Google Translation Tool is able to offer you an instant translation into 103 various languages by simply clicking on the “select language” option and pick your desired language. The Microsoft Translation Tool also offers a variety of translated languages to those who decided to use option. At present they offer their service in 53 various languages.



Nations University

SINCE 1995



"NationsUniversity is a worldwide university of like-minded people getting into the deeper truths of the Bible. They're letting the world know that you will know the truth and the truth will set you free."

—Phil Robertson, Duck Commander

Academic Programs

Undergraduate Programs

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

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

Graduate Programs

Graduate Certificate in Biblical Studies (G.C.B.S.)

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

Master of Divinity (M.Div.)

Orientation to NationsUniversity Online Study (ONOS)

A proficient student is one who can navigate online, research, think critically, and write at a professional level; therefore, 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. ONOS can be found under the Courses menu on the elearning.nationsu.edu homepage.

Undergraduate Programs

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

The Certificate in Biblical Studies (C.B.S.) The Certificate in Biblical Studies requires 21 semester hours of prescribed credits taken at NationsUniversity, plus two proctored comprehensive exams. Transfer credit cannot be substituted for these Certificate courses. In addition to recognizing a student's accomplishment, the certificate also enables the University to evaluate the student's potential for achieving a higher academic award.

Admission into the Certificate in Biblical Studies Program

Admission to the C.B.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 or other approved official document 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 student whose native language is not English.

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. Student will demonstrate an awareness of the content and meaning of the biblical canon.
2. Student will apply the tools for sound exegesis of biblical scripture.
3. Student is equipped for personal spiritual formations

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 for the C.B.S. course.

- 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

Additional Graduation Requirement

NU is a distance learning institution and operates without defined semesters or terms; therefore, students work at their own pace. Courses are normally completed one at a time, but a student is not prohibited from enrolling in multiple courses simultaneously. Credit is calculated according to the semester system. The final cumulative grade point average (C.G.P.A.) must be a minimum of 2.00 on a 4.00 scale on the credits used for the degree.

In addition to all course requirements listed above and the minimum C.G.P.A., the student must complete two proctored comprehensive exams. Arrangements for the proctored exams will be made with the student's advisor.

All financial obligations must be satisfied two weeks prior to a NationsUniversity graduation date before a certificate can be conferred and before a transcript can be issued.

Time Allowance and Estimated Total Costs

The projected completion time for the C.B.S. degree is 1 year. The cost for students who reside in the 35 developed countries listed under Financial Information is a one-time \$25 registration fee and a tuition charge of \$450 per quarter. Tuition and fees are guaranteed for only two (2) years. At this rate, students residing in one of the 35 developed nations may expect to pay \$1,825 if they complete the C.B.S. within 12 months or \$2,725 if they extend their studies over 18 months. Textbooks and other resources are available online in an electronic format without cost to the student. Any purchase of hard copy books is totally optional. Incarcerated students living within the United States are assessed only the \$25 registration fee but are responsible for securing hard copy textbooks, which will run about \$100 for the C.B.S.

Students normally complete degree requirements in effect when they are officially admitted, unless completion comes after seven years from initial admission. 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.

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

The Bachelor of Religious Studies (B.R.S.) 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. The student will also complete a Bible knowledge test and a self-evaluated spiritual inventory at the beginning and end of the program.

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 or other approved official document 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 an awareness of the content and meaning of the biblical canon.
2. Apply the tools for sound exegesis of biblical scripture.
3. Are equipped for personal spiritual formation.
4. Can critique and use information from a wide range of sources.
5. Can provide effective Christian leadership in diverse organizations, institutions, and countries.

Course Requirements

Requirements for the B.R.S. are divided into four sections (1) General Education, (2) Required Foundation Courses, (3) Additional Religious Courses, and (4) General Electives. The first section of course requirements is General Education. Transfer credit from other accredited universities is allowed for general education courses or the general education

may all be taken at NationsUniversity. 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 second section of courses is the Required Foundation Courses. This section consists of 21 hours that must be completed at NationsUniversity. Students who have completed NU's Certificate in Biblical Studies may apply all 21 hours of the C.B.S. to the Required Foundation Courses. The required foundation courses follow.

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

The third section of courses is the Additional Religious Courses. This section consists of 39 hours of additional religious credits. Of these 39 hours of credit, 18 credit hours must be fulfilled with the following coursework that may be completed at NationsUniversity or be met by transfer credits specific to the following courses.

Additional Required Courses

BRS 313	The Church of the First Five Decades
BRS 431 or 432	Exegesis Torah & Prophets or Exegesis Job, Ruth, & Chronicles
BRS 433 or 434	New Testament Exegesis I, 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

The remaining 21 credit hours of coursework may be fulfilled with any religious coursework from NationsUniversity or by transfer credit from another accredited institution.

The fourth section is General Electives and is comprised of 30 credit hours of any coursework. The hours may be fulfilled using courses from NationsUniversity or by transfer credit from another accredited institution.

Additional Graduation Requirements

NU is a distance learning institution and operates without defined semesters or terms; therefore, students work at their own pace. Courses are normally completed one at a time, but a student is not prohibited from enrolling in multiple courses simultaneously. Credit is calculated according to the semester system. The final cumulative grade point average (C.G.P.A.) must be a minimum of 2.00 on a 4.00 scale on the credits used for the degree.

In addition to all course requirements listed above and the minimum C.G.P.A., the student must complete four proctored comprehensive exams. Arrangements for the proctored exams will be made with the student's advisor.

All financial obligations must be satisfied two weeks prior to a NationsUniversity graduation date before a degree can be conferred and before a transcript can be issued.

Time Allowance and Estimated Total Costs

The projected completion time for the B.R.S. degree is 4 years. The cost for students who reside in the 35 developed countries listed under Financial Information is a one-time \$25 registration fee and a tuition charge of \$450 per quarter. Tuition and fees are guaranteed for only two (2) years. Allowing for a modest increase in tuition, students residing in one of the 35 developed nations may expect to pay \$8,125 if they present no transfer credit and complete the B.R.S. within 48 months or \$13,750 if they extend their studies over 72 months. Textbooks and other resources are available online in an electronic format, without cost to the student. Any purchase of hard copy books is totally optional.

Students normally complete degree requirements in effect when they are officially admitted, unless completion comes after seven years from initial admission. 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.

Transfer Credits

Ninety (90) credits maximum can be accepted 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.



John McLaughlin
HAWAII

I am retired military living in Hawaii and this was singularly the best learning experience I have had. The courses were challenging, the material was exceptional, the faculty support was phenomenal, and the outcomes were spiritually edifying. Earning my Master of Divinity was one of my proudest achievements. I am so pleased and blessed to be an alumnus of NationsUniversity.



Catheryn Tan Tao Mao
MALAYSIA

Being a student of NU for seven long years, I have witnessed all the improvement which have been done for the benefit of the students as well to meet the requirements of the accreditation. May you know that many students are holding NU in prayers during the yearly fundraising event, accreditation process or site inspection. Many wars have fought in prayers all these years! We are one in Christ Jesus by His Spirit in spite of our geographical distant. A billion thanks to those who have given sacrificially and generously to support NU all these years. And to you guys that have been working behind the scene all these years, may you know that your work will be treasured and remembered with endless gratitude from all the students.



Charles Mungu
SIERRA LEONE

I came across NationsUniversity four years ago. Throughout my time at NU I found the courses challenging but enjoyable. First of all, when I started my studies I came across a lot of challenges, but after I received encouragement from faculty I finally became succeeded with my studies. NU is a miracle to me and it is absolutely unbelievable for such a wonderful school to offer free quality higher education to students across the globe. I've learned a lot and now I've got a wider experience in the Christian arena. NU gave me the foundation and I am so much grateful. May the Lord bless all the faculty, the founders and donors of NationsUniversity. Thank you.

Graduate Programs

Graduate Certificate in Biblical Studies (G.C.B.S.)

The Graduate Certificate in Biblical Studies is a 15-credit graduate level certificate designed to provide a more in-depth study of the Greek and Hebrew Scriptures for individuals who have developed a basic understanding through undergraduate studies or personal enrichment. Building on this foundation and a student's previously demonstrated academic successes, the Graduate Certificate in Biblical Studies challenges students to use critical thinking skills and personal devotion to expand their rudimentary understanding of biblical stories and texts. Students in the Graduate Certificate in Biblical Studies will learn to connect the biblical texts with the world around them to make better spiritual, ethical, and life decisions.

Admission to the Graduate Certificate in Biblical Studies

Admission to the G.C.B.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 will review the appeal and make a judgment as to how the requirement for a previous Bachelor's degree may be satisfied.)
2. 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.
3. Having no financial obligations to the University.

