

2014 Academic Catalog & Prison Student Handbook

*Building 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 2014 (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. v8.15.14





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NATIONSUNIVERSITY®

650 Poydras St., Suite 1400, PMB 133

New Orleans, LA 70130

www.nationsu.org

Letter from the Chancellor



Greetings!

Those of us who are privileged to work with the students of NationsUniversity are blessed. We have come to know people around the world. They touch our lives in a personal way, even though they are many miles from us. These students do not realize how much they have enriched us. Their desire to know God keeps us welded to the task we have set for ourselves.

NationsUniversity is better defined as an *atmosphere* than a *place*. The institution provides an environment where students can study without fear or intimidation. Together, we open the biblical scriptures for insights into the nature and work of God. We constantly ask students to rid themselves of hearsay information and investigate for themselves. In the final analysis, it is not what people of history have believed or said that matters, but what each of us has become because of the love of God.

We often receive questions as to our beliefs and creeds. Those questions are important and the answers can help a person determine if he/she wishes to participate in the program. Although we have developed a statement of intent and perspective (see page 3), we have chosen not to adopt a creedal statement. To do so may undercut our objectivity. It could hamper our openness to reading scripture within its original context.

If you study with us, you will find encouragement in your spiritual quest. If you are a non-Christian, you will not experience hostility. Neither will you find us antagonistic or bigoted. We are governed by Christian principles, and, therefore, you have reason to expect kindness, equity, and fairness. Decisions of faith are left to the individual and the care of God.

Our interest in you is genuine. We expect no personal gain other than the blessing you provide through your presence with us. We believe much good can come from accepting the invitation God issued through Isaiah, "Come now, let us reason together" (Isa. 1:18, NIV).

Peace,

Mac Lynn
Chancellor

General Information

Mission Statement

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

Institutional Goals

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

Institutional Objectives

- To embrace a cosmopolitan audience in a global setting
- To build and maintain an educational program that is global in scope and suitable for global instruction
- To offer an open system for seekers without barriers to exploration
- To provide programs that students can afford
- To provide accessible programs for students
- To present biblical Scripture, non-Christian religions, and disciplines such as church history and theology in an objective manner
- To operate in keeping with the values found in the gospel of Jesus Christ
- To offer programs of academic excellence and theological balance
- To provide a level of instruction at a post-secondary level
- To protect the students' security
- To encourage student progress through a supportive system of individual contacts by caring and dedicated staff and volunteers
- To offer a limited number of courses in foreign languages
- To conduct the business of the institution in the most efficient means

Academic Philosophy

NationsUniversity® offer 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's 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

NationsUniversity 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 are essential. Therefore, the institution is committed to engage each student in a rigorous confrontation with the biblical text.

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 had been involved in teaching in several countries. Lynn had spent nearly 30 years in higher education in both teaching and administration. More recently, he had become interested in taking educational opportunities he had enjoyed to those who had been less privileged. As these two college classmates, co-workers, and long-time friends reflected on their interests in worldwide religious education, a simple plan was conceived. The plan was to enlist volunteers who would travel throughout the world at their own expense to conduct seminars and short courses in religious studies.

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

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

As NationsUniversity grew in students and in academic strength, the governing board made the decision to move toward accreditation with a national commission approved by the U.S. Department of Education. In an effort to bring the school into line with accreditation standards, the degree offerings were streamlined, additional general education courses were added, stricter admissions standards were put into place, courses were upgraded, new student services were initiated, and foreign language courses were moved to a non-credit value. NU's application along with supporting documents will be reviewed in January 2014 by the accrediting commission.

NU makes use of a rolling registration. As of December 1, 2013, active enrollment stood at 3,301. These resided in 137 nations.

Legal Authorization

NationsUniversity® is authorized by the Board of Regents of the State of Louisiana, U.S.A. to grant degrees in religious studies. The University is not accredited at this time but is an applicant for accreditation with a commission recognized by the U. S. Department of Education. The school is legally entitled to offer distance education to residents in all states of the U.S., except Alabama, Arkansas, Iowa, Nevada, and Wyoming. MOOCs courses may be taken by anyone, regardless of their residence.

Ownership and Governance

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

Ernie Clevenger, Chair, Brentwood, Tennessee
Dr. Harold Bigham, Secretary, Brentwood, Tennessee
Joe Sloan, Treasurer, Nashville, Tennessee
Dr. Mac Lynn, C.E.O., Brentwood, Tennessee
Michael Bush, Nashville, Tennessee
Robert A. Cannon, Rowlett, Texas
Kathy Clark, Nashville, Tennessee
Richard Felix, Sr., Baton Rouge, Louisiana
Robert A. Nienstadt, Carrollton, Texas
Wayne Qualls, Centerville, Tennessee
Dr. Joyce Safley, Nashville, Tennessee
Dr. Charles Smith, Nashville, Tennessee
Gary Waller, Brentwood, Tennessee
Chuck Webb, Brentwood, Tennessee
Jack Wheeler, Brentwood, Tennessee
Dr. Richard N. Ady, Gresham, Oregon, *president emeritus*
Dr. Glover Shipp, Edmond, Oklahoma, *regent emeritus*

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 anytime by email. The business phone sends an email when no one is available to answer.

Chancellor and Chief Executive Officer

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

Major Division Administrators

Mac Lynn, *Director of Academic Affairs*
STD, San Francisco Theological Seminary; D.Admin. (hon.), The International University
Marty Lynn, *Director of Student Services*
M.A.R., Harding School of Theology
Ernie Clevenger, *Director of Technology*
M.B.A., Vanderbilt University
Joe Sloan, *Director of Fiscal, Legal, and Public Affairs*
M.S., Vanderbilt University

Program Directors

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
David Srygley, *Director of the Bachelor of Religious Studies Program*
D.Ed.Min., Southern Baptist Theological Seminary
William Hayden, *Director of the Master of Religious Studies Program & Academic Coordinator*
D.A., Ball State University; D.B.S., Trinity Graduate School of Apologetics and Theology
Herman Alexander, *Director of the Master of Divinity Program & Vice Chancellor*
D.Min., Harding School of Theology
Thomas Snow, *Dean of the Prison Division*
D.Min., Harding School of Theology

Administrative Staff

Mary Virginia Mabery, Registrar
M.A.M., Abilene Christian University
Jon-Roy Sloan, *Director of Communications, Public Relations*
B.A., Lipscomb University; M.A., University of Memphis
Mike Bush, *IT Director*
B.S., Middle Tennessee State University; B.S.M.E., University of Tennessee
John Casteel, *Director of Prison Enrollment*, jac@nationsu.org
M.R.S., NationsUniversity
Jackie Cullum
Receptionist
Lauren Conder, *Prison Services Manager*
A.S., Columbia State Community College
Awny Jadon, *I.T. and Arabic Coordinator*
B.A., Freed-Hardeman University

Student Advising

Student advisors are assigned to each student to provide guidance and encouragement and answer student inquiries. A student advisor is trained to work appropriately with students from a myriad of cultural backgrounds and experiences. Most student advisors are volunteers, and they are located throughout the world.

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. Those whose names are assigned to specific courses are designated "teaching faculty." These include the following:

Herman Alexander, B.A. (Bible and Speech, Harding University; M.A. (Bible), Harding School of Theology; M.Div. (Divinity), Melbourne College of Divinity; D.Min. (Ministry), Harding School of Theology
L. Bert Alexander, B.A. (Communications, Fred-Hardeman University), M.S. (Biblical and Related Studies), M.Div. (Lipscomb University), D.Min. (Abilene Christian University)
Harold Bigham, B.A., University of the South; J.D. (Law; special interest in Jewish Law), Vanderbilt University
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.
Ross Cochran, B.A. (Bible), Harding University; M.Div. (Theology), Harding School of Theology; Ph.D. (Religious Education and Pastoral Ministry, Boston College
Gayle Crowe, B.A. (Bible), Abilene Christian University; M.A. (Old Testament), Wheaton Graduate School; S.T.B. (Sacred Theology), Harvard Divinity School; D.Min. (Ministry), Harding School of Theology

