



ETHC5300 Christian Ethics **Fall 2016 – Wednesdays, 8:00-10:50 a.m.**

Division of Theological and Historical Studies

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The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Our Core Values

The seminary has five core values. This course supports the five core values of the seminary:

Doctrinal Integrity: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the “Articles of Religious Belief” and the “Baptist Faith and Message 2000.”

Spiritual Vitality: We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

Mission Focus: We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence: What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

The Core Value Focus for the 2016-2017 academic year is **Characteristic Excellence**.

Curriculum Competencies Addressed

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following seven areas:

Biblical Exposition: To interpret and communicate the Bible accurately.

Christian Theological Heritage: To understand and interpret Christian theological heritage and Baptist polity for the church.

Disciple Making: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

Interpersonal Skills: To perform pastoral care effectively, with skills in communication and conflict management.

Servant Leadership: To serve churches effectively through team ministry.

Spiritual and Character Formation: To provide moral leadership by modeling and mentoring Christian character and devotion.

Worship Leadership: To facilitate worship effectively.

The curriculum competencies addressed in this course are: *Spiritual and Character Formation*.

Course Catalog Description

In this introduction to the study and practice of Christian ethics, the student will examine philosophical and theological backgrounds for ethics, the role of biblical authority, and the historical relation between church and culture in order to develop a valid method of moral decision making, examine the importance of ministerial ethics, evaluate ethical issues, and lead the church in applying the gospel to life.

Student Learning Outcomes

In order to provide moral leadership by modeling Christian character and communicating ethical truth, students, by the end of the course, should:

1. **Understand** the biblical and philosophical basis for a Christian ethic
2. Be able to **apply** a Christian ethic to contemporary issues
3. Be able to **communicate** Christian ethical and moral truths competently and convincingly

Embedded Assignment

This assignment will be used to assess how well students are meeting the standards set by the course objectives and will be completed by all students for all sections of this course. **The embedded assignment will be question one of the final exam.** The assignment follows:

Write a letter to a young believer (spiritual age, not necessarily physical age) who is struggling with how to relate to a friend who practices homosexuality or has strong same sex attractions. The friend makes statements like, “I believe Jesus is real and he died for me and all that, but I don’t understand how he could make it a sin for me to be a homosexual when I honestly can’t help it.”

For this assignment, use the following instructions:

- Single-space type your letter.
- Do not type more than 2 single-spaced pages.
- In your response, draw from the facts, concepts, judgments, and so forth that you have been learning in your readings and class notes in regard to the issue of homosexuality. Use some of the terminology from your studies.
- Incorporate Scripture into your response, utilizing good hermeneutical principles.
- Remember the tools you have been learning and use them when and where appropriate, for example, you might utilize the 4 terms that define an ethical act, Dr. Riley’s paradigm, worldview influences, levels of ethical engagement in Scripture, and so forth. Now is the time to apply what you have been learning
- Be alert to your tone. Be redemptive, while clearly communicating biblical moral truth.
- Some of you personally know people who practice homosexual behavior. You might keep them in mind while crafting your letter.
- This is your letter, so you have liberty in what you say and how you say it. You will not be able to say everything, so be fluid and succinct in what you do say while demonstrating to me that you can communicate moral truth affectively and clearly.

Embedded Assignment Rubric

The rubric for grading the embedded assignment is below. Please complete the assignment according to this rubric.

DOMAIN	LEVEL	INADEQUATE (0 PTS)	BASIC (1 PT)	COMPETENT (2 PTS)	GOOD (3 PTS)	EXCELLENT (4 PTS)
UNDERSTANDING	Able to Understand the biblical and philosophical basis for a Christian ethic					
APPLICATION	Able to apply a Christian ethic to contemporary issues					
COMMUNICATION	Able to communicate Christian ethical and moral truths competently and convincingly					

Primary Textbooks

Feinberg, John S., and Paul D. Feinberg. *Ethics for a Brave New World*. 2nd ed. Updated and Expanded. Wheaton: Crossway, 2010.

Moore, Russell. *Onward: Engaging the Culture without Losing the Gospel*. Nashville: B&H, 2015.

Rae, Scott B. *Moral Choices: An Introduction to Ethics*, 3d ed. Grand Rapids: Zondervan, 2009.