Program Learning Outcomes

The Graduate Certificate in Biblical Studies program imparts a general foundation in the biblical and theological disciplines. Distinctively, the outcomes of the G.C.B.S. program are to prepare graduates who,

1. Strengthen foundations for enriching personal spiritual faith and developing spiritual maturity.
2. Enhance understanding of biblical theology through systematic analysis of Scripture in its social, historical, and literary settings.
3. Develop skills to teach well-prepared lessons.

Course Requirements

The G.C.B.S. consists of five courses. The first course, MRS 622, lays the spiritual foundation and goals of biblical studies and establishes a framework for those studies as well. The combination of M 1 and M 2 provide students with in-depth knowledge of the Bible and introduces them to the critical thinking skills needed to study the Bible. M 3 and M 4 then provide students a systematic study of major themes and additional skills needed to teach others. These higher-level skills will allow students to study the Bible effectively in the classroom context, to mature spiritually, and to teach biblical texts and truths to others.

MRS 622	A Search for Spirituality*
M 1	Critical Introduction to the Old Testament
M 2	Critical Introduction to the New Testament
M 3	Biblical Theology
M 4	Biblical Hermeneutics

Students who complete the Graduate Certificate in Biblical Studies may apply those 15 hours towards the foundation courses found in the M.T.S. or M.Div. Completion of the G.C.B.S. does not imply acceptance into a graduate program. A separate application process is required.

Additional Graduation Requirements

NU is a distance learning institution and operates without defined semesters or terms; therefore, students work at their own pace. Courses are normally completed one at a time, but a student is not prohibited from enrolling in multiple courses simultaneously. Credit is calculated according to the semester system. The final cumulative grade point average must be a minimum of 3.00 on a 4.00 scale on the credits used for the degree.

In addition to the minimum C.G.P.A. requirement, all students must successfully pass two proctored comprehensive exams administered after M 2 and M 4.

All financial obligations must be satisfied two weeks prior to a NationsUniversity graduation date before a certificate can be conferred and before a transcript can be issued.

Time Allowance and Estimated Total Costs

The projected completion time for the G.C.B.S. degree is 1 year. The cost for students who reside in the 35 developed countries listed under Financial Information is a one-time \$25 registration fee and a tuition charge of \$450 per quarter. Tuition and fees are guaranteed for only two (2) years. At this rate, students residing in one of the 35 developed nations may expect to pay \$1,825 if they complete the G.C.B.S. within 12 months or \$2,725 if they extend their studies over 18 months. Textbooks and other resources are available online in an electronic format without cost to the student. Any purchase of hard copy books is totally optional. Incarcerated students living within the United States are assessed only the \$25 registration fee but are responsible for securing hard copy textbooks, which will run about \$500 for the G.C.B.S.

Students normally complete degree requirements in effect when they are formally admitted, unless completion comes after seven years from initial admission. 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.

Transfer Credits

No transfer credit into the Graduate Certificate in Biblical Studies is permitted.

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

The Master of Theological Studies (M.T.S.) is a 36-hour 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 is generally completed in two years.

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 will review the appeal and make a judgment as to how the requirement for a previous Bachelor's degree may be satisfied.)
2. Completion of 15 credits of Foundations courses (MRS 622, M 1, M 2, M 3, and M 4) or the G.C.B.S. 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 (2) qualifying 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 the foundation courses. If the student is weak in writing skills, a decision on admission may be delayed until he/she has completed M 17 Research and Writing, which includes more extensive writing.

If the student presents a three-year Bachelor of Theology or similar degree or diploma, the student may be admitted to the master's program only after completing 30 credits of leveling work identified by the Office of the Registrar. However, in this instance, a bachelor's degree will not be awarded, as the credits are considered "leveling" work.

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. Have strengthened foundations for enriching personal spiritual faith and developing spiritual maturity.
2. Have enhanced their understanding of biblical theology through systematic analysis of Scripture in its social, historical, and literary settings.
3. Have an increased understanding and appreciation for diverse worldviews.

Course Requirements

The spiritual dimension and development courses bracket the program but are operative throughout. The advanced courses M 1 through M 4 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. Students who complete the Graduate Certificate in Biblical Studies may apply those 15 hours towards these Foundation courses. Foundation courses must be taken in the order listed below. Specialty courses are electives and may be drawn from any course numbered MRS 100-500, 700 in any order. However, MRS 633 Being Christian in a Secular Environment must be taken in the last 9 hours of the program.

In order to work toward an accredited MTS at NationsUniversity as a returning MRS graduate, there must be 36 graduate credits taken at NU since January 1, 2012 and 18 of those credits must be courses not previously used toward your MRS degree.

Foundations

MRS 622	A Search for Spirituality*
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 17	Research and Writing

**B.R.S. graduates who have credit for BRS 16.6 or BRS 100 substitute a course of their choice.*

Specialty Courses

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 (Must be taken in the last 9 hours of the program)

Additional Graduation Requirements

NU is a distance learning institution and operates without defined semesters or terms; therefore, students work at their own pace. Courses are normally completed one at a time, but a student is not prohibited from enrolling in multiple courses simultaneously. Credit is calculated according to the semester system. The final cumulative grade point average must be a minimum of 3.00 on a 4.00 scale on the credits used for the degree.

In addition to the minimum cumulative G.P.A. requirement, students in the M.T.S. program must complete one proctored comprehensive exam at the end of the program of study prior to the capstone essays. Arrangements for the proctored exam will be made with the student's advisor.

The final requirement for graduation with the M.T.S. is the completion of a series of capstone essays. Arrangements for these essays will be made with the student's advisor upon completion of the proctored comprehensive exam.

All financial obligations must be satisfied two weeks prior to a NationsUniversity graduation date before a degree can be conferred and before a transcript can be issued.

Time Allowance and Estimated Total Costs.

The projected completion time for the M.T.S. degree is 24 months of full-time uninterrupted study. The cost for students who reside in the 35 developed countries listed under Financial Information is a one-time \$25 registration fee and a tuition charge of \$450 per quarter. Tuition and fees are guaranteed for only two (2) years. At this rate, students residing in one of the 35 developed nations may expect to pay \$3,625 if they complete the M.T.S. with 24 months. Allowing for a modest increase in tuition after 24 months, students who extend their studies to 36 months may expect to pay \$5,875. Textbooks and other resources are available online in an electronic format, without cost to the student. Any purchase of hard copy books is totally optional.

Students normally complete degree requirements in effect when they are formally admitted, unless completion comes after seven years from initial admission. 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.

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 normally complete degree requirements in effect when they are formally admitted, unless completion comes after seven years from initial admission. Course requirements may be adjusted at any time. Transference to a new plan means that all requirements in this plan must be fulfilled.

Master of Divinity (M.Div.)

NationsUniversity's Master of Divinity program seeks to train Christian leaders in the areas of applied Christian living and ministry. The University's Master of Divinity program is an 84-credit hour program designed as a first professional degree in ministry. Therefore, NationsUniversity M.Div. graduates are best prepared for the professional practice of ministry but are equally prepared for to continue their studies in pursuit of an advanced professional degree, e.g., Doctor of Ministry (D.Min.) or Doctor of Educational Ministry (D.Ed.Min.). However, candidates planning to undertake doctoral studies in the academic tracts of religion, theology, biblical languages, philosophy, apologetics, or church history should consider if NU's Master of Theological Studies will better serve their education goals. NationsUniversity M.Div. graduates are educationally prepared for possible careers as a minister, Bible teacher, chaplain, or other church/spiritual leader.

The M.Div. program features four components: (1) a general foundation for the work of ministry, (2) in-depth academic training, (3) field-based experience, and (4) a final professional paper. The NationsUniversity curriculum is structured to help distance-learning students acquire field experience in their own location, which is normally different and far removed from the U.S. field of ministry. Field-based courses which require a local supervisor are designated Supervised Ministry Experiences, or S.M.E. courses, and are indicated as such in the requirements that follow.

The curriculum is not organized around a question or theme peculiar to a given culture but is more universal in scope. Issues, which are current in the American context, may not be the peculiar issues which NationsUniversity is equipping its students to face. The issues of most concern to the personnel at NationsUniversity are those which are defined by the New Testament. While they include some of the same cultural items, they also include broader, global concerns, such as (1) the deity of Jesus in a pantheistic or post-modern world, (2) the pursuit of historical, biblical spirituality, and (3) living as a Christian in an environment dominated by non-Christian and atheistic ideologies.

Admission to the Master of Divinity

Admission to the M.Div. 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.*
2. Completion of 15 credits of Foundations courses (MRS 622, M 1, M 2, M 3, and M 4) or the G.C.B.S. 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 (2) qualifying 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.

**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.*

Students are eligible to apply directly to the M.Div. if they hold a bachelor's degree with a major in any discipline, provided the institution is accredited by an appropriate commission or agency and the degree represents a minimum 120 semester credits with 30 credits in General Education and a Grade Point Average of 3.00 or above. Applicants holding an accredited graduate degree are exempt from this stipulation.

