



NationsUniversity®

2025
nationsu.edu

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

Academic Catalog & Student Handbook: Prison

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

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 2024 (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.01.21.25



Letter from the President

Dear Friends,

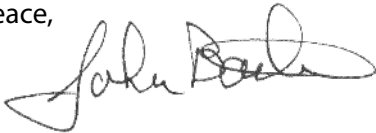
Welcome to NationsUniversity®! We appreciate your interest in academic study focused on the Bible. In our view, this is the most important journey one can take. We are honored to walk alongside you in this effort. As you read the academic program and course descriptions in this catalog, you will note that they are all focused on scripture. This is by design. A rigorous encounter with God's Word is life changing.

We welcome students of every faith as well as those who doubt whether faith is credible in the present age. Our faculty and supporters feel no obligation to denominational bias and simply want to help students learn to let scripture speak for itself. Agreement with specific doctrines and beliefs is not required at our university. Students who disagree with our conclusions and the principles we teach are welcome. We ask that each student explore biblical content in an atmosphere of objectivity. Together, we seek to understand the Bible's timeless message and consider how it equips us to face our world and its challenges.

We welcome students who have difficulty overcoming cost, distance, access, and cultural barriers in receiving Christian higher education. Our approach to accredited online education allows students to earn a degree without being burdened with massive debt. Students can access required textbooks and study materials through our student learning website at no additional cost. Each student engages in education at their own pace and on their schedule. While the financial cost is nominal, the personal cost involves dedication, self-motivation, and discipline in online study.

Thank you for allowing us to join you on this journey!

Peace,



John Baxter, Ed.D.

President & CEO





NATIONS UNIVERSITY[®]

2025 Academic Catalog & Student Handbook: Prison Edition

Dr. Mac Lynn
Chancellor

Dr. John Baxter
President & C.E.O.

Dr. Herman Alexander
Vice Chancellor

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Chief Academic Officer

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Registrar

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Gail Heiderich
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Chief Communications Officer

Glenn Beville
IT Administrator

Mary Virginia Mabery
Community & Enrollment Advisor

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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.

In September 2023, DEAC and the Tennessee Higher Education Commission approved authorization for NationsUniversity to operate educational and administrative facilities in Brentwood, Tennessee.

NU makes use of rolling admissions and enrollment. As of December 1, 2024, active enrollments stood at 1,168 students in 93 countries. Of the total enrollments, 190 were enrolled in Certificate in Biblical Studies, 231 in the Graduate Certificate in Biblical Studies, 150 in the Bachelor of Religious Studies, 112 in the Master of Theological Studies, and 52 in the Master of Divinity.

For the 2023-2024 Academic Year, we awarded the following: CBS: 19 awards, CCM: 7 awards, BRS: 12 awards, GCBS: 36 awards, MTS: 31 awards, M.Div.: 3 awards

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 and Legal Authorization

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

NationsUniversity® is authorized by the Tennessee Higher Education Commission to operate educational and administrative facilities in the State of Tennessee.

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 allowed to offer degrees in California through specific state exemptions. 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

NationsUniversity provides religious courses to individuals around the globe. Students learn through courses and interact with their personal student advisor, and faculty via email, telephone, and the Moodle instructional technology platform.

The University provides instruction asynchronously, has rolling admissions, and does not operate within any semester, quarter, or other term systems. However, enrollment within any given course expires after a twelve-month period from enrollment if the course is incomplete. The University does not have a physical campus and operates as a distance education University.



Licensure and Certification Disclosure

Degrees and certificates awarded by NationsUniversity may or may not qualify recipients for licensure or certification in the United States or its territories. Students wishing to apply for licensure or certification in any state are responsible for contacting the appropriate federal or state agency to determine if the accredited academic award from NationsUniversity meets the educational requirements.

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)
- Evangelical Council for Financial Accountability (ECFA)
- InTegrated Postsecondary Education Data System (IPEDS)



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.