Peter Dubec, RNDr. (Physics of Plasma), Comenius University; M.R.S., NationsUniversity
Harvey Floyd, B.A. (Greek), Lipscomb University; M.A. (New Testament), Harding School of Theology; Ph.D. (Greek), Vanderbilt University
George Goldman II, B.A. (Biblical Languages), M.A. (Biblical Exegesis), Lipscomb University; M.Div. (Theology), Harding School of Theology; Ph.D. (New Testament), Trinity Evangelical Divinity School
William Hayden, B.M., M.M. (Music), The Juilliard School; D.A. (Music), Ball State University; M.R.S. (Religious Studies), NationsUniversity; D.B.S. (Bible and Apologetics), Trinity Graduate School of Apologetics and Theology
Alice Jewell, B.A. (English and Latin), M.A. (Latin), Indiana University; Ph.D. (Comparative Literature), University of Arkansas
Fred Jewell, B.A. (Political Science), M.A.T. (Social Science), M.A. (History), Indiana University; Ed.D. (Social Sciences), Ball State University
Don Kinder, B.A. (Greek and Bible), M.A. (New Testament), Abilene Christian University; Ph.D. (History of Christianity), University of Iowa
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)
Mac Lynn, A.A. (Bible), Florida College; A.B., Morehead State University (Economics and Sociology); M.A. (Old Testament), M.R.E. (Religious Education), M.Th. (Theology), Harding School of Theology; STM (Science of Theology), STD (Science of Theology), San Francisco Theological Seminary; D.Admin. (honorary), The International University
David Moore, B.A. (Religious Education), Hardin-Simmons University; M.Div. (Divinity), D.Min. (Ministry), Ph.D. (Theology and Old Testament), Southwestern Baptist Theological Seminary
Willie Nettle, B.A. (Biblical Studies), Magnolia Bible College; M.Th. (Bible and Ministry), D.Min. (Mentoring and Leadership), Harding School of Theology
Sam Parker, B.S. (Communication), Murray State University, M.S. (Communication), Specialist in College Teaching, Murray State University; Ed.D. (Management and Counseling), Vanderbilt University (on leave)
Paul Pollard, B.A. (Biblical Studies), Lipscomb University; M.A. (New Testament), M.Th. (Theology), Harding School of Theology Ph.D. (New Testament), Baylor University
Glover Shipp, B.A. (Art), M.A. (Communications), Pepperdine University; M.A. (Missiology), M.Div. equivalency, D.Miss. (Urban Anthropology), Fuller Theological Seminary
Jon-Roy Sloan, B.A. (History), Lipscomb University; M.A. (History), University of Memphis
Thomas Snow, B.A. (Bible and Preaching), Freed-Hardeman University, M.A. (Clinical Psychology), Middle Tennessee State University; M.A.R. (Religion), Lipscomb University; D.Min. (Prison Ministry), Harding School of Theology
Clayton Soleyn, B.A. (Bible), Harding University; M.Th. (Theology), D.Min., Harding School of Theology
Joseph Williams, B.S. (Chemistry), Loyola College; M.S. (Chemistry), Indian Institute of Technology; Ph.D. (Chemistry), Syracuse University; M.R.S. (Religious Studies), NationsUniversity
Y. Y. (Paige), B.R.S. (Religious Studies), M.Min. (Ministry), M.Div., NationsUniversity; B.S. (World Economics), Fudan University

Others

Chuck Bagby, B.A. (Spanish Literature), University of Missouri; M.B.A. (International Business), University of Texas San Antonio; Ph.D., Theological University of America
Joel T. Banks, B.A., Abilene Christian University; M.A. (Spanish), University of Texas; B.R.S. (Religious Studies), NationsUniversity
Marie Byers, B.A. (English), Lipscomb University; M.L.S. (Library Science), Peabody College
John Gibbs, M.A., University of Florida; M.A., Florida State University; M.R.S., NationsUniversity
Allen Wai Jang, B.A. (Religion); M.A. (Religion), Pepperdine University; Ph.D., Columbia Pacific University
Eric Kazenga, B.A. (Religion) York University; M.R.S., NationsUniversity; Ph.D., Great Plains Baptist University
Monty Lynn, B.A. (Psychology), B.S.W. (Social Work), Harding University; M.A. (Interior Design), Cornell University; M.O.B., Ph.D. (Social Psychology), Brigham Young University
Patrick Kenee, B.A. (Human Communication), M.A. (Biblical and Related Studies), Abilene Christian University
Peter Taiti King'ori, B.R.S., M.R.S., NationsUniversity; M.A.R.S. Education (Cand.). Kenya Methodist University

Lee Ling Koh, B.B.A., Baylor University; M.A. (Biblical Studies), M.A. (Cross-Cultural Ministries), Dallas Theological Seminary; M.B.A., Southern Methodist University

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

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

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

Sherry Organ, B.A. (English), M.Ed. (Education), Harding University

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

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

David Srygley, Director of the Bachelor of Religious Studies Program D.Ed.Min., Southern Baptist Theological Seminary

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

Lloyd Woods, B.R.S. (Religious Studies), M.R.S. (Religious Studies), M.A. (Religion), Ed.S., Liberty University

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

Yuna, M.R.S., NationsUniversity

Academic Contributors

NationsUniversity is indebted to a significant number of persons who have contributed their good will, counsel, and services over the years. The following are recognized in appreciation for past assistance with various courses and learning outcomes. Specific contributions have included input on competencies, textbook recommendations, course content, examinations, and assessment.

Mark Black, Ph.D., Emory University
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 Terry Briley, Ph.D., Southern Baptist Theological Seminary
 Rodney E. Cloud, Ph.D., Hebrew Union College
 N. Jean Enochs, Ph.D., Purdue University
 John Fortner, Ph.D., Hebrew Union College
 Brandon Fredenburg, Ph.D., The Iliff School of Theology and The University of Denver
 John Harris, Ed.D., University of Tennessee
 Randy Harris, Ph.D. cand., Syracuse University
 John Mark Hicks, Ph.D., Westminster Theological Seminary
 Gary Holloway, Ph.D., Emory University
 Jason Jewell, Ph.D., Florida State University
 Monty L. Lynn, Ph.D., Brigham Young University
 Dale Manor, Ph.D., University of Arizona
 Rick R. Marrs, Ph.D., The Johns Hopkins University
 Allan McNichol, Ph.D., Vanderbilt University
 Michael Matheny, D.Min., Southern Baptist Theological Seminary (deceased)
 C. Michael Moss, Ph.D., Southern Baptist Theological Seminary
 Thomas Robinson, Ph.D., Harvard University
 Mark Shipp, Ph.D., Princeton Theological Seminary
 Muhammad Wolfgang G.A. Schmidt, Ph.D., Free University of Berlin
 Douglas W. Varnado, D.Miss., Trinity Evangelical Divinity School
 Paul Watson, Ph.D., Yale University
 John York, Ph.D., Emory University

Financial Information

NationsUniversity makes available two sets of courses. One set is credit-bearing and leads to a degree. The other set is non-credit bearing and is free to all online students.

NU charges no *tuition* (i.e. a fee for each course or unit of credit) for its degree students. It does, however, charge a one-time **registration fee** of \$25, applicable to all who reside within the United States (whether degree seeking or not), and an annual **technology fee** of \$480 for all non-incarcerated students residing in the United States. All fees are due at the time of registration. However, a payment plan can be arranged for the technology fee.

Technology fees are assessed on the anniversary of a student's initial registration. Students who registered before January 1, 2013 may request hardship status for fee reduction. No fee reductions are granted to students who register for the degree program after December 31, 2013. If a student cannot manage due to finances, he is certainly welcome to study within the MOOCs division. This division is expected to grow throughout the year. All fees are set by the NU Board of Regents and are subject to change, but the changes will affect the student only on the anniversary of his/her registration.

Payments may be made by personal check, money order, or credit card, using the online link provided on NU's home page. All payments received from students are recorded in the "Any Comments" section of the student's permanent CMS record, showing date, amount of payment, and method of payment (including check numbers).

For U.S. students, *comprehensive exams* may not be scheduled until Registration and Technology fees are satisfied. Neither can *academic awards* or transcripts be provided.

Refund Policy. State regulations governing refunds may vary. In these cases, state regulations will apply. All advance payments on the behalf of a student are refundable within the limits cited below. Refunds are payable by check only and will not be charged back to a credit card. All money due will be refunded within 30 days of the effective date of the event triggering the refund.

A full refund will be given in the event that one of the following occurs:

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

Note: transcript fees are non-refundable.

Course Enrollment Cancellation Refund

Enrollment in a degree program may be cancelled anytime after the execution of an enrollment agreement through the first 5 days. Cancellation under these circumstances will result in a full refund of the registration fee and technology fee paid less a \$50 cancellation fee. Please see the Enrollment Cancellation policy for more information.

Withdrawal Refund

Refund Calculations

Refunds will be calculated as the pro-rata portion of the technology fee for which the student has paid but has not yet used as of the point of termination. The Refund Tables presented below provides the percentage of tuition refunded for different points of withdrawal across the duration of a class.