Those who do not hold the B.R.S. from NU may register and begin work immediately with MRS 622. However, formal admission into the M.Div. program will come after a review of the of the applicant's official credentials, the completion of 15 credits (MRS 622, M 1, M 2, M 3, and M 4) with a 3.00 G.P.A. or higher, and satisfactory scores on two qualifying examinations. Once admission is gained, the above-mentioned credits will apply toward the M.Div. degree. Once formal admission is granted, the student is assigned to the M.Div. curriculum. Courses which have been completed will count toward the degree.

Program Learning Outcomes

The outcomes of the M.Div. program are to prepare graduates to,

1. Demonstrate mastery of the advanced skills necessary for instructing and developing faith in themselves and others.
2. Apply current, research-based models of ministry with a recognition of the church's presence in diverse settings.
3. Have explored major historical developments of the Christian church, including both doctrines and practices.
4. Demonstrate an advanced understanding of the spiritual and personal traits necessary for ministry.

Course Requirements

The spiritual dimension and development courses bracket the program but are operative throughout. Courses M 1 through M 4, along with the corresponding proctored qualifying exams, 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. Students who complete the Graduate Certificate in Biblical Studies may apply those 15 hours towards these Foundation courses. Foundation courses must be taken in the order listed below. Electives may be drawn in any order from any course numbered MRS 100-500, 700 after completion of the Foundation Courses.

Ministry courses may only be taken after the student has completed the Foundations courses. It is recommended that at least 21 hours of electives be completed before beginning Ministry courses to provide sufficient theological foundations for effective ministry.

After completion of all coursework and a proctored comprehensive examination, students must enroll in MFI 5 Church and Society and M 14 M.Div. Final Project. MFI 5 will direct the students in researching issues related to ministry in contemporary society and assist them in developing a proposal for their final project. M 14 will then direct the students in their implementation, evaluation, and reporting of their project findings. In these courses, students will produce one final professional paper that demonstrates the student's cumulative educational experience and its applicability to ministry.

Required Courses

The 84 semester credits required for the M.Div. must be distributed in the following manner:

Foundations (24 credits)

MRS 622	A Search for Spirituality*
M 1	Critical Introduction to the Old Testament
M 2	Critical Introduction to the New Testament
M 3	Systematic Biblical Doctrine
M 4	Biblical Hermeneutics
M 11	Critical Analysis in Biblical Studies
M 17	Research and Writing
MRS 633	Being Christian in a Secular Environment

**Students having taken BRS 16.6 or BRS 100 at the undergraduate level should substitute an elective for MRS 622*

Ministry (12 credits)

M 12	Ministry (S.M.E.)
M 13	Worship (S.M.E.)
M 16	Family Counsel

Choose One:

M 15	Communicating the Gospel
M 606	Missions

Electives (42 credits with 6 credit minimum from each category)

MRS 100s	Biblical Backgrounds
MRS 200s	Hebrew Scriptures
MRS 300s	Greek Scriptures
MRS 400s	Church History
MRS 500s	Theology
MRS 700s	Comparative Religions

Final Project Courses (6 credits)

MFI 5	Church and Society
M 14	M.Div. Service Project (S.M.E.)

Additional Graduation Requirements

- The final Cumulative Grade Point Average must be a minimum of 3.00 on a 4.00 scale on the credits used for the degree.
- In addition to the grade point average requirement, the student must pass one graduate proctored comprehensive exam at the end of all coursework and prior to enrolling in the Final Project Courses.
- The Final Project paper produced at the culmination of the Final Project Courses will be reviewed by a committee.
- All financial obligations must be satisfied two weeks prior to a NationsUniversity graduation date before a degree can be conferred and before a transcript can be issued.

Time Allowance and Estimated Total Costs

The M.Div. program includes spirituality, biblical content, meaning, exegesis, and ministerial activity. The projected completion time is forty-eight months of full-time uninterrupted study. The cost for students who reside in the 35 developed countries listed under Financial Information is a one-time \$25 registration fee and a tuition charge of \$450 per quarter. Tuition and fees are guaranteed for only two (2) years. Allowing for a modest increase in tuition, students residing in one of the 35 developed nations may expect to pay \$8,125 if they present no transfer credit and complete the M.Div. within 48 months or \$13,750 if they extend their studies over 72 months. Textbooks and other resources are available online in an electronic format, without cost to the student. Any purchase of hard copy books is totally optional.

Students normally complete degree requirements in effect when they are officially admitted, unless completion comes after seven years from initial admission. 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.

Transfer Credits

Students who enter the M.Div. with graduate credit and/or graduate degrees in religious or related studies from an accredited institution, may transfer up to 30 semester credits toward the M.Div. Students who have completed other graduate degrees at NU are accorded the same privilege.

Curriculum

Undergraduate Courses—General Education

(All courses are valued at 3-semester credit)

Freshman Level:	All 100 numbered courses
Sophomore Level:	All 200 numbered courses
Junior Level:	All 300 numbered courses
Senior Level:	All 400 numbered courses

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

- Understand principles of communication and public speaking.
- Research, organize, and conduct interviews. Summarize the results in essays.
- Apply and/or assess principles of public speaking in a religious presentation.
- Research, organize, and compose a report assuming a leadership role.
- 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 to demonstrate competency in written communication.

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 assumes the student comprehends English grammar and vocabulary sufficient for composing written communication (Eng 1). It concentrates on strengthening written communication skills in a variety of styles and forms. Course components include elements of composition, data collection, and formal writing procedures.

Objectives

- Demonstrate elements of formal composition.
- Describe types of formal essays.
- Synthesize diverse research into a congruent essay.

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. This is done through an introductory module on "Contexts for Creating a Worldview," and then illustrating a variety of outlooks that people have adopted.

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 literary composition
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 the application of mathematical principles

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

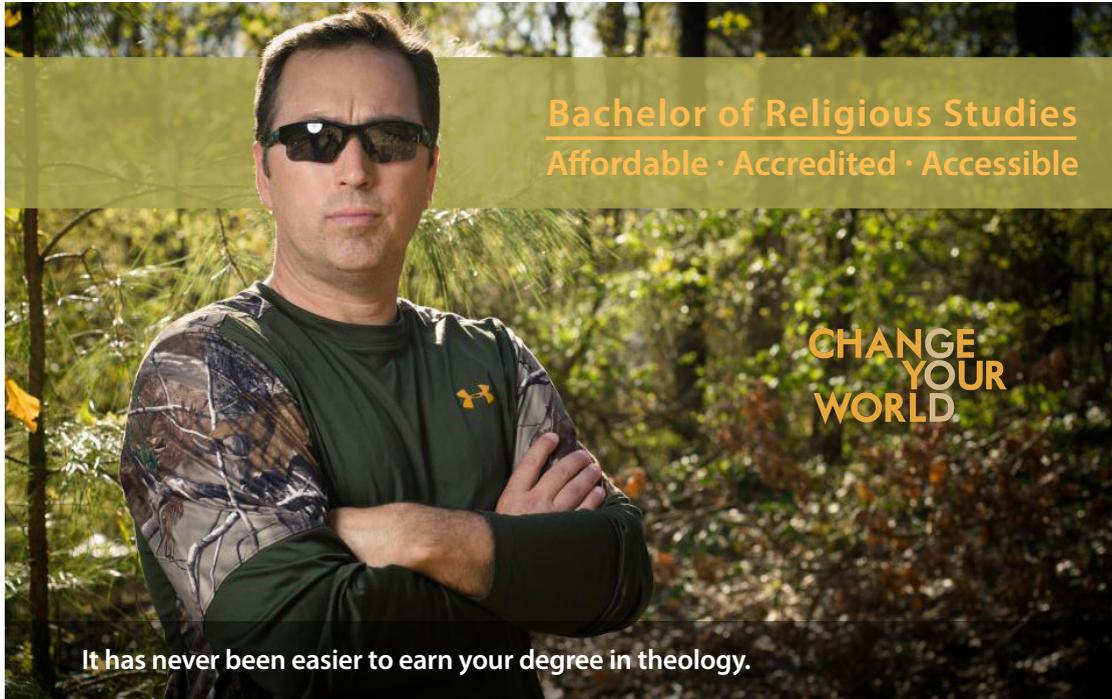
Contextualizing the Old Testament. The course deals with archaeology, geography, history, and social life found among the people who dwelt in Mesopotamia, Anatolia, the Levant, and Egypt prior to the coming of Christ. The investigation raises awareness of extra-biblical material and demonstrates the 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



Al Robertson knows the value of religious degree.

Alan Robertson helped start the family business, Duck Commander and left there in the late '80's to serve as a minister for 22 years at the White's Ferry Road Church in West Monroe, LA. He knows the value of a religious education and this is why he supports NationsUniversity.