Wright, N. T. *After You Believe: Why Christian Character Matters*. New York: HarperCollins, 2010.

The Bible (preferably a contemporary translation such as the NASB, ESV, HCSB, NKJV, or NIV)

Review Textbooks

One of the following books or “set” must be chosen for review. A limited number of reviews per book will be allowed on a first come first serve basis, depending on the size of the class.

- Bell, Daniel M., Jr. *Just War as Christian Discipleship: Recentering the Tradition in the Church Rather than the State*. Grand Rapids: Brazos, 2009.
- DeYoung, Kevin, and Greg Gilbert. *What is the Mission of the Church? Making Sense of Social Justice, Shalom, and the Great Commission*. Wheaton: Crossway, 2011.
- Fikkert, Brian, and Russell Mask. *From Dependence to Dignity: How to Alleviate Poverty Through Church-Centered Microfinance*. Foreword by Rick Warren. Grand Rapids: Zondervan, 2015.
- Grudem, Wayne, and Barry Asmus. *The Poverty of Nations: A Sustainable Solution. With a Foreword by Rick Warren*. Wheaton: Crossway, 2013.
- Fortson, S. Donald III, and Rollin G. Grams. Query. *Unchanging Witness: The Consistent Christian Teaching on Homosexuality in Scripture and Tradition*. Nashville: B&H Academic, 2016.
- Mitchell, C. Ben, and D. Joy Riley, *Christian Bioethics: A Guide for Pastors, Health Care Professionals, and Families*. B&H Studies in Christian Ethics, ed. Daniel R. Heimbach. Nashville: B&H Academic, 2014.
- Smith, Wesley J. *Culture of Death: The Age of “Do Harm” Medicine*, rev. ed. New York: Encounter Books, 2016.
- Struthers, William M. *Wired for Intimacy: How Pornography Hijacks the Male Brain*. Downers Grove: IVP, 2009.

Course Requirements

Mid-Term Exam and Final Exam. For the exams, guidance will be given in advance concerning the material to be covered and the direction of the questions asked.

The **Mid-Term Exam (25% each of final grade)** will test both *mastery of content* (significant thinkers and their contributions, summaries of models presented in class, philosophical vocabulary, etc.) and *critical thinking skills* (the ability to articulate and defend a position in an essay).

The **Final Exam (30% of final grade)** will test the comprehensive knowledge of the student; that is, the student should demonstrate a proper mastery and application of Christian and biblical ethics as presented during the course. As such, the final will take one or more of the following forms: **essay in response to a general ethical issue; responses to particular ethical case studies; technical ethics position paper.**

Embedded Assignment: Question one of the final exam is an embedded assignment (refer to page 3 of syllabus for details). This assignment will be used to assess how well students are meeting the standards set by the course objectives.

This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is on page 3 of this syllabus. Please complete the embedded assignment according to the rubric.

The final exam will be distributed prior to and submitted on the last day of class prior to finals week.

Wright and Moore Book Reports (5% of final grade)

Each Student will read N.T. Wright, *After You Believe* and Russell Moore, *Onward*, and submit the following:

- On a single page, single-spaced, and in Times-New Roman font, type your name and the following: By the due date, I read ___% of Wright, *After You Believe* or Moore, *Onward*.
- For the remainder of the page, write a reflection on the book. Address the following:
 - How does Wright help me understand the nature of Christian ethics?
 - According to Wright how do rules and character relate?
 - Any concerns with the text.
 - To whom would you recommend the text?
- You may use first-person, limited and in appropriate style.

Book Review (25% of final grade)

From the above list under the general heading **Review Textbooks**, each student will sign up to write a review on **one book**. Students who sign up for a particular book should be prepared to field questions and discuss the book on or after the book review is due. This review should adhere to the following guidelines:

1. The book review should be a thoughtful, informed response, taking into account biblical, theological, and ethical principles and sound reasoning.
2. The critique should be **5-7 single spaced typed pages**.
3. **If you review the "set," submit a single review 6-8 pages.** The extra page will allow you more space to include extra authors, thesis etc., strengths and weaknesses, and recommendation. Otherwise combine the two for major insights and ideas.
4. Content should include:
 - A **brief** statement introducing the author and title of the book and communicating that the book has been read in its entirety. If the book has not been completely read, then communicate the truth
 - The primary thesis, purpose, and/or description of the book

- Major ethical insights communicated by the book. What points are particularly helpful for applying Christian ethics?
- Ideas that changed or challenged your thinking. How and Why?
- Ideas that are interesting, novel, or problematic
- Insights in this book that practically relate to life and ministry, the life of the church, and to moral life in America
- Major strengths and weaknesses of the book
- In the conclusion, a brief statement of recommendation; why you would or would not recommend this book.