Students Called to Active Military Service

A student of NationUniversity who withdraws from the University as a result of being called to active duty in a military service of the United States or their State National Guard may elect one of the following options for each course or program in which the student is enrolled:

- If technology fees are collected in advance of the withdrawal, a pro rata refund will be provided for any technology fees, or other refundable charges paid by the student for the program. In addition, any unpaid technology fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal will be canceled;
- A grade of incomplete with the designation “withdrawn-military” will be assigned and entered on the student’s transcript for the courses in the program, other than courses for which the student has previously received a grade on the student’s transcript. The student will maintain eligibility to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and other charges; or
- The assignment of an appropriate final grade or credit for the courses in which the student is currently enrolled, but only if the instructor or instructors of the program determine that the student has: 1. Satisfactorily completed at least 90 percent of the required coursework for the course; and, 2. Demonstrated sufficient mastery of the course material to receive credit for completing the course.

REFUND TABLE (12 Month Enrollment Period)

Withdrawal Date	Percentage of Technology Fees Refunded
During the 1st week of enrollment (after five day grace period)	90%
During the 2nd month of enrollment	80%
During the 3rd month of enrollment	70%
During the 4th month of enrollment	60%
During the 5th month of enrollment	50%
During the 6th month of enrollment	40%
During the 7th month of enrollment	30%
During the 8th month of enrollment	20%
During the 9th month of enrollment	10%
After the 9th month of enrollment	0%

Contact Information

Office of the Board of Regents

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Admissions/Registrar: registrar@nationsu.org
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Chancellor: macl@nationsu.org
Vice Chancellor: hermana@nationsu.org
Clusters: student.services@nationsu.org
Finances: joes@nationsu.org
Prison Students: exams@nationsu.org
Student Advising: martyl@nationsu.org
Transcripts: registrar@nationsu.org
Public Relations: jonroy@nationsu.org

NationsUniversity® Website: www.nationsu.org

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.

Technologies

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

Massive Open Online Courses (MOOCs)

NationsUniversity offers a variety of non-credit courses that are available in English and select foreign languages. These courses may not be applied toward a degree, and they do not receive the same level of service that credit courses provide. Since NU does not admit auditors, these courses offer the non-degree seeking student the same opportunity. A list of MOOCs may be found online. They are available only to persons who have access to the Internet. U.S. residents are charged at \$25 Registration Fee, which enables full access to the offerings. They are free to persons residing outside the U.S.

Memberships

The institution is a member of
National Academic Advising Association (NACADA)
Christian Higher Education Foundation, Inc. (CHEF)
Association of Christian Schools International (Recognized)

Academic Programs

Certificate in Religious Studies (C.R.S.)

The **Certificate in Religious Studies** requires 30 semester hours of prescribed credits taken at NationsUniversity. Transfer credit cannot be substituted. Only students who come to NationsUniversity with less than 30 transfer credits are eligible for the Certificate. The certificate enables the University to evaluate the student's potential for achieving a higher academic award and provides encouragement to the student with recognition of accomplishment. Courses taken in a foreign language may be applied toward the certificate, but cannot be used for the bachelor's degree unless the student completes all assignments in English and takes the proctored comprehensive exams in English.

Program Objectives	Assessment Tools
Identify the process of personal spiritual formation	BRS 16.6 exams
Demonstrate basic biblical literacy	BRS 1, BRS 2 exams
Describe the theological message of biblical scripture	BRS 3, BRS 13 exams
Demonstrate the use of theological tools in interpreting biblical scripture	BRS 19 exams

Specific Courses. Six five-credit 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.

A Search for Spirituality (BRS 16.6)
The Hebrew Scriptures (BRS 1)
The Greek Scriptures (BRS 2)
Theology of the Hebrew Scriptures (BRS 3)
The Church of the First Five Decades (BRS 13)
Exegesis of the Hebrew Scriptures (BRS 19)

The above curriculum pattern has been in place since July 18, 2008. However, for students entering on or after January 1, 2011, the collateral measurements will be satisfied before a certificate is awarded.

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

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

A minimum of 30 General Education credits must be in the following disciplines: arts and humanities, communications, English, mathematics, natural science, and social science. Six (6) credits must be in English (comprehension and composition). At least four other categories other than English shall be represented, with a maximum of nine (9) credits in any of single category. See Transfer Credits in the *Academic Catalog and Student Handbook 2014* for details on transfer credit. The student will complete all required activities, papers, and projects, a Bible knowledge test at the beginning and end of the program, and a self-evaluated spiritual inventory at the beginning and end of the program. All financial obligations must be satisfied before a degree can be conferred and before a transcript can be issued.

Admission into the B.R.S. program

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

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

Program Objectives

1. Student possesses a thorough understanding of the Bible.
2. Student is equipped for personal spiritual growth.
3. Student can critique and use information from a wide range of sources.
4. Student can provide effective Christian leadership in diverse organizations, institutions, and countries.

Time Allowance and Financial Costs. The B.R.S. program includes spirituality, general education, biblical content, meaning, and exegesis. The projected completion time is 120 weeks of full-time uninterrupted study. The Cost for students who reside within the United States and its commonwealth or territories is a one-time \$25 registration fee and an annual technology fee set at \$480. Incarcerated students are exempt from the technology fee. All other students are exempt of all fees. In addition to fees, however, students are responsible for securing textbooks. The estimated cost for texts as of January 1, 2014 is \$535 new (subject to change). Borrowed or used books can lower the cost.

Transfer Credits. Ninety (90) credits maximum from an accredited institution.

Required Courses

- BRS 16.6 A Search for Spirituality Orientation to Research and Writing (Non-credit)
- BRS 1 The Hebrew Scriptures
- BRS 2 The Greek Scriptures
- BRS 3 Theology of the Hebrew Scriptures
- BRS 13 The Church of the First Five Decades
- BRS19 Exegesis of the Hebrew Scriptures
- BRS 17 Comparative Religions or HUM 3 Worldview
- BRS 20 Old Testament Exegesis
- BRS 22 New Testament Exegesis
- BRS 23 Ministry
- BRS 24 Worship

Students who registered prior to January 1, 2013 may complete the degree under requirements in effect when they registered. These 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 requirement upon demand.

Master of Religious Studies (M.R.S.)

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

Program Objectives

The successful M.R.S. degree program graduate will be able to:

1. Grow in faith and spiritual maturity.
2. Critically think at an advanced level using a conventional academic writing style.
3. Identify and differentiate the historical and cultural settings of biblical texts.
4. Apply hermeneutical principles in the interpretation of scripture.
5. Evaluate critical issues related to the biblical text.
6. Analyze moral and ethical issues from a Christian perspective.
7. Appraise one or more non-Christian world religions.
8. Demonstrate an awareness of, and sensitivity to, diverse worldviews.

Degree requirements are satisfied through the accumulation of 36 semester credits and a series of collateral and culminating experiences. These include (1) a beginning and ending spiritual inventory (confidential and non-gradable), (2) biblical literacy (pretest and posttest), (3) portfolio (with submissions of select items), (4) capstone essays, and (5) integrative essays. The various experiences are in addition to exams and essays required in specific courses. They are designed to assist the learning process and provide a means for the institution to measure effectiveness with the student. The capstone essays deal with the four advanced courses related to critical and systematic theology and interpretation. The integrative essays are concerned with synthesizing the various components of the entire degree program.

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

A Search for Spirituality* (MRS 622)

Orientation to Research and Writing (Non-credit)

Critical Introduction to the Old Testament (M 1)

Critical Introduction to the New Testament (M 2)

Systematic Theology (M 3)

Biblical Hermeneutics (M 4)

Critical Analysis in Biblical Studies (M 11)

A course from the 100s that includes ancient religions

A course from the 400s and 500s that deals with Christian history or theology

A course from the 700s that deals with comparative religion

Electives (6 credits)

Being Christian in a Secular Environment (MRS 633)

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

The spirituality dimension brackets the program, but is operative throughout. The foundation courses (M 1-11) provide evidence that the student has a basic understanding of the biblical text, the theological message of the Bible, and exegetical methodology needed to complete the master's program. These courses culminate with a series of essays calculated to measure the student's ability to think critically about modern topics in view of the ancient text of scripture. The remaining courses in a student's program culminate in a series of integrative essays designed to bring together the student's entire program of study.

Because NU is a distance learning institution and operates without defined semesters or terms, students work at their own pace. Courses are normally completed one at a time, but a student is not prohibited from enrolling in multiple courses simultaneously. Credit is calculated according to the semester system. The final grade point average must be a minimum 3.00 on a 4.00 scale on the credits used for the degree. If a student reaches the end of the curriculum with less than a 3.00 G.P.A., he/she may take additional courses to substitutes for, or offset, a "C" grade.