NationsUniversity is an online university offering high quality degree programs for a fraction of the cost of other colleges. Tuition is just \$1,800 per year and all textbooks and other resources are available online in an electronic format, without cost to the student. The curriculum is self-paced. And you can start anytime.

Are you ready to become the Christian leader God has called you to be?

To find out more about admissions criteria, *our incredibly low tuition costs and 100% discounts*, or to get started, go to nationsu.edu or email us at info@nationsu.edu. We will be glad to answer your questions and help you.

Earn a Bachelor of Religious Studies degree online, start today!



Undergraduate Courses—Religious Studies

(All courses are valued at 3-semester credit)

BRS 100 A Search for Spirituality

A consideration of spirituality. Laid out as a journey, the course explores that inquisitive spirit that causes one to look beyond the physical universe and claim the blessing that spirituality makes available. Beginning with the reasonableness of spirituality, the journey considers the connection of spirituality with the sacred and its actualization. The course is 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 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 is organized in five modules: (1) The Torah, (2) The Former Prophets, (3) The Latter Prophets, (4) The Writings: History, and (5) The Writings: Wisdom and Worship. 3 semester hours of undergraduate credit. 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
- Demonstrate a sense of continuity and integration in the New Testament compositions

Learning Outcomes

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

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

- Trace the development of the church in various global venues during its first fifteen centuries
- Discuss significant personalities (church fathers, apologists, teachers, political figures, etc.)
- Identify major challenges faced by the church and describe the church's response

Learning Outcomes

1. Demonstrate understanding of personalities and their significance
2. Illustrate the value of the study of church history by examining an historically-developed issue or doctrine
3. Analyze central doctrines and events

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

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 themes and contrasting ideals among Eastern religions
- Contrast Eastern religious systems
- Analyze essential tenets of Eastern religions

Learning Outcomes

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

BRS 424 Comparative Religion: Abrahamic Faiths

History, beliefs, and analysis of the three faith systems that claim connection with Abraham. The course is a study in comparisons and contrasts, with attention given to the assumptions that underlie the theoretical structure of each faith and features that make each unique. It is organized in three modules: (1) Judaism, (2) Christianity, and (3) Islam. 3 semester hours of undergraduate credit. 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

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 historico-grammatical exegesis. The course is organized in five modules: (1) Luke, (2) Romans and Galatians, and (3) The Epistles of John. 3 undergraduate semester credits. 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 435 The Prison Epistles (Formerly BRS 22.0)

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

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

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 4)
- Research Foundations (M 11, M 17)
- 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)
- Final Project Courses (MFI 5, M 14)

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 the 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

M 12 Ministry

An historical, biblical, and analytical survey of the history of ministry, with practical application. The course examines various biblical and non-biblical references which deal with the concept of ministry/leadership among Jews and Christians. From this foundation, the student is guided in application through live ministry. Modules: (1) Ministry within a Biblical Context, (2) Ministry within an Historical Context, and (3) Ministry within a Contemporary Context. Following completion of the third exam, the student shall undertake a three-month long supervised field project, which shall culminate in a written report. The course may be taken if the student completed BRS 23, but not if the student has taken discontinued M 603. This course is a *Supervised Ministry Experience*. The student is responsible for finding a local supervisor. Open only to M.Div. students.

Objectives

- Explain the function, organization, roles, and purpose of ministry from contextual and biblical perspectives
- Examine the development of ministry in the Ante-Nicean period of church history
- Relate the mission of the church and the dynamics of church life to modern situations

Learning Outcomes

1. Discuss the form and function of ministry as it appears in the early church
2. Critique the emerging forms of ministry in the post-apostolic church
3. Apply ministry ideals and forms in the modern age

M 13 Worship

The awe of praise. The course cultivates an awareness of worship and offers training in how to create positive worship experiences. This advanced course assumes the student has a good understanding of the nature and content of the New Testament. Modules: (1) Worship from a Biblical Perspective, (2) Christian Worship in Historical Development, and (3) Implementing Worship in the Modern Church. This course is a Supervised Ministry Experience. The student is responsible for finding a local supervisor. Open only to M.Div. students.

Objectives

- Appraise the nature and practice of worship in the Old Testament and in the early church
- Recognize the influences of theology, biblical backgrounds, and history on worship
- Synthesize the relationship between praise, tradition, ethics, and evangelism

Learning Outcomes

1. Describe Christian worship as it appears in the New Testament
2. Critique underlying assumptions relative to Christian worship
3. Plan and execute a worship service that reflects New Testament concepts

M 14 M.Div. Service Project

Application of theology and ministry in the real world. M 14 M.Div. Final Project is the second of two concluding courses in the Master of Divinity program. Prior to beginning the M 14 project, students must complete the project proposal as part of the first concluding course, MFI 5 Church and Society. This course consists of a project that demonstrates your understanding of the interchange between the theological and practical elements of ministry. M 14 begins where MFI 5 ended and requires the student to engage in three separate tasks: implementation, assessment, and writing. The syllabus outlines three actions described in three modules: (1) Implementation, (2) Evaluation, and (3) Concluding Paper. 3 graduate semester credits. This course is a *Supervised Ministry Experience*. The student is responsible for finding a local supervisor. Prerequisites: Open only to M.Div. students who have completed MFI 5.

Objectives

- Implement a ministry project based on an identified need and prepared ministry plan.
- Evaluate the processes and outcomes of the ministry project.
- Use self-evaluation to provide insights into future ministry.
- Write a comprehensive concluding paper that details the project from planning to evaluation.

Learning Outcomes

1. Implement and manage a service project plan that involves multiple people
2. Evaluate the processes and outcome for both the project and the student
3. Write a project report using a Concluding Paper Template

M 15 Communicating the Gospel

Connecting truths inherent within biblical scripture with a contemporary audience in a manner that is consistent with the intent of scripture. Modules: (1) The Science and Art of Communicating the Gospel, (2) Preparation, and (3) Presentation. The first module provides a theoretical foundation for a variety of means appropriate for communicating the gospel. Module 2 works on crafting formal presentations. Module 3 is given to field experience. Credit may be applied to the M.Div. degree only.

Objectives

- Examine the theoretical foundations of religious communication
- Utilize basic principles relating to effective oral presentation of religious communication
- Engage in planned communication relative to spiritual issues

Learning Outcomes

1. Explain the theoretical foundations of religious communication
2. Develop a planned religious message suited to a modern audience
3. Communicate a religious message effectively

M 16 Family Counsel

The formation of a wholesome marriage and a strong family. The key to a healthy marriage and contented family lies in the foundation on which the marriage rests. Since a spiritual relationship with God is the only basis for meaning, the marriage must reflect the ideals God established for marriage and family life. The course assumes a Christian perspective and demonstrates how that perspective can contribute to a sense of contentment and fulfillment. Modules: (1) The Marriage Ideal, (2) Husband and Wife, (3) Children, Freedom, and Fulfillment. Open to M.Div. students only.

Objectives

- Lay the foundation for healthy family life through an evaluation of Christian and secular family values
- Differentiate the different family roles
- Recognize the need for balance between freedom and responsible Christian behavior

Learning Outcomes

1. Understand the foundation blocks for a good marriage
2. Appreciation principles involved in family building
3. Possess the skill to assist others to have a healthy family

M 17 Research and Writing

A venture in research and writing on a religious topic. The research and writing course allows a student to explore topics of personal interest. The research part of the course provides the student an opportunity to explore a single topic at some depth. The writing assignment develops the student's skill in making a coherent presentation of research findings. Research shall focus on an issue or problem related to religion. It shall be serious, exacting, and based on credible sources and conducted in keeping with accepted standards of data gathering and reporting. The project will require access to resources that provide essential information demanded by the endeavor. Methodology, assumptions, evidence, and conclusions shall be reported in a formal paper of 30 double-spaced typewritten (computer generated) pages. Prerequisites: MRS 622, M 1, 2, 3, and 4. This course is the first course required of all M.T.S. students upon formal admission. M.Div. students without an equivalent course in another graduate degree must take M 17 in the first nine hours.

Objectives

- Refine research techniques
- Analyze the components of a research topic and the evidence to support a conclusion
- Synthesize primary and secondary sources

Learning Outcomes

1. Evaluate the usefulness of data in view of the objectives of research
2. Solve problems by applying acquired data through research methodology
3. Present research findings in a coherent original written presentation

M 606 Missions

A field-based course that encompasses planning, execution, and evaluation of mission activity. Designed for the Master of Divinity student, the course can be adapted to fit (1) the formation or reformation of a local church missions committee, (2) the development of a new church, or (3) a projected individual or team mission effort. Modules: (1) The Christian and the World, (2) Mission Strategies, and (3) Undertaking Missions. Following completion of the third exam, the student shall undertake a project that is designed to bring the course to a synthesis.