Daily Reading for Class (10% of Final Grade)

At the end of the semester, each student will submit to Dr. Riley an estimated percentage of the total daily reading completed **on time** and an estimated percentage of the **total reading completed** during the semester. The student is responsible for keeping up with both the reading assigned in the syllabus and the amount read on time. The two percentages submitted are on the student's honor and will be combined for a daily reading grade.

Moreover, Dr. Riley reserves the right to give pop quizzes.

Extra Credit (Up to 3 points added to final average grade)

Extra credit can be earned by attending and writing a report on this fall semester's Institute for Faith and the Public Square event, "Talking about Race: Moving from Racism to Reconciliation." The event is on **Tuesday, September 27, at 7:00pm in Leavell Chapel**. You must register at www.faith-publicsquare.org to get the extra credit. Registration is free. To get extra credit, you must do the following:

- 1 point added to final grade: Register at www.faith-publicsquare.org and attend the event, submit a statement of attendance.
- 2-3 points added to final grade: Register, submit a statement of attendance, write 1 to 2 page description of the event, highlighting content from each of the 3 speakers.

Grade Distribution by Assignment and Due Date

<input type="checkbox"/> Wright Book Report	5%	Due:	Sept. 14
<input type="checkbox"/> Moore Book Report	5%	Due:	Oct. 12
<input type="checkbox"/> Mid-Term Exam	25%	Due:	Oct. 26
<input type="checkbox"/> Book Review	25%	Due:	Nov. 16
<input type="checkbox"/> Final Exam	30%	Due:	Dec. 7
<input type="checkbox"/> Reading Report	10%	Due:	Dec. 7

Course Evaluation

Grades will be determined on the basis of the NOBTS grading scale—an A for 93-100, B for 85-92, C for 77-84, D for 70-76, and F for 69 or below. Borderline grades will normally be determined by the numerical grade received (I round up from .5), unless the student's promptness and faithfulness in class attendance, positive attitude and contribution in class discussions, and preparedness and attentiveness in class warrants special consideration. These factors only apply when the student is fractionally close to the next highest grade. In special cases, extra credit can be arranged with Dr. Riley.

Course Policies

Reading Assignments and Class Participation

Students are responsible for completing all reading assignments. Participation in Class with preparation and attentiveness are crucial not only to your own success in the class, but to those who sit around you. Each student has a positive contribution to make to the class. Use of laptop computers for note taking is fine, but playing computer games or doing work not associated with the class is not appreciated and is strictly prohibited. We will be dealing with some complex issues, and we need your undivided attention.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. Late Work will be penalized. Late work will be assessed a proportional penalty (two points per day) unless **prior permission** is sought and a legitimate reason warrants lateness. **Late work should include the date due and the day delivered on the cover page**.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Help for Writing Papers at "The Write Stuff"

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/studentservices/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Appropriate Conduct in Class is especially important so that all students can have a chance to hear and participate meaningfully in class discussions. Holding private conversations in class or other rude behavior is not appreciated. In an ethics class in which moral issues arise about which some of us will disagree, it is essential to treat each other with Christian charity and kindness. Rude behavior disrespectful of the instructor or other students will not be tolerated in class.

Cell Phone and Computer Usage: Students may use a computer in class, but must find a way to sit towards the front of the class. Students using computers may not sit in the back of the room or sit with a wall to their backs. The official seminary policy as written in the Student Handbook is as follows: The student is to demonstrate appropriate classroom behavior at all times. This includes the usage of cell phones and computers during class time. The opportunity for students to use these items within the classroom is contingent upon their proper usage. Students are also reminded that phones are to be silenced during the class and other Seminary functions. Proper usage includes note taking and tasks specifically assigned by the professor. Improper utilization includes all other usages such as surfing the Internet, playing games, texting, and emailing. If a student is engaged in improper usage of a cell phone or computer during a class, the professor has the right to prohibit the student from bringing the item to subsequent class meetings.