Time Allowance and Financial costs. The projected completion time for the M.R.S. is twelve months of full-time uninterrupted study. The Cost for students who reside within the United States and its commonwealth or territories is a one-time \$25 registration fee and an annual technology fee set at \$480. Incarcerated students are exempt from the technology fee. All other students are exempt of all fees. In addition to fees, however, students are responsible for securing textbooks. The estimated cost for texts as of January 1, 2014 is \$600 new (subject to change).

Admission to the Master of Religious Studies

For students who register on or after September 1, 2012, admission to the M.R.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.*
2. Completion of 15 credits of Foundations courses (MRS 622, M 1, M 2, M 3, and M 4) with a 3.00 grade point average.
3. Submission of all required activities, papers, and forum postings associated with the Foundation courses.
4. Pass two comprehensive examinations.
5. No financial obligations to the University.
6. Submission of a TOEFL score of 530 or above or acceptable substitute (80 iBT, 6.5 IELPS, 58 PTE score) by students whose native language is not English or whose undergraduate degree is not in English.

**In the event a student cannot, for reasons beyond his/her control, submit official documentation of having completed the bachelor's degree, he/she may appeal to the Registrar and state the reasons. The Registrar and Chancellor will review the appeal and make a judgment as to how the requirement may be satisfied.*

Transfer Credits. A maximum of six (6) semester credits may be accepted in transfer toward the M.R.S., provided the credits are (1) religious in nature, (2) come from an accredited institution, and (3) have not been applied toward another degree. No credit will be applied toward the M.R.S. that has been used for another graduate degree issued by NationsUniversity.

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 the 30 General Education credits required for the B.R.S.

Curriculum. Once formal admission is granted, the student is assigned to the M.R.S. curriculum. Courses that have been completed from this curriculum will count toward the M.R.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.

Curriculum

Freshman Level: BRS 1, 2, 16.6, Eng 1, 2, Hum 3, Mat 1

Sophomore Level: BRS 3, 4, 6, 8, 9, Com 3, Hum 2, Lit 215, SSc 205, Soc 1

Junior Level: BRS 11.0, 13, 14, 17, 19, Hum 4

Senior Level: BRS 20, 21, 22, 22.0, 23, 24

Undergraduate Courses—Fundamental Education

BRS 8 Biblical Greek (5 credits)

The language of the New Testament, with illustrations of its usefulness to a study of the New Testament.

This course includes an introduction to the Greek language, its basic grammar and vocabulary, and issues of translation and exegesis related to working with original biblical texts of the New Testament. The course is organized in 5 modules: (1) The System, (2) Grammar, (3) Sources, (4) Working with New Testament Texts, and (5) Translation and Exegesis. May count as a Communications course.

Module 1 Identify characteristics of Greek pronunciation, punctuation, morphology, and writing

Module 2 Identify and analyze vocabulary and parts of speech in Greek

Module 3 Identify and analyze characteristics of Greek transcripts and texts

Module 4 Apply the rules of grammar to translate Greek texts

Module 5 Evaluate and apply knowledge of Greek to specific translations and exegesis of Greek texts

BRS 9 Biblical Hebrew (5 credits)

The language of the Old Testament, with illustrations of its usefulness to a study of the Old Testament. This course includes an introduction to the Hebrew language, its basic grammar and vocabulary, and issues of translation and exegesis related to working with original biblical texts of the Old Testament. The course is organized in 5 modules: (1) First Encounter, (2) Grammar, (3) Working with Biblical Hebrew Texts, (4) Resources for Working with Hebrew Texts, and (5) Aspects of Translation and Exegesis. May count as a Communications course.

Module 1 Identify characteristics of Hebrew pronunciation, punctuation, morphology, and writing

Module 2 Identify and analyze vocabulary and parts of speech in Hebrew

Module 3 Analyze Hebrew texts and apply knowledge of Hebrew to specific translations and exegesis

Module 4 Identify the tasks of textual criticism and show acquaintance with major manuscripts

Module 5 Evaluate and apply knowledge of Hebrew to specific translations and exegesis

ENG 1 English Comprehension (3 credits)

Grammar, vocabulary, reading comprehension, and sentence structure. The course provides a beginning place for students whose native language is not English. It also offers the native speaker an opportunity to build a stronger foundation for reading, speaking, and writing in the English language. Course components include (1) grammar, (2) vocabulary, (3) reading comprehension, (4) and sentence structure. This class is required of all students seeking the A.R.S. and B.R.S. degrees. Native English speakers may challenge the course by examination, but they should be alerted to the fact that their exam scores will be assigned a grade and entered on their transcripts. They are therefore encouraged to study the material before taking the exams. Students entering NU with Advanced Placement credit are exempt from this course.

Proficiency in the use of written English. The standard for receiving credit for the course shall be the attainment of the following course competencies:

ENG 2 English Composition (3 credits)

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

COM 3 Exploring Communication Models (3 credits)

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. The goal for this course is that students develop specialized communication skills and apply those skills in their personal and professional lives.

HUM 2 Ethics (BRS 7) (5 credits)

An introduction to the formation of values in both individuals and societies and a review of different facets of life in light of Scripture. Since "ethics" is the science of morals in human conduct, 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 they rest. The course is organized in five modules: (1) Introduction to Ethical Systems, (2) Christian Ethics, (3) Buddhist Ethics, (4) Hindu Ethics, and (5) Islamic Ethics.

HUM 3 Worldview (5 credits)

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. The course requires access to the Internet for Modules 2-5 where the student will find online articles needed to complete the modules. The modules are entitled: Ancient Middle East Mythology (2), Greek and Roman Religions (3), Chinese and Indian Philosophy and Religion (4), and Philosophy of Biblical Literature (5).

HUM 4 The Bible and Spirituality (BRS 16.2) (5 credits)

A look at how the Bible may contribute to spiritual development. The course is organized in five modules: (1) The Torah, (2) The Prophets, (3) The Writings, (4) The Gospels and Acts, and (5) The Epistles and the Apocalypse.

MAT 1 The World of Mathematics

Making the connections of how and why mathematics affects the whole world. A basic understanding of the development and use of mathematics and its modern applications. The course is organized into three modules: (1) Mathematics History, (2) Pure in Mathematics, and (3) Applied Mathematics. 3 semester undergraduate credits will be awarded the student upon successful completion of the course. Credit is given with a score of 70 percent on each of the three module exams.

SCI 1 Discovering Your World (3 credits)

A study of the major 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 climate factors shape plant and animal communities as they adapt to different landforms and topography. The course is organized in three modules: (1) Botany: Exploring the Plant World, (2) Zoology: Exploring the Animal World, and (3) The Physical Universe: Our Environment.

SOC 1 Family (5 credits)

The formation of a wholesome marriage and a strong, happy family. The key to a healthy marriage and contented family lies in the foundation on which the marriage rests. Since a spiritual relationship with God is the only basis for meaning, the marriage must reflect the ideals God established for marriage and family life. The course assumes a Christian perspective and demonstrates how that perspective can contribute to a sense of contentment and fulfillment. The course is divided into five modules, each of which follows a similar pattern: cultural expectations, Christian expectations, and practical considerations.

Undergraduate Courses—Religious Studies

BRS 1 The Hebrew Scriptures (5 credits)

An introduction to the 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.

BRS 2 The Greek Scriptures (5 credits)

An introduction to the 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. The course is organized in five modules: (1) The Gospels, (2) Acts of Apostles, (3) The Pauline Epistles, (4) General Epistles and the Apocalypse, and (5) The Epistles--Core Content. BRS 1 is recommended as a prerequisite. If the student chooses to take BRS 2 before BRS 1, the obvious handicap will be a lack of Old Testament background upon which the New Testament is based.

BRS 3 Theology of the Hebrew Scriptures (5 credits)

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. In presenting 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 as it developed over the course of, and in conjunction with, Israel's history, essential elements of Old Testament theology, and the theological relationship of the Old and New Testaments and the relevance of the Old Testament to modern life. These modules 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. The course is organized in five modules: (1) Discovery, (2) Themes in Old Testament Theology, (3) Theology in Wisdom Literature, (4) Theology in the Psalms, and (5) Messianic Themes. These modules are designed to build on the student's general acquaintance with the Scriptures. BRS 1 and 2 are recommended prerequisites. (Students who intend to seek admission into the B.R.S. degree program are required to pass a comprehensive proctored exam following completion of BRS 3. The exam score will not affect the course grade.)

BRS 4 Theology of the Greek Scriptures (5 credits)

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. BRS 1, 2, and 3 are recommended prerequisites.