Governance

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

Ernie Clevenger, Chair, Brentwood, Tennessee	Jerry Harris, Quincy, Illinois
Chuck Webb, Vice Chair, Brentwood, Tennessee	Dr. Twila Johnson, Kennedy, Texas
Chris Lynn, Secretary, Union City, Tennessee	Mike Kellett, West Monroe, Louisiana
Sam Daniel, C.F.O. & Treasurer, Nashville, Tennessee	Dr. Barry Neal, Fort Smith, Arkansas
Dr. Mac Lynn, Chancellor, Nashville, Tennessee	Gary Waller, Brentwood, Tennessee
Dr. John Baxter, President & C.E.O., Nashville, Tennessee	Dr. Richard N. Ady, Gresham, Oregon, <i>president emeritus</i>
Michael Bush, Nashville, Tennessee	

Executive Council

John Baxter, <i>C.E.O. and President</i> Ed.D., Vanderbilt University	Herman Alexander, <i>Vice Chancellor</i> D.Min., Harding School of Theology
Mac Lynn, <i>Chancellor</i> STD, San Francisco Theological Seminary	David Srygley, <i>Chief Academic Officer</i> D.Ed.Min., Southern Baptist Theological Seminary

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

Gail Heiderich, *Director of Student Services*
M.S., Abilene Christian University

Mike Bush, *Director of Technology*
B.S., Middle Tennessee State University; B.S.M.E.,
University of Tennessee

Sam Daniel, *Chief Financial Officer*
B.A., Freed-Hardeman University, C.P.A.

Randi Baxter, *Director of Prison Services*
M.A.S., Johns Hopkins University, M.A.C.M., Lipscomb
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

Allison Jones, *Registrar*
M.A., University of Alabama at Birmingham

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

Richard Youngblood, *Dean of Faculty*
D.Min., Harding School of Theology

Gail Heiderich, *Director of Advising*
M.S., Abilene Christian University

Chris Jones, *Start-up Advisor*
M.A., Heritage Christian University

Glenn Beville, *IT Administrator*
B.A., Bible, Lipscomb University

Meta McGuire, *Administrator*
B.A., Business Marketing, University of Arkansas

Bryan Riley, *Chaplain*
M.S. Leadership & Management, Western Governors
University

Jon-Roy Sloan, *Chief Communications Officer, Marketing,
Development & Public Relations*
B.A., History, Lipscomb University; M.A., University
of Memphis

Mary Virginia Mabery, *Community & Enrollment Advisor*
M.A., Abilene Christian University

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)
- Robert A. Baker, M.S. (Electrical Engineering) Mississippi State University, M.Div. (Theology) Asbury Theological Seminary
- John Baxter, B.A., (Psychology), Lipscomb University; M.A.S., (Pastoral Counseling) Harding Graduate School of Religion; Ed.D., (Human Development Counseling) George Peabody College of Vanderbilt University
- Randi Baxter, B.A., (Communications) Freed-Hardeman University; M.A.S., (Business) Johns Hopkins University, M.A.C.M., Lipscomb University
- 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 R. Bugos, B.S., (Bible and Theology, Lee University School of Religion), Certificate in Biblical Counseling Southeastern Baptist Theological, M.A., (Biblical & Theological Studies) Belhaven University, M.A. (Theology University of Chester, UK), D.Min. (Biblical Counseling) Southern Baptist Theological
- Michael Blythe, B.R.S., M.T.S., NationsUniversity, additional study at Africa Nazarene 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.
- Paul Chimhungwe, B.A. & M.A. (Ministry and Religion) Abilene Christian University, M.A. (Christian Theology) McMaster Divinity College, Ph.D. (Christian Theology) McMaster Divinity College
- Jonathan K. Corrado , B.S. (Mechanical Engineering) Virginia Military Intstitute, M.T.S. and M.Div. (Theology) NationsUniversity, M.T., Liberty University, PhD, Systems Engineering – Colorado State University
- Gayle Crowe, B.A. (Bible), Abilene Christian University; M.A. (Old Testament), Wheaton Graduate School; S.T.B. (Sacred Theology), Harvard Divinity School; D.Min. (Ministry), Harding School of Theology
- Peter Dubeć, 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
- Gail Heiderich, B.S. (Bible/Missions) Abilene Christian University, M.S. (Clinical/Counseling Psychology) Abilene Christian University
- Eric Kazenga, B.A. (Religion) York University; M.R.S., NationsUniversity
- Garnet M. Kibombwe, B.A., (Christian Education), Global University, B.A., (Biblical Studies) African Bible University, Uganda, M.A., (Christian Leadership), African Bible College, Malawi
- 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