Extra Credit

The policy for extra credit in this course is laid out on page six of this syllabus.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance. Selfserve@nobts.edu - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.)

BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard System. For Student Assistance in using Blackboard, visit: [Student Bb Help](#).

ITCSupport@nobts.edu - for general technical questions/support requests. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Academic Policies

Academic policies related to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

Absences may not exceed nine hours for a three credit hour class if the student is to receive credit for the course, according to the NOBTS catalog. A student's grade may be penalized for excessive absences. Three times tardy or leaving early equals one absence.

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

ETHC5300 Christian Ethics
FALL 2016
Wednesdays, 8:00-10:50 a.m.

CLASS AND READING SCHEDULE

Date	Class Discussion Topic	Reading Assignment
8-24	Introduction to the Class Getting Started: What is Ethics	(Assignments are <u>due</u> on the adjacent date)
8-31	Fundamental Concepts in Ethics and Decision Making	<u>Rae</u> : Chapter 1 <u>Feinberg</u> : Chapter 1
9-7	Fundamental Concepts in Ethics and Decision Making	<u>Rae</u> : Chapter 4 <u>Rae</u> : pp.47-58; (last part of ch. 2, divine command and natural law)
9-14	Ethical Systems and Moral Reasoning	<u>Wright Book Report Due</u>
9-21	Ethical Systems and Moral Reasoning	<u>Rae</u> : Chapter 3
Tues 9-27	Institute for Faith and the Public Square Event: Talking about Race: Moving from Racism to Reconciliation	Event begins 7:00pm
9-28	The Bible in Ethics	<u>Rae</u> : pp. 24-47 (first part of ch. 2, Christian ethics)
10-5	The Bible in Ethics	
10-12	Church and State	<u>Moore Book Report Due</u> <u>Feinberg</u> Chapter 15 (The Christian and the Secular State)
10-19	FALL BREAK	
10-26	MID-TERM EXAM	May use second half of class to catch up or to introduce next topic
11-2	Issues of Human Sexuality (Marriage and Divorce)	<u>Rae</u> : pp. 270-78 (Sexual Ethics) <u>Feinberg</u> Chapter 13 (Divorce and Remarriage)

11-9	Issues of Human Sexuality (Homosexuality)	<u>Feinberg Chapters 7-8 (Homosexuality)</u>
11-16	Student Led Discussion of Books Reviewed and Ethical Topics of the Books (treated in order listed in syllabus) Open Final Exam	<u>Major Book Reviews Due</u>
11-23	THANKSGIVING BREAK	
11-30	Student Led Discussion of Books Reviewed and Ethical Topics of the Books, Continued	<u>Feinberg Chapters 2-3 (Abortion and Embryonic Stem Cell Research)</u> <u>Feinberg Chapters 11-12 (Biotechnology, Genetics, and Human Cloning)</u> <u>Rae: Chapter 8 (Physician Assisted Suicide and Euthanasia)</u> <u>Rae: Chapter 6 (Reproductive Technologies)</u>
12-7	Life/Social\Political Issues <u>FINAL EXAM DUE</u> <u>DAILY READING FOR CLASS DUE</u> <i>(Attach to Final Exam)</i>	<u>Rae: Chapter 9 (Capital Punishment)</u> <u>Rae: Chapter 11 (Morality of War)</u> <u>Feinberg Chapter 14 (The Christian and War)</u> <u>Rae: Chapter 12 (Ethics and Economics)</u>
12-14	Reserve Final Exam time and date	