While BRS 2 deals with the people, places, and events of the Greek Scriptures, BRS 4 carries the student beyond the particulars of the text and searches for *meaning*. The course is organized in five modules: (1) The Central Message, (2) God and Man, (3) Jesus Christ, (4) The Holy Spirit, the Christian Life, and Ethics, and (5) The Church, the Future, and Scripture.

BRS 5 Old Testament Backgrounds (5 credits)

Formation of the Old Testament canon, the historical and social setting of the Old Testament, the geography of Bible lands, archaeological contributions, the composition of the Old Testament books, and critical issues relating to Old Testament documents.

BRS 1 deals with the people, places, and events of the Hebrew Scriptures and BRS 3 deals with the theological implications of Old Testament documents. The present course examines the surrounding environment and problematic concerns. BRS 5 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 examines how the Hebrew Scriptures relate to the larger world of the ancient Middle East. It introduces issues which the modern student faces when reading the Old Testament. Since this is an undergraduate, introductory course in backgrounds and critical issues, a detailed analysis will not be undertaken. The purpose of the investigation shall be to raise awareness of the existence of extra-biblical material and alert the student to the challenges of current Old Testament study.

The course is organized in five modules. The five modules are (1) Prologue and the Pentateuch, (2) The Historical and Poetic Books, (3) The Prophets, (4) Israel's Neighbors, and (5) Social World of Ancient Israel.

BRS 6 New Testament Backgrounds (5 credits)

Surrounding environment and problematic concerns. This course examines a variety of topics, such as the formation of the New Testament canon, the historical and social setting of the New Testament, the geography of Bible lands, archaeological contributions, the composition of the New Testament books, and critical issues relating to the New Testament documents. While BRS 2 deals with the people, places, and events of the Greek Scriptures and BRS 4 addresses the theological implications of New Testament documents, BRS 6 is concerned with how the Greek Scriptures relate to the larger world of the ancient Middle East and the Roman Empire. Therefore, the student should already be acquainted with the general content of each book and the theological message of the New Testament. Recommended prerequisites: BRS 2 and BRS 4.

The course is organized in five modules: (1) Jesus and the Gospels, (2) Acts and the Early Church, (3) The Epistles and the Apocalypse, (4) The New Testament World, and (5) Pharisees, Scribes, and Sadducees.

BRS 11.0 Church History (5 credits)

An introduction to the story of the church from the first century to modern times. The course is organized in five modules: (1) The Early Church, (2) Western Society and the Church in the Middle Ages, (3) The Reformation, (4) The Church and the Age of Reason, and (5) The Church in an Age of Revolution. 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, and the Enlightenment.

BRS 13 The Church of the First Five Decades (5 credits)

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.

BRS 14 Christian Theology (5 credits)

An exploration of the doctrines of God, Christ, the Holy Spirit, and the Church, especially from the New Testament perspective, with the intention of helping the student construct a view of reality that embraces God's encounter with mankind in Jesus Christ. BRS 14 is a senior level course that contains close reading and consideration. The course is organized in five modules: (1) God, (2) Man, (3) Christ, (4) Fullness of Life, and (5) the Kingdom of God. Prerequisites: BRS 1, 2, 3, and 4.

BRS 16.6 A Search for Spirituality (5 credits)

A consideration of spirituality beginning with its reasonableness, its connection with the sacred, and its actualization. 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.

BRS 17 Comparative Religions (5 credits)

A survey of religious faiths found around the world and a brief overview of Buddhism, Hinduism, and Islam in comparison with Christianity. The course is organized in five modules: (1) Eastern Religions (Hinduism, Buddhism, Japanese religions, Confucianism, (2) Zoroastrianism and Parsis, Judaism, and Islam, (3) Historic Christianity, (4) Miscellaneous Religions and Sects (Baha'i and African religions, Kardecism, Latin American and Caribbean religions, and major Christian sects), and (5) Comparing Religions: An Analysis.

BRS 19 Exegesis of the Hebrew Scriptures (5 credits)

The principles required 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 19 assumes the student has a working knowledge of the nature and content of the Old Testament. The course is organized in five modules. These modules are designed to help the student develop a framework for his/her own investigation of various parts of the Old Testament. The modules are (1) Interpreting Old Testament Literature, (2) Narrative and History, (3) Law, (4) Prophetic Announcements, and (5) Lament, Praise, and Wisdom. Recommended prerequisites: BRS 1 and 3. A Bible post-test will be required at the end of BRS 19.

BRS 20 Old Testament Exegesis (5 credits)

A study of the texts of Exodus, Joshua, Judges, Isaiah, Obadiah, 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. The course is organized in five modules: (1) Exodus, (2) Joshua and Judges, (3) Isaiah and Obadiah, (4) Job and Ruth, and (5) Chronicles. The course is intended for the upper division B.R.S. student. Prerequisite: BRS 19.

BRS 21 Exegesis of the Greek Scriptures (5 credits)

The principles required for responsible interpretation of the New Testament. BRS 21 deals with the people, places, and events of the Greek Scriptures and BRS 4 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 Certificate and B.R.S. programs by preparing the student to handle the biblical text responsibly. The course moves beyond theory to prepare the student in the techniques of independent study.

BRS 21 assumes the student has a good understanding of the nature and content of the New Testament. The task here is to select a sample of biblical texts and consider *how* they should be studied and what application can be made for the present day. The course is organized in five modules: (1) Interpreting the New Testament, (2) Acts 1:1-9:31, (3) Acts 9:32-18:22, (4) Acts 18:23-28:31, and (5) Acts and the Modern Church. Prerequisite: BRS 4.

BRS 22 New Testament Exegesis (5 credits)

A study of the texts of Matthew, Mark, Luke, Romans, Galatians, the Epistles of John, and Revelation. Primary attention is given to historico-grammatical exegesis. The course is organized in five modules: (1) Matthew and Mark, (2) Luke, (3) Romans and Galatians, (4) The Epistles of John, and (5) The Book of Revelation.

BRS 22.0 The Prison Epistles (3 credits)

The New Testament epistles of Ephesians, Philippians, Colossians, and Philemon with concentration on introductory matters and exegesis. 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. The course is organized in three modules: (1) Ephesians, (2) Philippians, and (3) Colossians, and Philemon.

BRS 23 Ministry (5 credits)

An historical, biblical, and analytical survey of the history of ministry. The course is an analysis of the concept of ministry and missions in the Scriptures and the role of the individual in ministry. The study offers critical analysis for ministry and missions in today's world, identifies models of ministry from the Scriptures, explains the purpose and mission of the church and the dynamics of church life, presents the biblical basis of the priesthood of believers in the development of people toward Christian maturity and ministry, and notes how the church comprises the people of God--gifted, divers, commissioned, and Christ-centers. The course is constructed in five 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-Nicæan Church, and (5) Theory and Practice of Modern Ministry.

BRS 24 Worship (5 credits)

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 24 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?

The course is organized in five 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.

Graduate Courses

M 1 Critical Introduction to the Old Testament (3 credits)

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. In the process, the course summarizes pertinent issues in current Old Testament studies. It is organized along the lines of the Testament's three major divisions: (1) The Torah, (2) The Prophets, and (3) The Writings. Required for the M.R.S. and M.Div. degrees. Recommended prerequisite: MRS 622 A Search for Spirituality. May not be counted for credit if the student has completed the discontinued course MRS 001 The Hebrew Scriptures.

M 2 Critical Introduction to the New Testament (3 credits)

The content of the New Testament and pertinent issues in New Testament studies. The course lays the foundation for in-depth study of the New Testament by analyzing pertinent issues in current New Testament studies. The course is composed of three modules: (1) The Gospels and Acts, (2) The Epistles and the Apocalypse, and (3) Message, Response, and Interpretation. Required for the M.R.S. and M.Div. degrees. Credit may not be granted for the course if the student has taken the discontinued MRS 006.

M 3 Systematic Theology (3 credits)

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. The investigation deals with essential elements of Old and New Testament theological concepts, the relationship of the Old and New Testaments, and the ways in which a Christian can use the Old Testament today. Specific points of interest are the unifying themes relating to the Messiah, the kingdom of God, the end times, and salvation. The course goal is to comprehend the nature of God's involvement with the human family.

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 build upon factual knowledge and then analyze the content of Scripture with the view toward understanding the intent of the message.

The course syllabus is broken into three modules: (1) Theological Inquiry, (2) The Divine Encounter, and (3) Salvation, the Church, and Last Things. (Note: Students with credit for MRS 004 and 009 are exempt from this course. If M 3 is taken after credit is given for 004 and 009, 004 and 009 will be eliminated.)