Steven H. Matthews, B.A. (Theology) Florida Baptist Theological College, Diplomas (Squadron Officer School & Air Command and Staff College) Air University, Maxwell Air Force Base, D.Min. (Leadership Education) Forge Theological Seminary, Torrington, Connecticut, Ph.D. (Biblical and Religious Studies) University of Pretoria, South Africa, D.Min. (Applied Theology) Liberty Baptist Theological Seminary, M.B.A. (Business Administration) Liberty University, M.Div. Liberty Baptist Theological Seminary, M.A. (Philosophy) Trinity 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

Rushad Muhammad, B.S. (Music Business), M.S., (Entertainment Business), Full Sail University, Doctor of Intercultural Studie, Faith International University & Seminary

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

Renan José de Oliveira, A.T. (Theology), São Caetano Assembly of God Theological Seminary, B.T. (Theology), International University Center, B.M.T. (Theology), Grande ABC Baptist Theological Seminary, M.M. Lucent University, M.T. Lucent University, M.Div. Lucent University

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, Historical Theology), South African Theological Seminary

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

Brian E. Riley, B.S. (Nursing) Hampton University; M.A. (Theology) Liberty University; M.S. (Leadership & Management) Western Governors University; Post Graduate (Systemic Counseling) Capella University; Certificate (Lifestyle Coaching) Temple University; Clinical Pastoral Education (Chaplaincy) National Institutes of Health

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

Paul Robison, B.A. (Bible and English), Harding University, M.A.R. (New Testament), Harding School of Theology, M.A. (Missions), Harding School of Theology, D.Min. (Church Leadership), Bethel Theological Seminary

Bigda Oum Rufus, B.A. (Philosophy) University of Dschang, B.R.S. (Religious Studies), M.T.S. (Theological Studies), M.Div. NationsUniversity

Jon-Roy Sloan, B.A. (History), Lipscomb University; Diploma (Leadership), U. S. Army Command and General Staff College, 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

Michael T. Tune, B.S., (Business), Murray State University, M.A., (Religion), Harding Graduate School

Kristen Turner, B.A. (Spanish), Mexico University of Findlay, M.A. (Spanish and English), University of Central Arkansas, M.T.S. (Theological Studies), NationsUniversity

Bledar Valca, B.A., (Economics), University of Tirana, Albania, M.T.S., NationsUniversity, M.A., (Theology), Gordon-Conwell Theological Seminary

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

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

Financial Information

A one-time non-refundable \$25 application fee is charged students who are incarcerated in U.S. prisons. However, tuition charges are waived because of the generosity of others who have a special interest in inmates. If an inmate wishes to continue study in NationsUniversity after release from prison, he/she shall become subject to tuition and other fees charged U.S. citizens at the time he/she enrolls in a new course. The approximate costs for textbooks when purchased new: Certificate—\$120; Bachelor's degree—\$1,540; Master's degree—\$530. These amounts can be greatly reduced by using Inter-library loans and purchasing used books. Some additional resources may be required to offset the lack of access to the Internet.

Contact Information

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

Business Administration Office
7003 Chadwick Dr., Ste. 351
Brentwood, TN 37027

NationsUniversity® Website: <https://nationsu.edu>

Admissions/Registrar:	registrar@nationsu.edu
C.E.O.	johnb@nationsu.edu
Chancellor:	macl@nationsu.edu
Academic Affairs/Compliance:	davids@nationsu.edu
Finances:	samd@nationsu.edu
Prison Services:	prison.services@nationsu.edu
Student Advising:	gailh@nationsu.edu
IT Functionality:	glennb@nationsu.edu
Public Relations:	jonroy@nationsu.edu



Academic Programs

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

Graduate Certificate in Biblical Studies (G.C.B.S.)
Master of Theological Studies (M.T.S.)