Select Bibliography

- Atkinson, David J., David F. Field, Arthur Holmes, and Oliver O'Donovan, eds. *New Dictionary of Christian Ethics & Pastoral Theology*. Downers Grove: InterVarsity, 1995.
- Budziszewski, J. *Evangelicals in the Public Square: Four Formative Voices on Political Thought and Action*. Introduction by Michael Cromartie. Afterword by Jean Bethke Elshtain. Grand Rapids: Baker Academic, 2006.
- _____. *What We Can't Not Know: A Guide*. Dallas: Spence, 2004.
- Campbell, Ken M. *Marriage and Family in the Biblical World*. Downers Grove: InterVarsity, 2003.
- Charles, J. Daryl. *The Unformed Conscience of Evangelicalism: Recovering the Church's Moral Vision*. InterVarsity, 2002.
- Clark, David K., and Robert V. Rakestraw, eds. *Reading in Christian Ethics. Vol. 1, Theory and Method*. Grand Rapids: Baker, 1994.
- _____. *Reading in Christian Ethics. Vol. 2, Issues and Applications*. Grand Rapids: Baker, 1996.
- Colson, Charles W., and Nigel M. de S. Cameron, eds. *Human Dignity in the Biotech Century: A Christian Vision for Public Policy*. Downers Grove: InterVarsity, 2004.
- _____, with Nancy Pearcey. *How Now Shall We Live?* Wheaton: Tyndale House, 2000.
- Cook, David. *The Moral Maze: A Way of Exploring Christian Ethics*. London: SPCK, 1983.
- Corbett, Steve, and Brian Fikkert, *When Helping Hurts: How to Alleviate Poverty without Hurting the Poor and Yourself*. Chicago: Moody, 2009.
- Cunningham, David S. *Christian Ethics: The End of the Law*. New York: Routledge, 2008.
- Davis, John Jefferson. *Evangelical Ethics*, 3rd ed. Phillipsburg, NJ: Presbyterian & Reformed, 2004.
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- Feinberg, John S., and Paul D. Feinberg. *Ethics for a Brave New World*. 2nd ed. Updated and Expanded. Wheaton: Crossway, 2010.
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- Geisler, Norman. *Christian Ethics: Contemporary Issues and Options*, 2nd ed. Grand Rapids: Baker, 2010.
- Grenz, Stanley J. *The Moral Quest: Foundations of Christian Ethics*. Downers Grove: InterVarsity, 1997.
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- Hoffmeier, James K. *The Immigration Crisis: Immigrants, Aliens, and the Bible*. Wheaton: Crossway, 2009.
- Hollinger, Dennis P. *Choosing the Good: Christian Ethics in a Complex World*. Grand Rapids: Baker Academic, 2002.
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- Jones, Stanton L., and Mark A. Yarhouse. *Homosexuality: The Use of Scientific Research in the Church's Moral Debate*. Downers Grove: InterVarsity, 2000.
- Kuehne, Dale S. *Sex and the iWorld: Rethinking Relationship beyond an Age of Individualism*. Grand Rapids: Baker, 2009.
- Lewis, C. S. *Mere Christianity*. New York: Macmillan, 1952.
- Meilaender, Gilbert C. *Faith & Faithfulness: Basic Themes in Christian Ethics*. South Bend: University of Notre Dame Press, 1991.
- Niebuhr, H. Richard. *Christ and Culture*. New York: Harper & Row, 1951.
- O'Donovan, Oliver. *Resurrection and Moral Order: An Outline for Evangelical Ethics*. 2nd ed. Grand Rapids: Eerdmans, 1994.
- _____. *The Ways of Judgment*. Grand Rapids: Eerdmans, 2005.
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- Stanton, Glenn T., and Bill Maier. *Marriage on Trial: The Case Against Same-Sex Marriage and Parenting*. Downers Grove: InterVarsity, 2004.
- Stapleford, John E. *Bulls, Bears, and Golden Calves: Applying Christian Ethics in Economics*, 2d ed. Downers Grove: InterVarsity, 2009.
- Stark, Rodney. *God's Battalion: The Case for the Crusades*. New York: HarperCollins, 2009.
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- Vandrunen, David. *Bioethics and the Christian Life: A Guide to Making Difficult Decisions*. Wheaton: Crossway, 2009.
- White, James Emery. *Serious Times: Making Your Life Matter in an Urgent Day*. Downers Grove: InterVarsity, 2004.
- Wilkens, Steve. *Beyond Bumper Sticker Ethics: An Introduction to Theories of Right & Wrong*. Downers Grove: InterVarsity, 1995.

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



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