M 4 Biblical Hermeneutics (3 credits)

The science and skill of exegesis, together with the application of Scripture. This "foundation" course is normally the fifth course a student takes in either the M.R.S. or M.Div. program. Prerequisites: M 1, 2, and 3. 3 semester graduate credits, (Note: Students with credit for MRS 005 and 010 are exempt from this course. If M 4 is taken after credit is given for 005 and 010, 005 and 010 will be eliminated.)

The course introduces the 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 in order to understand the author's original intent. The study is divided into three modules: (1) The Art of Interpretation, (2) Interpreting the Hebrew Scriptures, and (3) Interpreting the Greek Scriptures.

M 11 Critical Analysis in Biblical Studies (3 credits)

Apply critical thinking in the study of biblical text. A capstone course, with the goal of measuring the student's ability to demonstrate critical thinking with respect to biblical content and theology through a series of essays. The essays focus on issues that pertain to the biblical text and contemporary concerns. The course is organized in three modules: (1) Authority and Tradition, (2) Text and Message, and (3) Theology and the Modern World. Prerequisites: MRS 622, M 1, M 2, M 3, and M 4.

MRS 101 The Ancient Near East (3 credits)

An investigation into the world of the Ancient Near East focusing on the economic, educational, geographical, literary, political, religious, and social environment in which the events recorded in the early part of the Bible transpired. This course aims to provide an understanding of Ancient Near Eastern history and culture. The study includes the science of reconstructing ancient Near East civilizations and a synopsis of those earliest civilizations. People groups noted include the Sumerians, Akkadians, Amorites, Assyrians, Babylonians, Egyptians, Hittites, Hurrians, Israelites, Kassites, and Persians.

MRS 140 New Testament Environment (3 credits)

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

MRS 200 The Torah (3 credits)

An introduction to the study of the Torah with detailed study in the text of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. The course belongs to a category of biblical exegesis. It is organized in five modules: (1) Introduction to the Torah and Genesis, (2) Exodus, (3) Leviticus, (4) Numbers, and (5) Deuteronomy. Primary attention is given to historico-grammatical exegesis.

MRS 226 Biblical Hebrew (3 credits)

The language of the Old Testament, with illustrations of its usefulness to a study of the Old Testament. This course includes an introduction to the Hebrew language, its basic grammar and vocabulary, and issues of translation and exegesis related to working with original biblical texts of the Old Testament. The course is organized in 3 modules: (1) First Encounter, (2) Grammar, and (3) The Hebrew Scriptures and Modernity. MRS 226 replaces MRS 221. May not be taken if the student has credit for BRS 9 or MRS 221.

MRS 240 The Writings (3 credits)

A study of the texts of Ruth, Chronicles, Ezra, Nehemiah, Esther, Job, Psalms, Proverbs, Ecclesiastes, Song of Songs, Lamentations, and Daniel. Primary attention is given to historico-grammatical exegesis. The course is organized in three modules, (1) The Five Scrolls, (2) Job, Psalms, and Proverbs, and (3) Chronicles, Ezra, Nehemiah, and Daniel. Research: expound on a critical topic.

MRS 250 The Prophets (3 credits)

A study of the text of Former and Latter Prophets. With primary attention given to historico-grammatical exegesis, the course climaxes with personal reflection on the significance of the biblical texts for oneself. The course is organized in three modules: (1) The Former Prophets, (2) Isaiah, Jeremiah, and Ezekiel, and (3) The Book of the Twelve.

MRS 306 The Gospel of John (3 credits)

A study of the Gospel of John including interpretation, authorship, literary components, and general content. The course is organized in three modules, which are further divided into three units each. The modules are (1) Introduction to the Gospel of John, (2) John 1-10, and (3) John 11-21.

MRS 319 Hebrews, James, Peter, and Jude (3 credits)

The New Testament epistles of Hebrews, James, Peter, and Jude with concentration on introductory matters and exegesis. The course is organized in three units: (1) Hebrews, (2) James and Jude, and (3) 1 and 2 Peter.

MRS 320 The Apocalypse (1-3 credits)

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

MRS 323 Pauline Epistles I (3 credits)

The New Testament epistles of Romans, Galatians, Ephesians, Philippians, Colossians, and Philemon with concentration on introductory matters and exegesis. The student shall be able to apply the content of the specific Pauline Epistles to theological construct as demonstrated in the practice of the Christians in these New Testament churches. The course is organized in three modules: (1) Romans and Galatians, (2) Ephesians, and (3) Philippians, Colossians, and Philemon.

MRS 324 Pauline Epistles II (3 credits)

A study of the New Testament epistles of 1 and 2 Thessalonians, 1 and 2 Corinthians, 1 and 2 Timothy, and Titus, with a concentration on introductory matters and exegesis. The course is organized in three modules: (1) The Thessalonian Correspondence, (2) The Corinthians Correspondence, and (3) The Pastoral Epistles.

MRS 325 Acts of Apostles (3 credits)

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

MRS 326 Biblical Greek (3 credits)

The language of the New Testament with illustrations of its usefulness to a study of the New Testament. This course includes an introduction to the Greek language, its basic grammar and vocabulary, and issues of translation and exegesis related to working with original biblical texts of the New Testament. The course is organized in 3 modules: (1) The System, (2) Grammar, and (3) Sources, Translation, and Exegesis. MRS 326 replaces MRS 321. May not be taken if the student has credit for BRS 8 or MRS 321.

MRS 411 The Reformation (3 credits)

An introduction to the period of church history that witnessed the breakout of the Protestant Reformation and the Catholic Response: causes, events, distinctive theology, and personalities. The course is organized in three units: (1) Historical Survey, (2) Personalities and Foundations of Reformation Theology, and (3) Consequences of the Reformation.

MRS 417 Christianity in Africa (3 credits)

History and description of the major forms of Christianity on the African continent. An historical and analytical survey of the history of Christianity in Africa, including historical missionary endeavor and the indigenous form of Christianity that arose in Africa following the Colonial Period. The course is organized in three modules: (1) The Story of Christianity in Africa, (2) Modern and Indigenous History, and (3) The Contemporary Scene. Available in either Internet-sourced or textbook options.

MRS 418 Christianity in Asia (3 credits)

A review of the beginning of Christianity in Asia and its subsequent history. The course is organized in three modules: (1) Christianity in Asia to 1500, (2) Christianity in Asia 1500-1900, and (3) Christianity in Asia Since 1900. Not open to prison students.

MRS 419 North American Religious History (3 credits)

The history of religion in North America. The course is organized in five modules: (1) Beginning to the Mid-19th Century, (2) The Mid-19th Century to the Present, (3) Protestantism and Catholicism in North America.

MRS 420 Latin American Religious History (3 credits)

A review of historical Christian missionary endeavor in Latin America with an examination of the status of the Christian religious scene. The course is organized in three modules: (1) Catholicism in South America, (2) Native Religion in South America, and (3) Protestantism and Pentecostalism in Latin America.

MRS 440 Early and Medieval Church History (3 credits)

An introduction to the growth of the church during its first six centuries. The course is organized in three modules: (1) The First Six Centuries, (2) The Medieval Church, and (3) The Crusades and Intellectual Religious History.

MRS 520 Roman Catholic Theology (3 credits)

Views that characterize the Roman Catholic Church. The material covers the concept of church in Roman Catholicism, God, Jesus, revelation, liturgy, morality, and spirituality, and related topics.

MRS 530 Old Testament Theology (3 credits)

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

MRS 540 The Church to 120 C.E. (3 credits)

Understanding the early church. An analysis of the sources that reveal the history and nature of the church from its inception in about 29 C.E. to the end of its ninth decade, 119 C.E. The course focuses on the history of the church, the events that surrounded its formation, theological concepts and application of the content found in New Testament documents. The student will be required to demonstrate six learning outcomes all of which are graded. All papers will require APA, MLA, or Turabian style and evaluated by a rubric that allows 10% for style. A paper that fails to use one of the three approved styles cannot be graded higher than 90%.

MRS 541 The Church from 120-209 (3 credits)

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. Prerequisite: MRS 540.

MRS 622 A Search for Spirituality (3 credits)

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

MRS 624 Family (3 credits)

The formation of a wholesome marriage and a strong, happy family. The key to a healthy marriage and contented family lies in the foundation on which the marriage rests. Since a spiritual relationship with God is the only basis for meaning, the marriage must reflect the ideals God established for marriage and family life. The course assumes a Christian perspective and demonstrates how that perspective can contribute to a sense of contentment and fulfillment. The course is organized in five modules: (1) The Marriage Ideal, (2) The Husband, (3) The Wife, (4) The Children, and (5) Freedom and Fulfillment. May not be taken if the student has credit for BRS 12. (The course is presently under review and will eventually be renumbered M 16 Family Counsel to designate it an exclusive M.Div. offering. It will be expanded to include more direction for those who help other families as a part of ministry.)