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 this certificate.

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 prison student's advisor.

Time Allowance and Estimated Costs

The projected completion time for the C.B.S. degree is 12 months of full-time uninterrupted study. Incarcerated students are assessed only the \$25 registration fee but are responsible for securing hard copy textbooks, which will run about \$120 for the certificate.

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 or worldview, counseling, and courses that address ministry, worship, biblical languages, 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.

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.

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 Costs

The projected completion time for the B.R.S. degree is 4 years. Incarcerated students are assessed only the \$25 registration fee but are responsible for securing hard copy textbooks, which will run about \$1,540 for the bachelor’s degree.

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.

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	Encountering Biblical 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. 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 2.00 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 Costs

The projected completion time for the G.C.B.S. degree is 12 months of full-time uninterrupted study. Incarcerated students are assessed only the \$25 registration fee but are responsible for securing hard copy textbooks, which will run about \$530 for the master'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. 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.

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

Course Materials

Each course is supported by a syllabus. The syllabus is the student's guide to a particular study. Normally, the syllabus summarizes the material to be covered, then directs the student to resources needed to complete the study.

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 622E, 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.

Foundations

MRS 622	Encountering Biblical 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 11	Critical Analysis in Biblical Studies

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 academic requirement for graduation with the M.T.S. is the completion of a series of capstone essays. Capstone essays require the student to demonstrate mastery of all M.T.S. Program Learning Outcomes. 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 Costs

The projected completion time for the M.T.S. degree is 24 months of full-time uninterrupted study. Incarcerated students are assessed only the \$25 registration fee but are responsible for securing hard copy textbooks, which will run about \$530 for the master's degree.

Students normally complete degree requirements in effect when they are formally admitted, unless completion comes after seven years from initial admission. These students may be required to complete their degree under the current requirements. Course requirements may be adjusted at any time. The requirements are displayed in the plan of study assigned to the student and may be found in older editions of the NU Catalog.

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.

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.

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

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 225 The Minor Prophets

This course introduces students to the period of Jewish history from the Divided Kingdoms to approximately 400 years B.C.E. Students will survey characters and events that were relevant to Israel's history, successes, and failures and assess their implications for modern Christianity. The course is composed of four modules: (1) Introduction, Joel, Jonah, Amos; (2) Hosea, Micah, Nahum; (3) Zephaniah, Habakkuk, Obadiah; and (4) Haggai, Zechariah, Malachi. Credit: 3 semester hours of undergraduate credit.

Objectives

- Identify characters, places, events, issues, and themes noted in each of the twelve minor prophets
- Describe God's interaction with his chosen people and the countries surrounding them
- Assess the implications of God's actions and interactions for modern Christianity (obedience, sacrifice, justice, mercy, wrath, discipline, lovingkindness, etc.)

Learning Objectives

1. Demonstrate an awareness of the content and meaning of the biblical canon
2. Apply the tools of sound exegesis
3. Critique and use information from a wide range of sources

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, diverse, commissioned, and Christ-centered. 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-Nicene 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-Nicene 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)
- Biblical Backgrounds (MRS 100s)
- The Hebrew Scriptures (MRS 200s)
- The Greek Scriptures (MRS 300s)
- Theology (MRS 500s)
- Comparative Religion (MRS 700s)

M 1 Critical Introduction to the Old Testament

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

Objectives

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

Learning Outcomes

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

M 2 Critical Introduction to the New Testament

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

Objectives

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

Learning Outcomes

1. Relate New Testament characters and sites
2. Analyze the New Testament with a sense of continuity and integration

3. Demonstrate through an essay a critical analysis of how the New Testament may function in today's world

M 3 Biblical Theology

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

Objectives

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

Learning Outcomes

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

M 4 Biblical Hermeneutics

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

Objectives

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

Learning Outcomes

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

M 11 Critical Analysis in Biblical Studies

Applying critical thinking in the study of the biblical text.