Objectives

- Evaluate the use of dialogue and service in missions
- Identify the strengths and weaknesses of cross-cultural evangelism
- Analyze the relationship between evangelism, education, worship, and counseling

Learning Outcomes

1. Discuss the concept of missions as it appears in the early church.
2. Critique the emerging forms of missions in the post-apostolic church
3. Apply mission ideals and forms in the modern age

MFI 5 Church and Society

Identifying the challenges of ministry within contemporary culture. MFI 5 is the first of two concluding courses, followed by M 14 M.Div. Final Project, in the Master of Divinity program. The work in the two courses will culminate in a single Final Project Paper. Through the use of live personal interview techniques, the course aims at extracting specific information that can yield useful analysis and learning about contemporary ministry. The study is area-specific and relates to the way the modern church responds to its environment. The three modules of the course are organized into three activity blocks. These are titled (1) General Ministry, (2) Ministry and Society, and (3) Ministry Project Questions. Each block includes three independent topics and consists of research preparation, research activity, and a research summary. Each activity block requires 20 interviews; thus 60 interviews will be conducted for the completion of the course. Each block is a different topic but uses the same methodology. At the end of the course, the student must prepare a project proposal to be implemented in M 14 M.Div. Final Project.

Open only to M.Div. students who have completed all coursework and who have passed a final comprehensive examination. 3 credits: may apply only toward completion of the M.Div. degree.

Objectives

- Determine the environment (nature and form) of your interviewees' church life
- Identify the perceptions of your interviewees on the specific topics
- Identify how the interviewees' perceptions are influenced by or are a product of their society
- Compare your findings with scripture to determine discrepancies, needs, and insights for ministry focus
- Develop recommendations for ministry in which you use the findings of your research to create a better church environment
- Develop a project proposal for a ministry project to be implemented in M 14 M.Div. Project. M 14 M.Div. Project will begin with implementation of the project you propose at the end of this course

Learning Outcomes

1. Effectively use research techniques to develop "best practices" in ministry
2. Demonstrate competency in developing and evaluating interpersonal relationships
3. Evaluate and communicate complex ideas through the use of oral and written communication

MRS 101 The Ancient Near East

An investigation into the world of the Ancient Near East. The course focuses on the economic, geographical, literary, political, religious, and social environment in which the events recorded in the Old Testament transpired. Included is a synopsis of early civilizations: Sumerian, Akkadian, Amorite, Assyrian, Babylonian, Egyptian, Hittite, Hurrian, Israelite, Kassite, and Persian. Modules: (1) Mesopotamia, (2) Beyond Mesopotamia, and (3) Palestine and Israel.

Objectives

- Recognize major personalities and events within a geographical and historical framework
- Analyze ancient sources and the role of archaeology in understanding the history of the Ancient Near East
- Compare Ancient Near Eastern history with the biblical record

Learning Outcomes

1. Compare ancient Near Eastern societies
2. Judge the value of ancient Near Eastern history and culture to biblical study
3. Demonstrate in writing a critical analysis of ancient Near Eastern religion

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
- Evaluate the Torah in relation to the New Testament.

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 226 Biblical Hebrew

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 grammar and vocabulary, and issues of translation and exegesis related to working with original biblical texts of the Old Testament. Modules: (1) First Encounter, (2) Grammar, and (3) The Hebrew Scriptures and Modernity. Credit not allowed with undergraduate BRS 9/Heb 100, 200.

Objectives

- Explain the grammar and structure of biblical Hebrew
- Discuss critical tools for working with a Hebrew text
- Demonstrate the relationship of linguistic study to exegesis

Learning Outcomes

1. Recognize basic structure and vocabulary of the Hebrew language
2. Write a well-organized paper on critical tools for working with Hebrew texts
3. Judge the value of linguistic study for exegesis

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
- Interpret the books of The Writings
- Judge the value of The Writings for Christian use

Learning Outcomes

1. Describe the general contents of each composition included in The Writings
2. Synthesize the purposes and themes of individual compositions within The Writings
3. Evaluate The Writings for Christian use

MRS 250 The Prophets

Interpretation and application of the Former and Latter Prophets. The course is given to historical-grammatical exegesis but includes an added element related to fitting application in a modern setting. Modules: (1) The Former Prophets, (2) Isaiah, Jeremiah, and Ezekiel, and (3) The Book of the Twelve.

Objectives

- Analyze Israel's condition in relation to the covenant with Yahweh and cultural, political, religious, and social contexts
- Distinguish the contents of each composition included in The Prophets
- Judge the value of The Prophets for Christian use

Learning Outcomes

1. Demonstrate how cultural, political, and social backgrounds affect the study of The Prophets
2. Determine how messages of The Prophets apply today
3. Interpret any of the books belonging to the Former or Latter Prophets

MRS 306 The Gospel of John

That you may have life. A study of the Fourth Gospel, including purpose, interpretation, authorship, literary composition, and general content. The course is organized in three modules, which are further divided into three units each. Modules: (1) Introduction to the Gospel of John, (2) John 1-10, and (3) John 11-21.

Objectives

- Describe critical matters that pertain to the Fourth Gospel
- Explain the text of the Fourth Gospel and its theological message
- Demonstrate how the message the Fourth Gospel applies today

Learning Outcomes

1. Use principles of exegesis to interpret the text of John
2. Analyze key theological concepts of the Gospel
3. Apply the message of the Fourth Gospel to a modern audience

MRS 319 Hebrews, James, Peter, and Jude

The New Testament epistles of Hebrews, James, Peter, and Jude, with concentration on 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 320 The Apocalypse

The Book of Revelation, with concentration on introductory matters and exegesis. The student shall be able to apply the content of Revelation to personal and church situations where there is a need to strengthen faith. Modules: (1) Interpreting the Apocalypse, (2) Revelation 1-3, and (3) Revelation 4-22.

Objectives

- Identify the audience, intent of writing, nature of the genre, and overall message of the Book of Revelation
- Analyze the historical and present meaning of the letters to the seven churches
- Analyze the meaning of the apocalyptic visions in the body of Revelation

Learning Outcomes

1. Evaluate various modern approaches used to interpret The Apocalypse
2. Formulate a viable construct for interpreting The Apocalypse in view of its literary genre and connectivity to other biblical Scripture
3. Apply the Book of Revelation to modern situations by applying hermeneutical principles and tools

MRS 323 Pauline Epistles I

The New Testament epistles of Romans, Galatians, Ephesians, Philippians, Colossians, and Philemon, with concentration on introductory matters and exegesis. Modules: (1) Romans and Galatians, (2) Ephesians, and (3) Philippians, Colossians, and Philemon.

Objectives

- Summarize the audience, occasion, purpose of writing, and setting for each church addressed
- Relate key theological concepts of each epistle and show how the writer applied them to life situations
- Analyze the epistles in view of their meaning for contemporary believers

Learning Outcomes

1. Synthesize information from epistles that have a different purpose and audience
2. Describe and evaluate modern issues related to select Pauline epistles
3. Apply the content of the Pauline Epistles to modern life

MRS 324 Pauline Epistles II

A study of the New Testament epistles of 1 and 2 Thessalonians, 1 and 2 Corinthians, 1 and 2 Timothy, and Titus, with attention to introductory matters, exegesis, and application. Modules: (1) The Thessalonian Correspondence, (2) The Corinthians Correspondence, and (3) The Pastoral Epistles.

Objectives

- Analyze the historical setting for each epistle
- Exegete each epistle within its historical setting
- Construct an appropriate rubric for applying the content of the epistles

Learning Outcomes

1. Demonstrate an awareness of the historical setting and content of seven Pauline epistles
2. Use sound exegetical principles to draw the intended message from a New Testament epistle
3. Develop and use guidelines for interpreting problematic passages

MRS 325 Acts of Apostles

An introduction to the study of Acts of Apostles, with attention given to exegesis and background material. Module 1 concentrates on exegesis. Module 2 is given literary features in view of other relevant ancient compositions. Module 3 examines Palestinian and Diaspora settings for Acts and addresses culture, Roman policy, geography, names, synagogues, population personalities, proselytism, and Jewish diaspora communities. Credit may not be earned in this course if the student has taken its predecessor—MRS 315.

Objectives

- Analyze the text of Acts of Apostles with respect to purpose, structure, content, issues, and themes
- Recognize the significance of the literary and cultural background of Acts
- Evaluate Acts for modern application

Learning Outcomes

1. Describe and evaluate the life of the early church
2. Formulate a model for the church in the modern age
3. Predict the impact of cultural and political forces on the church under various circumstances

MRS 326 Koiné Greek

The language of the New Testament, with illustrations of its usefulness to study of the New Testament. This course includes an introduction to the Greek language, its basic grammar and vocabulary, and issues of translation and exegesis related to working with original biblical texts of the New Testament. Modules: (1) The System, (2) Grammar, and (3) Sources, Translation, Exegesis, and Application. May not be taken if the student has credit for BRS 8 or MRS 321.