MRS 633 Being Christian in a Secular Society (3 credits)

How one should live 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. It is organized in three modules: (1) The Foundation for Spiritual Formation, (2) Applied Spirituality, and (3) Spiritual Outlook. Prerequisite: MRS 622 and M 11. Required for M.R.S. and M.Div. students, and should come near the end of the program.

MRS 701 Traditional Religion (3 credits)

Worldview concepts in Traditional Religion. "Comparative religion" usually implies that two or more religious systems are described and analyzed, without reference to value judgment. This course provides both description and analysis, but it will take a decidedly different path. Systems of Traditional Religion will be analyzed in view of the gospel of Jesus Christ as presented in the Bible. Hopefully, the points made will represent each system fairly.

The course offers two options for application. One is designed for the student who wants an introduction to African Traditional Religion with a view toward performing Christian ministry within the African context. The second is for the student who is analyzing African Traditional Religion with a view toward personal faith-building. The course includes some historical background and missiological methods for interacting with Traditional groups in the interest of the gospel.

This course is organized in three modules: (1) Worldview and Traditional Religion, (2) African Traditional Religion, and (3) Divination in Traditional Religion.

MRS 710 Buddhism and Christianity (3 credits)

A survey of the history of Buddhism, including beliefs, practices, and scriptures, along with a comparison to basic Christian ideals. The course is organized in three modules: (1) The History of Buddhism, (2) Buddhism: Beliefs and Practices, and (3) Sacred Writings.

MRS 712 Hinduism and Christianity (3 credits)

An analysis of the major tenets of Hinduism with comparisons to the Christian faith. The course is organized in three modules: (1) The Teachings of Hinduism and (2) The Vedas, and (3) Analyzing Hinduism.

MRS 718 Islam and Christianity (3 credits)

Communication strategies for inter-religious dialogue between Christians and Muslims. The purpose of the course is to establish principles in the study of comparative issues between Christianity and Islam. It examines theological points of difference and provides viewpoints that represent different perspectives. Emphasis is placed on respect for subscribers to each faith in order to engage in honest inquiry.

Academic Policies

Two basic categories of students study with NationsUniversity: (1) those admitted into a Degree Program and (2) those engaged in enrichment courses that do not lead to a degree.

Registration

“Registration” is a procedure by which a person becomes a “student” in NationsUniversity. The procedure is completed with the submission of a registration form accessed from the NationsUniversity home page. Since NationsUniversity is a year-round university and does not operate on a calibrated calendar, one may register at any time. Registration is confirmed by e-mail, with the assignment of a Username and Password, which are to be used in accessing courses and in communicating with NU personnel. The e-mail serves as an ID card.

Newly-registered students are assigned to an advisor, who will be available via e-mail to answer questions and offer counsel on the academic process. The advisor, in turn, e-mails the student with instructions on how to proceed. This information provides a general “orientation” to the educational process as a complement to information found online. However, registration alone does not entitle one to student services. Neither does it admit one to a degree program. Admission to a credit/degree track begins with registration but requires an additional procedure.

Incarcerated persons are registered by a third party and who has the necessary information regarding the inmate. These students may take courses leading to a degree only if they reside in a facility that has a proctor certified by NationsUniversity. Otherwise, they may complete only the Certificate in Religious Studies. Paper, e-mail, phone, or fax registrations are unacceptable.

Registration allows student access to undergraduate and graduate level studies as well as the non-credit offering. The student may do independent study and take online exams. However, students enrolling in non-credit courses do not submit papers for grades or academic credit.

Students who reside in the United States are required to pay a one-time registration fee upon registration. Incarcerated students must pay their registration fee before a second course will be sent.

Admissions to a Degree

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

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

1. High school students are permitted to enroll in a college level course as “advanced placement,” provided they are in the last semester of high school. Otherwise, the student must be 18 years of age. No high school student may be admitted to a degree program without the submission of proof of graduation. This is a rare instance, for the average age of a student in NU is 35 years. The school does not specifically target or promote itself to compulsory school aged youths.
2. No student is accepted into an academic program prior to receipt of an official transcript (or other certification of the highest education level attained). Degree-seeking students who submit unofficial credentials are placed in a pre-admission track. Students in this category are issued a Letter of Admission stating their status.

3. At the graduate level, a 3.00 G.P.A. is required on undergraduate work for admission. If a student has less than a 3.00 G.P.A., he/she may be given permission to attempt 6 semester credits of graduate work as a probationary student to prove he/she can perform at the graduate level.
4. Students are required to submit an original or certified copy of their academic credentials before an evaluation can be made. If a student wishes to enter the B.R.S. program, these credentials must indicate that the student has graduated from secondary school or high school. If a student wishes to enter a master's level program, his or her credentials must indicate a bachelor's (or higher) degree or the equivalent.
5. Following an evaluation of the student's credentials by the Registrar, the student is notified of admission to a particular degree program and how many, if any, credits are accepted in transfer. The information is recorded on the student's online record so all authorized parties—administrators, the student's advisor, and the student—will know the student's official status.
6. Quarter credits are converted to semester units. Official descriptions of credit allowances and degree requirements are sought for foreign institutions, knowing that foreign institutions are not always equivalent to U.S. standards.
7. The principal reasons a student is denied admission to a degree program are (1) a lack of appropriate credential documentation, (2) weakness in language skills, and (3) a low G.P.A. on an undergraduate degree.
8. In the case a student's transcript is not available due to living in a hostile country, natural disaster, or other circumstances deemed worthy, NU may ask for self-certification. Self-certification can be used as a temporary measure to gain entrance into a degree program. The student will still need to establish a satisfactory record with NationsUniversity. NU recognizes that in exceptional cases an applicant may not have had the opportunity to attend a secondary school or institution of higher education or received a degree from an unaccredited seminary/college/University.

However, he/she has abilities and competences that can be equated to the secondary or undergraduate levels. For these students the Director of Academic Affairs may grant conditional admission to either the B.R.S. or M.R.S. degree program. All students admitted to the B.R.S. degree program under this policy must successfully complete 15 semester credit hours before *conditional admission* can be changed to unconditional admission. If the Director of Academic Affairs grants a student, conditional admission to the M.R.S. degree program, the student must successfully complete 9 semester hours of graduate credit before the unconditional status is granted. NU does not grant special admission to the M.Div. program. The University does not allow more than 5% of its students to be admitted under this policy.

9. Students who give their home address in Alabama, Arkansas, Iowa, Nevada, and Wyoming may not be admitted to a degree program as long as present state restrictions are in place.

Course Enrollment

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

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

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

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

Academic Year

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

Statement of Progress

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

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

Credentials

Students must request their former school to submit an official transcript in order to gain admission to a degree program. If a student has multiple degrees, he/she needs only to submit the highest degree received. Credentials can be sent via post (650 Poydras St., Suite 1400, PMB 133, New Orleans, LA 70130) or e-mail (registrar@nationsu.org).

ID Verification

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

Transfer Credits

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

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

Enrollment Agreements

All students who are formally admitted to NationsUniversity sign an Enrollment Agreement stating that the student agrees to the policies and procedures of NationsUniversity. The Enrollment Agreement should be read before registering and is available on the NU website (www.nationsu.org). The Enrollment Agreement will be sent to the student with his/her official Letter of Admission.

The student should return a completed and signed copy of the agreement to registrar@nationsu.org, or it can be sent by postal mail.

Course Materials

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

Examinations

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

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

Exam grades are posted on the student's User Summary with six (6) hours of completing the exam. The minimum score to receive credit for an exam is 70%. If a student scores less than 70%, he/she will be required to retake the exam after more study (a minimum of five days). The failed exam will be closed for five days. Exam answers are not visible to students, and retakes will contain different questions. The first 70% or higher grade a student receives will be the grade recorded on the student's transcript. NU subscribes to the same standard as most educational institutions in that students may not retake exams to improve a score that is already passing. If the score is above 70%, the student should proceed to the next module.

For independent students with access to a computer, most exams are taken online without a proctor. Proctors are required for (1) specified degree program exams, (2) U.S. prison students, and (3) students connected to clusters, where a certified proctor is available. Proctors must be certified by NU before they are given permission to access an exam for the student.