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

Objectives

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

Learning Outcomes

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

MRS 140 New Testament Environment

The political, religious, and social circumstances that surrounded the events described in the New Testament.

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

Objectives

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

Learning Outcomes

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

MRS 200 The Torah

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

Objectives

- Analyze the relationship between the biblical text and cultural, political, religious, and social contexts
- Formulate a paradigm for interpreting and applying The Torah
- Judge the consistency with which conclusions are drawn from methodology commonly used to interpret and apply The Torah
- 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 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 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 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 Encountering Biblical 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. (Students who took BRS 100 *A Search for Spirituality* may now take this 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. 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 11.

Objectives

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

Learning Objectives

1. Recognize God's intentional relationship with humanity from biblical scripture
2. Evaluate spiritual formation in view of a personal environment

3. 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 718 Islam and Christianity

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

Objectives

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

Learning Outcomes

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



Academic Policies

Application

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

- Incarcerated persons are registered by a Prison Services Administrator.*
- Online registrations are no longer accepted.*
- Incarcerated students must pay their registration fee before a second course will be sent.*

Incarcerated students can only be admitted from prisons that 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.) 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 extra outside documentation. For example, the Registrar may document a newspaper article for the natural disaster or refugee papers for someone fleeing a hostile country, etc. At NU we understand that there are a lot of different kinds of international credentials and with different situations. If you have any questions on any of the requirements, please write to NU Prison Student Services.
9. Students without official credentials, due to the above situations, may be granted conditional admission as a case exception (CEW status) to a Certificate program (though some form of Bachelor's degree documentation is still necessary for CEW admission into the Graduate Certificate). Once a student has successfully completed either Certificate program, he or she may apply to be admitted into the corresponding degree program. The University does not allow more than 10% of its Certificate students to be admitted under this policy.

Course Enrollment

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

Students generally receive one course at a 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. Prison Students are enrolled by the manager of prison services and mailed courses in a pre-determined sequence in keeping with their academic plan.

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 a written letter 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.

The student shall be considered "withdrawn" if there are no assignment completions 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 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).

Academic Year

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

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 (NationsU Business Administration Office, 7003 Chadwick Dr., Ste. 35, Brentwood, TN 37027) 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 photo 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 and must be done from official academic documentation, meaning sent to NationsU directly from the issuing institution.

NU can accept in transfer only credits that have been earned in an accredited institution that is recognized by the U.S. Department of Education or a 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. If a transcript shows quarter credits instead of semester credits, the number of quarter credits is converted by multiplying by 2/3.

You may see previous courses that have transferred into NationsU on the TES (Transfer Evaluation System) page of the website under Office of the Registrar. Every time a new official transcript is sent to NationsU, it receives a fresh evaluation for transfer eligibility. Please note that TES is NOT a list of approved courses. However, it is a place to see what courses were approved for other NU students in the past. This TES page is found here: [TES Public View: NATIONSUNIVERSITY \(collegesource.com\)](https://collegesource.com)

NU will also grant a maximum of 30 undergraduate credits for any combination by examination like Cambridge, AP, or CLEP. Cambridge A-Level credit must be for a C grade or higher to be considered for 6 semester credits. Cambridge AS levels must also be a C grade or higher to be considered for 3 semester credits. AP credits must be a 3 score or higher for the amount of semester credits as identified by College Board and the NU code for SAT and AP score submissions you will need at College Board is 9154. CLEP score requirements are 50 or better to be evaluated and the CLEP score recipient code for NationsUniversity is 8031.

Regardless of transferred credits, each student is required to complete the NU foundational courses or CBS/GCBS courses (there is no transfer eligibility for these NU Certificates, core courses). Also, no credits are given for life experiences. More information on transfer policy can be provided by contacting the NationsU Registrar, registrar@nationsu.edu or writing to the Director of Prison Services.