Objectives

- Introduce the structure of Koiné Greek
- Explain Greek grammar
- Demonstrate the relationship of linguistic study and exegesis

Learning Outcomes

1. Demonstrate acquaintance with Greek grammar
2. Describe the tasks of translation and exegesis
3. Synthesize the acts of translating, exegeting, and applying the Greek New Testament

MRS 411 The Reformation

The Protestant Reformation and the Catholic response: causes, events, distinctive theology, and personalities.

Modules: (1) Historical Survey, (2) Insights into the Reformation, and (3) Consequences of the Reformation.

Objectives

- Analyze the factors that led to the Protestant Reformation
- Recognize distinctive marks of the various reform movements
- Appraise the effect of the Protestant Reformation

Learning Outcomes

1. Discern causes relative to the development of the Reformation
2. Judge the impact of the Reformation
3. Formulate a plan for handling Scripture amid divergent historical interpretations and practices

MRS 417 Christianity in Africa

Major forms of Christianity on the African continent. An historical and analytical survey of the history of Christianity in Africa, including missionary endeavor and the indigenous form of Christianity that arose in Africa following the Colonial Period. Modules: (1) Christianity in North Africa, (2) Christianity in Sub-Sahara Africa, and (3) The Contemporary Scene.

Objectives

- Examine the spread of Christianity in Africa
- Identify significant personalities in African church history
- Recognize the character of African Christianity

Learning Outcomes

1. Relate the history of Christianity in Africa
2. Compare present and past forms of Christianity in Africa
3. Describe the state of African Christianity

MRS 418 Christianity in Asia

A review of Christianity in Asia and its subsequent history. The course addresses the history, theological underpinnings, and attitudes that have shaped the church in the East from inception to the present and concludes with observations regarding future evangelistic activity. The Modules: (1) Christianity in Asia to 1500, (2) Christianity in Asia 1500-1900, and (3) Christianity in Asia Since 1900.

Objectives

- Identify and evaluate theological issues in early Christian missions in the East
- Analyze the political, social, and religious environment in Asian missions
- Discuss issues in modern Asian missions

Learning Outcomes

1. Evaluate theological issues in Asian missions
2. Analyze the political, social, and religious environments that affect Asian missions
3. Synthesize New Testament teaching with a viable mission strategy for Asia

MRS 419 North American Religious History

Christianity in North America. An overview of religion on the North American continent from the native American period to the present. Modules: (1) Beginning to the Mid-19th Century, (2) The Mid-19th Century to the Present, (3) Protestantism and Catholicism in North America.

Objectives

- Relate the story of Christianity in North America
- Identify characters, issues, events, and theological concepts found in the history of Christianity in North America
- Contrast the current state of Christianity in Canada, the United States, and Central America

Learning Outcomes

1. Evaluate currents in North American Christianity
2. Analyze the political, social, and religious environments that affect North American church history
3. Synthesize New Testament teaching with a viable mission strategy for North America

MRS 420 Latin American Religious History

Native religion, Christian endeavor, and the current religious scene in South America. Modules: (1) Native Religion in Latin America, (2) The Changing Face of the Church in Latin America, and (3) Protestants, Pentecostals, and Catholic Renewal.

Objectives

- Relate the story of Christianity in Latin America
- Identify characters, issues, events, and theological concepts found in the history of Christianity in Latin America
- Contrast the current state of Christianity in Latin America

Learning Outcomes

1. Evaluate currents in Latin American Christianity
2. Analyze the political, social, and religious environments that affect Latin American church history
3. Synthesize New Testament teaching with a viable mission strategy for Latin America

MRS 440 Early and Medieval Church History

The church during its first fifteen centuries. Modules: (1) The First Six Centuries, (2) The Medieval Church, and (3) The Crusades and Intellectual Religious History.

Objectives

- Analyze the force of significant thinkers, monastic culture, and Scholasticism
- Explain issues faced by the church during its first fifteen centuries and the results
- Summarize the major crusades

Learning Outcomes

1. Explain changes in belief and practice in the church through the Middle Ages
2. Construct intellectual developments across the Middle Ages
3. Evaluate the goals and results of the Crusades

MRS 520 Roman Catholic Theology

Characteristics of the Roman Catholic Church. The course addresses the Catholic view of authoritative sources and critical theological themes such as God, Jesus, revelation, church, liturgy, morality, and spirituality.

Objectives

- Explain the Catholic approach to sources of authority
- Identify distinguishing marks of Roman Catholicism
- Discuss critical issues in Catholic theology

Learning Outcomes

1. Demonstrate an awareness of Catholic teaching
2. Analyze assumptions that underlie Catholic theology
3. Evaluate Catholic theology in relation to a single source—the New Testament

MRS 530 Old Testament Theology

Basic theological concepts found in the Old Testament. Beginning with God as the center, the course introduces the student to a unified view of God, scripture, and God's work. The person and activity of Yahweh as revealed to Israel provides the focus of attention. The course also deals with how God's activity interfaces with culture. Modules: (1) Introduction to Old Testament Theology, (2) The Life and Faith of Israel, and (3) Old Testament Theology: Israel's Gospel.

Objectives

- Describe the methodology of Old Testament theology as it relates to interpreting Scripture in a contemporary context
- Examine theological concepts that appear in the Old Testament
- Appraise the Old Testament's diverse theological contours with respect to unity

Learning Outcomes

1. Interpret Old Testament theological concepts
2. Formulate a coherent, cohesive theology of the Old Testament
3. Judge the usefulness of Old Testament theology for the present age

MRS 540 The Church to 120 C.E.

Understanding the early church. 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 ninth decade, 119 C.E. The course focuses on the history of the church, the events that surrounded its formation, theological concepts and application of the content found in New Testament documents. Modules: (1) The Church from 29-59, (2) The Church from 60-89, and (3) The Church from 90-119.

Objectives

- Relate the story of the church through succeeding decades from 29-120 C.E.
- Evaluate the impact of the political, social, and religious environment on the early church
- Analyze challenges to the church as it spread across the Roman world

Learning Outcomes

1. Demonstrate knowledge of the church from 29-120 C.E.
2. Judge the role of the New Testament in formulating church doctrine and practice
3. Formulate a position paper that describes how underlying assumptions influence application of the New Testament to modern church life

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

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) The Nature of Spirituality, (3) Spirituality Actualized, (4) The Spiritual Life, and (5) A Spiritual Community. 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

- 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. 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
4. Commit to personal spiritual formation and development

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) A Brief History of the Search for Spirituality, (3) Applied Spirituality, and (4) Spiritual Outlook. Prerequisite: MRS 622 and M 17.

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. Evaluate spiritual formation in view of a personal environment.
4. Create action plans to meet challenges to spiritual formation.
5. Justify the Christian worldview associated with spirituality

MRS 701 Traditional Religion

Worldview concepts in Traditional Religion. "Comparative religion" usually implies that two or more religious systems are described and analyzed, without reference to value judgment. This course provides both description and analysis, but it will take a decidedly different path. Systems of Traditional Religion will be analyzed in view of the gospel of Jesus Christ as presented in the Bible. Hopefully, the points made will represent each system fairly. The course offers an opportunity to the student to become more conversant with Traditional Religion, especially in contrast with the Christian belief system. Included are some historical background and missiological methods for interacting with Traditional groups in the interest of the gospel. Modules: (1) Worldview and Traditional Religion, (2) African Traditional Religion, and (3) Divination in Traditional Religion.

Objectives

- Evaluate the common beliefs and practices in Traditional Religion
- Recognize the nature of spiritism and the importance it has in Traditional Religion
- Compare and contrast points of view between Traditional Religion with Christianity

Learning Objectives

1. Recognize and articulate the foundational assumptions of Traditional Religion
2. Recite the general worldview found in Traditional Religion
3. Contrast Traditional Religion and Christianity in at least five different areas of belief and/or practice

MRS 710 Buddhism and Christianity

A comparative study. A survey of the history of Buddhism, including beliefs, practices, and scriptures, along with a comparison to basic Christian ideals. Modules: (1) The History of Buddhism, (2) Buddhism: Belief and Practice, and (3) Sacred Writings.

Objectives

- Summarize the general history of Buddhism, along with its spiritual, socio-historical, and ethnocentric dimensions
- Assess key issues essential to understanding the distinctions between Buddhism and Christianity
- Compare and contrast the sacred scriptures and specific concepts of Buddhism and Christianity

Learning Objectives

1. Articulate the foundational assumptions of Buddhism
2. Evaluate the Buddhist worldview
3. Assess key issues essential to understanding the distinctions between Buddhism and Christianity

MRS 712 Hinduism and Christianity

Major tenets of Hinduism, with comparisons to the Christian faith. The course provides both description and analysis of the Hindu faith system. Modules: (1) The Essence of Hinduism, (2) The Vedas, and (3) Analyzing Hinduism.