1. Proctored *comprehensive exams* are required in pursuit of various degrees as follows:

- Certificate program - two exams
- B.R.S. program—four exams
- M.R.S. program—two exams plus two research/writing courses
- M.Div. program—two exams and five projects

2. B.R.S. and M.R.S. degrees are available to prison students only where there is a certified proctor. Generally, all exams taken by incarcerated students are proctored, but not necessarily by a certified proctor.

3. Students who study as a group (cluster) are required to have a certified proctor in order to (1) proctor the comprehensive and (2) to assist in providing online access for students for their other exams.

Procedures

1. If the student is unknown to the certified proctor, he/she shall present the proctor with a government-issued picture ID for verification. An incarcerated student's ID will be established via the prison security process.
2. The proctor opens the exam for the student on the Internet, using passwords provided by NU. Prison students are given paper exams in person.

3. The proctor remains with the student during the exam according to terms of the Proctor Agreement. Normally, students are *not* allowed to use textbooks, syllabi, or notes when taking exams. Exceptions are noted on the face of the exam. Proctors and students should read the instructions carefully before the exam is attempted.
4. Students should have no contact with any exam until they have studied the material and are prepared to sit 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.

Grades

Grades are assigned based on a student's performance on course exams. The grading scale is as follows: A=Excellent (90-100%); B=Good (80-89%); C=Fair (70-79%). A minimum score of 70% is required on all exams and assignments in order to receive credit for a course. A 3.00 Grade Point Average (B/80%) is required over courses presented for a graduate degree.

Transcripts and Diplomas

Upon receiving their degrees, students will also receive an official transcript. Official copies are kept in electronic and hard copy files. Students can receive a copy of their transcript by contacting the Office of the Registrar at registrar@nationsu.org. For security reasons, the e-mail request for transcripts must include the student's username and password.

No Transcript can be issued when official entry credentials have not been received by the Registrar's Office.

Statute of Limitations

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

Honor Societies

NU does not participate in any honor societies activities.

Graduation Ceremony

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

Student Policies

NationsUniversity is committed to a high level of academic study and personal ethics. NU strives to provide quality education that is accurate, research-based, unbiased, and deserving of respect. Likewise, NationsUniversity personnel are selected because of their personal commitment not only to providing quality service, but also service in the pattern of Christ. NU desires to operate with honesty, integrity, and understanding, providing superior education that emulates the spirit of Christ. As such, NationsUniversity encourages students to pursue their studies with diligence, striving to submit the highest quality of work that they are able to provide. Students are expected to follow the Honor Code below and act in a way that reflects the values that NU upholds.

Non-Discrimination and Disability

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

Learning Differences and Accommodations

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

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

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

1. "Self-verification" which is an email from the student affirming his/her date of birth and name with attached photograph. (Students from Iran and other Muslim nations will not be required to do this). The photograph should be an official government issued ID, unless political circumstances or imprisonment prevent it.
2. Scan the photo ID and attach to an e-mail sent to NU's Registrar or Student Services.
3. Show official ID to NU approved proctor.
4. Students are to follow the NU honor code and not violate the student identity rule.

Honor Code

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

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

1. *Unauthorized Assistance*: When a student receives help on an assignment or exam when independent work is required. An example of *Unauthorized Assistance* is taking an exam and asking a fellow student to help answer a question. In some cases, students may be allowed to work in groups on an assignment. However, students must follow the guidelines stated in the syllabus regarding the assistance from others.
2. *Cheating*: Using someone else's work on an assignment/exam when it is not permitted. An example of *Cheating* is using study notes when taking an exam if the syllabus says that no notes are permitted when taking the exam. Cheating is also asking a fellow student, friend, etc., for answers to exam questions.
3. *Falsifying*: This could also be called lying or not telling the entire truth about a situation. An example of *Falsifying* is a student who *did not* do an assignment (for example, give a short Bible talk), but writes a paper saying that he/she actually gave the talk. Another example is citing a source for an assignment that the student did not actually use. For example, if a student cites three sources for an ENG 2 essay when only two were used, it is *falsifying*.
4. *Multiple Submission*: Submitting an assignment that a student has previously used for another course. An example of *Multiple Submission* is submitting an essay for ENG 1 and then submitting the essay again for ENG 2. Even work that has been changed slightly is considered a multiple submission. Students must do a new assignment each time.
5. *Plagiarism*: This is the Honor Code violation that occurs most frequently among students. Plagiarism is using someone else's work without giving credit to the source. Students must acknowledge all sources they use for assignments. An example of *Plagiarism* is using a quote from a book or from the Internet and not specifying that it came from a book or a webpage. Students cannot copy information from a book or Internet site.

The policy for handling Honor Code violations is as follows:

1. NationsUniversity advisors and faculty carefully review all student essays and assignments to assure that students are following guidelines and the Honor Code.
2. If an advisor or a faculty member suspects or has reasonable proof that a student has violated the Honor Code, he/she will contact the student (via e-mail or post) and ask the student about the possible violation. The student may admit or deny he/she violated the Honor Code.
3. Based on the student's comments and the evidence presented, the advisor/faculty member will determine if the Honor Code has been violated. If the student is determined not to have violated the Honor Code, he/she may proceed with studies.
4. If it is determined that the student did violate the Honor Code, the advisor/faculty member will implement the following consequences depending on the severity of the violation:
 - a. Student will not receive a passing grade
 - b. Student will be required to do the assignment over

5. The advisor/faculty member will communicate consequences to the student via e-mail or post, and the violation will be recorded in the student's User Report.

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 User Report.

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 User Report.

Copyright Policy

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

Student Privacy

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

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

NationsUniversity further protects students from the possibility of arrest and harassment when they live in a country inclined to take action against citizens who engage in unauthorized religious study. In such countries, postal contact is limited or curtailed. Persons assigned to communicate with these students are trained to deal with the delicate situation.

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

Complaints and Grievances

Complaints that arise over routine. 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.

Institutional grievances. NationsUniversity pledges to comply with federal, state and accrediting regulations. Any person who perceives the University to be in violation of these regulations has a right to file a formal grievance (complaint). The grievance should be supported with specific details to describe the allegation. The University has adopted a formal grievance procedure in which any person can file an official grievance with the University's compliance officer. An institutional grievance is defined as a perceived violation of federal or state law or accrediting commission

standards. A form can be found on the website for submitting a formal grievance. Upon receipt of this form, the complainant will be notified of procedure.

Under no circumstances will NU use any staff that is named in the grievance as decision makers in the 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, but at his/her own expense.

A legitimate complaint against NationsUniversity would be if the school offered a degree in a field other than religion. In this case, the aggrieved may contact the Board of Regents, P.O. Box 3677, Baton Rouge, LA 70821-3677.

If NU is perceived to be in violation of its 501(C)3 status, the appropriate contact would be Internal Revenue Service, District Director, P. O. Box 2508, Cincinnati, OH 45201.

Student Services

Advising

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

If a student has a question, he/she should first go to the Frequently Asked Questions page at www.nationsu.org, then contact his/her advisor. NU offers no services toward job procurement, but is pleased to offer a letter of commendation, if requested.

Study Guide

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

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

Here are some Reading Strategies that may help.

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

1. Question. A reader needs to ask questions, especially when reading nonfiction material and textbooks. Questioning helps clarify meanings, reveal relationships, and strengthen memory.
2. Connect. Good readers find connections to themselves, something in the same text, or something in history. Notice if people, places, or ideas are connected in some way.
3. Re-Read. If a section is confusing or does not make sense, put a question mark in the margin. Reading a section again may clear up confusion. Drawing a diagram or chart may be helpful.

4. Summarize. Try putting the main points of a section or unit in one well-written sentence. Or identify the main ideas and sub-topics. If the section contains references to events, people, or dates, note on paper why these are important. You may find it useful to place sub-topics in an outline, as, for example, The nature of spirituality may be analyzed from the standpoint of

1. Spirituality awakening
2. Spiritual elements
3. Expressing inner spirit

5. Vocabulary. Vocabulary is essential in learning new concepts. Make a list of new and important words. Use the context to determine word meanings as well as a dictionary. An excellent website for vocabulary can be found at www.dictionary.com.

6. Using your Bible. Look up scriptures listed in your course. Study these passages as much as you study the course syllabus. Some answers are only found within the scriptures assigned.

7. Taking Exams. Extra time in study usually deepens a student's understanding of the material. Successful students open exams after they are fully prepared and confident of their ability to score a passing grade. When fully prepared (usually after two-seven days of study and review), click on the exam shown under the module just studied. Instructions will appear. Here are some tips.

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

The Professor

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

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

Change of Address

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

NATIONSUNIVERSITY® 650 Poydras St., Suite 1400-PMB133, New Orleans, LA 70130

Director of Prison Enrollment, John Casteel, jac@nationsu.org



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