Transfer Credits to Other Institutions

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

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 Prison Student Services by postal mail. Should the student have access to email the signed copy can be emailed to prison.services@nationsu.edu.

Course Materials

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

Grades

Grades are assigned based on a student's performance on course exams. The grading scale is as follows:

A=Excellent	(90-100%)	4.0 GP
B=Good	(80-89%)	3.0 GP
C=Pass	(70-89%)	2.0 GP

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 for all 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.

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

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

Proctored Exams

1. Proctored comprehensive exams are required in pursuit of various degrees as follows:
 - C.B.S. program—two exams
 - B.R.S. program—four exams (*2 C.B.S. + 2 B.R.S. = 4 total*)
 - G.C.B.S. program—two exams
 - M.T.S. program—one qualifying exam
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. The proctor remains with the student during the exam according to terms of the Proctor Agreement.
3. Normally, students are not allowed to use textbooks, syllabi, or notes when taking exams. Exceptions are noted on the face of the exam. Proctors and students should read the instructions carefully before the exam is attempted.
4. Students should have no contact with any exam until they have studied the material and are prepared to sit or the exam.
5. Exams should never be used as study guides, nor should a proctor prepare study guides for their students using exams in their possession.
6. If students are taking exams in a group setting, there is to be no communication between students, no sharing of answers, and no assistance to any student by the proctor.
7. Proctors found to be in violation of any NationsUniversity policy or any of the guidelines in this document will first be issued a warning. Failure to comply following a warning will result in the proctor's dismissal.
8. Students who do not comply with the policies and guidelines of NationsUniversity will first be issued a warning. Failure to comply following a warning will result in expulsion.

Requesting NU Transcripts

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

To make a transcript request click on the **Order Records** 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

NationsUniversity holds three graduations per year: May 1st, September 1st and December 1st. Students planning to graduate must inform their advisor 6 weeks prior and meet all graduation requirements for their program by two weeks before the above listed times, including graduation fee payment.

If you are nearing graduation, stay in contact with your advisor to work with him or her for program completion. Also, make sure to check your inbox weekly for graduation information and tasks. The Registrar's office will need to confirm your award details and congratulate you for your achievement. Please pay your graduation fee through your student ledger. An invoice will be placed there once all of your academic requirements have been met.

Within two to three weeks after the graduation date, Digital Diplomas are issued by email to graduates (or to the sponsor email for incarcerated graduates) at no extra cost to the graduate. Physical Diplomas are mailed within that same time frame by post to those graduates who have paid their graduation fee and responded to the Graduation Email from the Registrar's Office confirming their correct details and mailing address.

Graduation Ceremony

NationsU has three official graduations each year in May, September, and December. A listing of the names of the graduates appears in the Voice of Nations newsletter after each graduation. The link to Voice of Nations is located in the footer of the website and on the Graduation Ceremony page. The Graduation Ceremony page is updated on the website immediately after the May graduation. The Graduation Ceremony page, which honors all graduates over the last 12 months, includes:

- Videos of the Commencement speech from an NU Administrator or Faculty,
- An encouraging speech from the Alumnus of the Year,
- A benediction from either the Chaplaincy department or the NUAA.

Statute of Limitation

There is no statute of limitations on undergraduate or graduate courses or individual work completed at NationsUniversity® on or after January 1, 2012. Courses and/or coursework completed at NationsUniversity® prior to January 1, 2012, may not be used to satisfy degree requirements for graduation. There is no statute of limitations on a completed degree from NationsUniversity® for the purpose of qualifying for continued studies at the next higher academic level. However, a seven-year statute of limitations is placed on the life of degree program requirements.