Objectives

- Summarize underlying assumptions, and major tenets of Hinduism
- Contrast concepts of God and human destiny within Hindu and Christian faiths
- Evaluate the contrasting beliefs and practices found in Hinduism and Christianity

Learning Outcomes

1. Recognize the foundational assumptions, beliefs, and practices of Hinduism
2. Explain differences in concepts of God and human destiny within Hinduism and Christianity
3. Identify key issues in a comparative study of Hindu and Christian worldviews

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



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Academic Policies

Academic Platforms

NationsUniversity uses two platforms for managing a student's educational experience. The student's first encounter will be with **elearning.nationsu.edu**, which is hosted by Maestro. The elearning site holds all of the student's academic and financial information. Students will use this site to apply to the university, request courses, pay tuition and fees (if applicable), and monitor their progress in their plans of study.

The elearning site is directly connected to **classrooms.nationsu.edu** where students will find all courses and materials. The classrooms site is hosted by Moodle and managed by Remote-Learner. There is no direct access to classrooms.nationsu.edu; students must enter this site through their individual dashboard on the elearning.nationsu.edu site.

Application

Since NationsUniversity is a year-round university and does not operate on a calibrated calendar, one may apply and begin at any time. To apply, potential students simply click on the blue "Apply Now" button of the opening page, <https://elearning.nationsu.edu>, fill out their information, and pay the one-time application fee of \$25. Should a student be unable to pay this fee by credit card through their student application ledger, he or she may write to the Registrar, registrar@nationsu.edu, for alternative ways to pay this fee. Your application may be cancelled if this fee is not paid within 90 days of application submission.

Each step in this process is confirmed by automated emails. The applicant will receive an email after completing the first part of the application. This email will contain a University-assigned username to be used with the student-generated password. This username and password will be used to log into the website to complete the remainder of the application and pay the application fee. The same username and password will be used to access the student's account information once the application is completed.

Upon completion of the application, including payment, the student will receive an email that includes a unique NationsU Student Client Code in the form of the student's country code and six random numbers (i.e. **us654321**, **eg123456**, etc.). This Client Code must be used when communicating with NU personnel including all faculty and staff. Do not share this Client Code with others.

New Applicants are immediately assigned to an advisor, who will be available via email to answer questions and offer counsel on the academic process. The advisor, in turn, e-mails the student with instructions on how to proceed by starting with the Orientation and first course. Application completion does NOT admit one to a degree program. Soon AFTER application, please request official academic documents to be sent from the issuing institution to the NU Registrar. Admission to a credit/degree program of study comes with the evaluation of these entry credentials.

Incarcerated students can only be admitted from prisons which have certified proctors, and NU must limit the number of new applicants. For this reason, the potential incarcerated students should take care to complete an application in every detail including the signed Proctor Agreement. Those applicants accepted will be informed by postal mail and will receive a Student Client Code, Username, and Password. The Student Client Code must be used when communicating with NU. ***Incarcerated students must pay their application fee before a second course will be sent.***

Admissions to an Academic Program (Certificate or Degree)

Admission to a certificate or a degree program requires 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 certificate or 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 (C.B.S., B.R.S., G.C.B.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 college level courses at NationsU provided they are in their last year of high school. A High School student may register and take up to four college credit courses at NationsUniversity in their senior year, IF they provide an official HS transcript, a letter of permission from a parent or guardian and a letter of recommendation from their HS counselor or principal. High school students taking NU courses during their senior year must still submit proof of graduation in order to be officially admitted to a degree program at NationsUniversity. The school does not specifically target or promote itself to compulsory school aged youths.
2. No student is formally admitted into an academic program prior to receipt of an official transcript (or other official certification of the highest education level attained), except in documented special circumstances (see #8).

3. A 3.00 cumulative grade point average C.G.P.A. is required on undergraduate work for admission into a graduate program. If a student has less than a 3.00 C.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 in certain countries, an authenticated or notarized copy) before an evaluation can be made. If a student wishes to enter the C.B.S. or B.R.S. programs, 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 four year 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, the student's advisor, 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 an undergraduate degree program. The student will still need to establish a satisfactory record with NationsUniversity.
9. Students without official credentials, due to the above situations of #8, may be granted conditional admission (or case exception watch – CEW- status) to either the B.R.S. or M.T.S. degree program (though some form of Bachelor's degree documentation is still necessary for CEW admission into the M.T.S). All students admitted to the B.R.S. degree program under this policy must successfully complete 21 semester credit hours before the CEW admission status is lifted. If the Office of Registrar 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.

Applicants to NationsUniversity's certificate or degree programs whose native language is not English and who have not earned a high school diploma or college/university degree from an approved institution where English is the primary language of instruction must demonstrate college-level proficiency in English through one of the following:

1. Test of English As a Foreign Language (TOEFL) or International English Language Test (IELTS)
2. Undergraduate: A minimum score of 500 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 58 on the Internet Based Test (iBT), (TOEFL CBT) score of 165. Or a 6.0 on the International English Language Test (IELTS) or 42 on the PTE** Academic Score Report;
3. Master's Degree: A minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL PBT) or 70 on the Internet Based Test (iBT), (TOEFL CBT) score of 190, or a 6.5 on the International English Language Test (IELTS) or 50 on the PTE Academic Score Report;
4. A minimum grade of Level 3 on the ACT COMPASS's English as a Second Language Placement Test;
5. A minimum grade of Pre-1 on the Eiken English Proficiency Exam;
6. A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge;
7. A transcript indicating completion of at least 30 semester hours of credit with an average grade of "C" or higher at an appropriately accredited college or university where the language of instruction was English; "B" or higher for graduate degrees, or
8. Undergraduate only: A high school diploma completed at an appropriately recognized high school (where the instruction is given in English).

The TOEFL iBT® code number **B699** has been assigned to NationsUniversity. Use the code number when indicating NationsUniversity as a score recipient.

Note: Applicants who cannot meet the above requirements due to economic or geo-political hardship or unavailability of testing services may petition to be accepted on a conditional basis with other documented sources of English study. If accepted, the student will be permitted to take a maximum of four courses in a Case Exception Watch (CEW) status. The student must achieve a GPA of 3.0 or higher at the end of the four courses. If the student's GPA is lower than the required 3.0 at the end of the four courses, the student will not be allowed to continue in the certificate or degree program and must establish English proficiency and then re-apply for admission.

Course Enrollment

Enrollment at NationsU refers to undertaking the study of any specific numbered course. The student may begin study immediately after application and fee have been completed, without any further administrative action. However, all students must complete the Orientation to NationsUniversity Online Studies (ONOS) and the appropriately leveled course, *A Search for Spirituality*, before beginning other courses. 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 first quarter of tuition begins upon Application completion date, since students have open access to all NU resources beginning this date. The payment of the quarterly 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 request their courses in keeping with their academic plan of study and access them from their dashboard at elearning.nationsu.edu.
2. Prison Students are enrolled by the manager of prison services and mailed courses in a predetermined sequence in keeping with their academic plan of study.

Satisfactory Academic Progress

NationsUniversity reviews and advises students regularly regarding their academic progress and encourages them to meet the standards in the Satisfactory Academic Progress Policy. This review includes cumulative G.P.A., number of courses taken, and number of courses passed. Students are considered to be making satisfactory academic progress if their grades and course completions will facilitate the student graduating within 150% of the projected time to completion as listed in each program description.

All students at NationsUniversity receive on-going academic coaching by their advisors. Every student receives annual reviews of their academic progress, and advisors work with struggling students to develop a plan for success. This plan may include restructuring or realigning their courses, reducing their course load until they successfully complete a higher percentage, and referral to professors or other resources for additional work or material. Advisors track these students during this time.

Statement of Progress

Degree-seeking students are expected to follow the academic plan of study to which they are assigned. Advisors will offer guidance regarding courses, assignments, and other requirements. Because courses and plans of study are self-paced, students 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, the student may extend the period of study if a longer time is needed. If a student wishes to pause or discontinue his studies for any reason, he or she must request a hiatus or officially withdraw by sending an email to the Registrar or to the Director of Advising.

Student Status

A student is considered "Active" for any quarter in which he/she completes an assignment. A student is considered "Inactive" for two consecutive quarters of no assignment completions and no tuition payments. An "Inactive" student who has not been withdrawn may become active again without any academic penalty by contacting his or her advisor. Unless a Hiatus Status has been granted ahead of time by the Director of Student Advising (see next section), tuition shall still be due for the inactive quarters.

The student shall be considered "withdrawn" if there are no assignment completions and no tuition payments during any consecutive 12-month period. A withdrawn student may resume study upon official readmission by the Registrar and will be subject to any changes made to curriculum and/or tuition rates and/or admission/transfer policies. Current tuition rates will apply to student re-admissions from developed countries (Note: The developed countries list at NU for tuition purposes is subject to change from year to year).