Academic 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 2025 (January 1 - December 31). Students who were accepted in a prior year and who have maintained continuous Active status are subject to the requirements of the catalog in place at the time of their acceptance. Students who become Inactive or withdraw from the university are subject to the catalog in force upon their return. A statute of limitations of seven years is placed on the life an any given catalog. v03.01.24 (prison edition)

University Holiday Calendar

- January 1 New Year's Day
- January 18 Martin Luther King Holiday
- February 17 President's Day
- March NationsU Spring Break (*Varies Annually but typically the last full week in March*)
- March 15 Apply with Advisor for May 1st Graduation and Begin Graduation Emails
- April Good Friday, as identified on the common US Calendar - *Dates Vary Annually*
- April 15 Deadline for Completing Academic Graduation Requirements & Paying Grad Fee
- May 1 **NationsU Spring Graduation Day**
- May Memorial Day, as Identified on the common US Calendar - *Dates Vary Annually*

- July *Official Admissions is Closed this month, Official Transcripts Order Still Filled*
- July 4 Independence Day, US
- July 15 Apply with Advisor for September 1st Graduation
- August 15 Deadline for Completing Academic Graduation Requirements & Paying Grad Fee
- September 1 **NationsU Fall Graduation Day**
- September Labor Day – As Identified on US Calendar – *Dates Vary Annually*

- October 15 Apply with Advisor for December 1st Graduation
- November 11 Veteran's Day
- November 15 Deadline for Completing Academic Graduation Requirements & Paying Grad Fee
- November Week of Thanksgiving/Fall Break – *Dates Vary Annually*
- November Thanksgiving Day through Friday – *Dates Vary Annually, Offices Closed*

- December 1 **NationsU Winter Graduation Day**
- December 5 New Academic Catalog is published for the following year
- December 17-January 2 *Winter Break, Official Admissions Closed*
- December 24 & 25 Offices Closed for Christmas Eve & Christmas Day
- December 31 New Year's Eve

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

Copyright Policy

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

Student Privacy

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

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

NationsUniversity further protects students from the possibility of arrest and harassment when they live in a country inclined to take action against citizens who engage in unauthorized religious study. In such countries, postal contact is limited or curtailed. Persons assigned to communicate with these students are trained to deal with the delicate situation. 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: Executive Vice-Chancellor
 - f. Prisons Student issues: Director of Student Services
 - g. In the event the complaint is against one of these university personnel, the complaint should be filed with the Compliance Officer.
2. The person filing the grievance must provide the following information.
 - a. Name and ID number,
 - b. Name of person or department against whom the complaint is filed,
 - c. Date of and reason for Complaint,
 - d. Efforts made to resolve problem, and
 - e. Desired resolution by complainant. The contact information for DEAC is Distance Education Accrediting
3. The identified supervisor will contact the person or department head against whom the complaint is filed to discuss possible resolutions.
4. The identified supervisor will then contact complainant to work out resolution to the issue.
5. If a resolution is found, the informal complaint process ends.

Grievance Procedure:

1. The grievance procedures are in place to assist students, volunteers, administrators, employees, or others in resolving complaints that (a) were not resolved through the informal complaint procedures or that (b) result from the university or its representatives failing to comply with guidelines, including but not limited

to university policy and procedures, federal or state laws, or accreditation standards. Examples of such violations include the following.

- a. Sexual Harassment,
 - b. Financial Irresponsibility or Fraud,
 - c. Failure to provide acceptable accommodations for disabilities,
 - d. Misrepresents the degree, educational services, or expected outcomes, or
 - e. Failure to meet university obligations as outlined in Enrollment Agreement,
2. The aggrieved party fills out the NU Grievance Form, which is available for download from NU's website or acquires a hard copy from its office at 650 Poydras St., Suite 1400, PMB 133, New Orleans, LA 70130. The aggrieved party is then required to fax or mail the completed form and all supporting documentation, including previous attempts at resolution, to the University's compliance officer within 60 days from the incident for which he or she is filing a formal grievance.
 3. The Compliance officer after receiving the completed grievance form must notify the aggrieved via email or other acceptable method within 3 days that the University has received the completed form and has been assigned a formal grievance process number.
 4. Assigning grievance process number is based on the year, the grievance is received, and a sequential number of the total grievances filed with the University, for that year. For example, a grievance is received by the University on December 20, 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

Student Services

Prison Student Services

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

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, and paper and follow the enumerated outline below.

1. 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 entire syllabus and 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. Spiritual 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.
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 take exams after they are fully prepared and confident of their ability to score a passing grade. Here are some tips.
 - Read the question and think through each answer choice.
 - Eliminate the ones that are not correct.

- Carefully weigh each choice.
- Choose the correct answer to the question.
- When the exam asks you to mark the INCORRECT statement or response, be sure to look for the one answer that is false. Through the process of elimination, some choices can be discounted.
- Take time to think through each choice and rationalize why you have chosen a particular answer.

The Professor

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

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

Libraries and Resources

NationsUniversity maintains a significant online library for students who wish to explore sources that are available through electronic media. NU maintains a subscription to EBSCOhost collections that contain many recent copyright resources (this service is not currently available to prison students).

Change of Address

It shall be the student's responsibility to keep his/her contact information current. He/she should contact the University at prison.services@nationsu.edu to report any address change or write to the official address listed on the cover of this catalog.

How to Become a Student

We are pleased to know of your interest in NationsUniversity. The school offers prison inmates an opportunity to earn an accredited certificate in biblical studies (C.B.S.), an undergraduate degree in religious studies (B.R.S.), a Graduate Certificate in Biblical Studies (G.C.B.S.), and a graduate degree in theological studies (M.T.S.).

As for cost, a registration fee of \$25 is required when you receive word that your application has been approved. In addition, you will be responsible for securing your own textbooks and a small resource library. Some books can be obtained through the prison library and inter-library loan. The approximate cost for new books is \$120 for the C.B.S, an additional \$1,540 for the B.R.S., and \$530 for the M.T.S. The amount can be reduced by purchasing used textbooks.

Before submitting the application, you should understand that the coursework is on a university level. Each course is valued at 3-semester credits and demands approximately 135 hours to complete. The certificate requires 21 credits; the bachelor's degree requires 120 credits, the master's degree requires 36 credits students study at their own pace.

Before submitting the application form, the following must be true.

- The facility allows students to study with NationsUniversity
- A certified proctor already exists within your facility or a non-inmate is willing to become certified to monitor your program and administer exams.
- You possess at least a high school diploma or GED certificate.
- Mailroom policy will allow you to receive bulk mail from NationsUniversity and receive books from Amazon and other sources.
- A Sponsor (family member, chaplain, or other non-inmate) will share his/her e-mail and become an official link between you and NU for communication purposes.
- You have the financial means or know someone who is willing to purchase and get books to you.
- You have access to a computer or typewriter on which to compose academic essays.

Applications are processed as vacancies occur from graduations and attrition. Delays in communications occur for a variety of reasons, but be assured that your application will receive due attention. Again, may we say we are pleased with your interest. But, if you are not sure you wish to apply the discipline needed to complete the program, you may consider allowing another inmate the limited space available to new students.

Prison Services Administrator



What do a Zimbabwean Police Sergeant, a U.S. Nuclear Scientist, a Vietnamese Business Developer, and a French Librarian all have in common?

They all have degrees from NationsUniversity!

The NationsUniversity Alumni Association

The NUAA was founded to foster a spirit of loyalty to NationsUniversity and its mission that brings about another source of support, greater awareness for NU and a network for Kingdom Service. Membership is open to all students of NationsUniversity and all graduates regardless of when they graduated

Why Participate?

- Promote Your School – *Get the Word Out, International Ambassadors*
- Support Your School – *Both Financial and Paying it Forward*
- Online Community – *Encouragement to Each Other*
- Job Placement – *A Network for Career Opportunity*
- Kingdom Collaboration – *A Network of Mission Minded People*
- Recruitment - *New Students and Qualified Volunteer Faculty for NationsU*
- School Improvement – *Retention/ Increase Student Involvement / Graduations/Services/Traditions*

Write to Prison Services to learn how you can be a member of the NUAA.

Affordable • Accessible • Accredited

CHANGE YOUR WORLD



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