Tuition Students Requesting a Hiatus

A student may take a break (hiatus) for up to 365 days. On the 366th day of inactivity, he or she is “Withdrawn” and must be formally readmitted, subject to new admission, tuition and catalog requirements. No payments accumulate if the Director of Student Advising was notified of the hiatus before the first day of the quarter for which the hiatus is requested. Please contact gailh@nationsu.edu for Hiatus notifications so that your student file and financials may be marked as such.

If a student does not notify NU in advance and in writing of his or her intent to take a break, any tuition that accumulates during the inactivity must be paid prior to beginning again. If said student reaches 366 days of inactivity, he or she must contact the Registrar to be readmitted and must pay the accumulated year of tuition prior to re-admission. (This last stipulation ONLY applies to those who apply after January 1, 2020. “Inactive” and “Withdrawn” NU students prior to this date may return in the future without paying an accumulated year of tuition.) The calculating of the number of days inactive will begin with the first day following the last fully paid quarter of study.

****Non-Tuition Paying Students are also required to inform NU of a hiatus in order to avoid being withdrawn. Non-Tuition paying students who are withdrawn must be re-admitted under current standards.***

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, unless otherwise directed by the Registrar. 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.

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 into a certificate or degree program at NationsUniversity sign an Enrollment Agreement stating that the student agrees to the policies and procedures of NationsUniversity. 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 lindsey@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. Resources needed to complete all assignments are in electronic format and accessible online without cost to the student.

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	(70-79%)

A minimum score of 70% is required on all exams and assignments in order to receive credit for a course. A 3.00 Cumulative Grade Point Average (B/80%) is required over courses presented for a graduate degree

Examinations

NationsUniversity courses contain multiple choice exams. Students will get three (3) opportunities to earn at least 70% (passing grade) on an exam. The exam link is under each module on the course menu, and each exam gives specific

instructions on how to proceed. The time limit is stated on each exam. Students are not permitted to open an exam and leave it open longer than the time limit while continuing to study. NationsUniversity personnel are able to access student exams and determine what portions of the exams students have completed and the length of time the student takes to complete an exam. Students leaving exams open while studying will receive a "0" on the exam and will have to take it again.

Multiple-choice exam grades are available immediately after the exam is finished and are posted on the student's record within twenty-four (24) hours of completing the exam. 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). Exam answers are not visible to students, 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. For independent students with access to a computer, most exams are taken online without a proctor. Proctors are required for (1) specified degree program exams, and (2) U.S. prison students, where a certified proctor is available. 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
 - G.C.B.S. program—two exams
 - M.T.S. program—two qualifying exams and one final comprehensive
 - M.Div. program—two qualifying exams 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.

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.
3. The proctor remains with the student during the exam according to terms of the Proctor Agreement. 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 for 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

Students 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 be made through Parchment Exchange.

To make a transcript request click on the Order Transcripts button on the "Office of the Registrar" page. This page is found under the **Resources** tab at the top of the NationsU website, nationsu.edu.

Students and alumni can also click on Official Transcripts at the footer of each web page. This leads to the NationsUniversity/Parchment ordering website. Students will create a login and follow the prompts for official transcript orders. The fee for electronic transcript processing and delivery is only \$10 and this is the most secure and

fastest way. For standard delivery printing and mailing, official NationsUniversity transcripts are \$12.50 domestic and \$15 international. 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.

Graduation

Graduation dates are May 1st, September 1st and December 1st. All requirements for graduation must be met two weeks prior to these graduation times, including confirming personal details when completing the graduation survey. All students will receive their digital diploma as a link through email within one week after a graduation date. Beginning with the May 15 graduation of 2017, students in tuition paying countries (including incarcerated students) are required to pay a \$50 graduation fee. Students in non-tuition countries are encouraged, but not required, to pay this fee and may opt to pay 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. Credit for exams completed in a course during personal enrichment studies will expire in seven years from the date of initial course enrollment if the course is not completed for credit as part of a certificate or degree program within those seven years. There is no statute of limitation on the course itself if completed within the seven years.

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 up to 18 credit hours earned after January 1, 2012.

Transfer Credits to Other Institutions

NationsUniversity cannot guarantee that NationsUniversity credits will be accepted for transfer by other institutions. The final judgement in accepting NationsUniversity credits is the sole responsibility of the receiving institution.

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. This can be 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 the NU Registrar and/or Director of Advising 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:
 1. the nature of the disability and the accommodation requested;
 2. the applicant's current functional limitations; and
 3. 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 advisors 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. NationsUniversity is in compliance with the General Data Protection Regulation (EU) 2016/679.

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: Chief Financial Officer
 - 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.
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. Misrepresentation of the degree, educational services, or expected outcomes, or
 - e. Failure to meet university obligations as outlined in the Enrollment Agreement,
2. The aggrieved party fills out the NU Grievance Form, which is available for download from NU's website or by requesting 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, 2018 and it is the sixth grievance received by the University. The compliance officer would assign the following number 2018-6. Thus, for a grievance received on February 3, 2017 and it was the third grievance received during the year the compliance officer would assign the official grievance process number 2017-3.

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: 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

Letter of Exemption: State of Arkansas



Arkansas Department of Higher Education

423 Main Street, STE 400 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Asa Hutchinson
Governor

Maria Markham, Ph.D.
Director

LETTER OF EXEMPTION FROM CERTIFICATION (Church-Related Training)

NationsUniversity, of New Orleans, Louisiana, offering church-related training programs by distance education, is exempt from certification under the rules and regulations implemented under Arkansas Code Annotated §6-61-301. This Letter of Exemption is limited to the following programs:

Certificate of Religious Studies	Bachelor of Religious Studies
Master of Theological Studies	Master of Divinity

The predominant purpose of the programs offered by NationsUniversity is to prepare students to assume leadership positions in a church or religious organization. The programs are not customarily offered at colleges and universities, and are not required to be certified by the Arkansas Higher Education Coordinating Board.

NationsUniversity is required to notify the Director of the Arkansas Department of Higher Education of any changes in institutional operation and educational offerings, including course content, course titles, degree titles, and institutional name and mission.

If at any time during this exemption period NationsUniversity offers programs not listed above or offers academic courses, the exemption status may be withdrawn and the institution may be required to seek certification by the Arkansas Higher Education Coordinating Board.

This exemption will be in effect until December 31, 2022.



Maria Markham

1/2/2019

Date

Student Services

Orientation to NationsUniversity Online Study (ONOS)

A proficient student is one who can *research, think critically, and write at a professional level*. Several tools are needed to reach this goal: resources, writing standard, and language helps.

Each NU student is expected to work through this non-credit Orientation prior to beginning study. If you do, you will save yourself time and frustration. If it becomes evident that you are not using these tools, your professor may stop your progress until you can demonstrate thorough familiarity with ONOS. There is nothing more important to us than to see you succeed!

ONOS can be found at the top of the Courses on the elearning.nationsu.edu homepage. Completing this course will set you on the path to success.

Advising

All students (except incarcerated students) are assigned an advisor to make sure they are able to proceed with their studies. Advisors are assigned to students based on their residence. The advisor provides the personal contact to help students understand NationsUniversity requirements and procedures, develop effective study and exam habits, and understand NationsUniversity course materials. Additionally, advisors support and encourage students to continue in their studies. Students should expect to receive an encouraging letter or e-mail from their advisor several times throughout the year.

Incarcerated students should write to Prison Services and send all email inquiries to prison.services@nationsu.edu. If a student has a question, he/she should first go to the Frequently Asked Questions page at nationsu.edu, then contact his/her advisor. NU offers no services toward job procurement, but is pleased to offer a letter of commendation, if requested.

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.
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 your advisor is most familiar with general study procedures, your first line of inquiry should go to him/her. The advisor can forward more advanced questions to the appropriate professor if you have not made contact with him/her through routine assignments.

Libraries and Resources

NationsUniversity maintains a significant online library for students who wish to explore sources that are available through electronic media. NationsUniversity is providing without charge EBSCOhost e-book collection which supplies an online research service with 375 full-text databases, a collection of 600,000-plus ebooks, journals, subject indexes, and an array of historical digital archives of necessary books needed for every course.

EBSCO supplies the required textbooks for each course and that textbook is available under the Electronic Collection listed in the menu of each course. These are available immediately to online students with the click of a mouse.

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 the Registrar.

CHANGE YOUR WORLD



Therefore, go and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit Teach these new disciples to obey all the commands I have given you. And be sure of this: I am with you always, even to the end of the age. Matthew 28:19-20 (NLT)

classrooms.nationsu.edu

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33,000
STUDENTS
SINCE 1995

2,100
STUDENTS
ENROLLED

135
COUNTRIES
REPRESENTED

2,000
ACADEMIC
AWARDS

84
COURSES

3
DEGREE
PATHS



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WORLD



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