

NEW SAINT ANDREWS COLLEGE
MOSCOW, IDAHO



2025-2026

UNDERGRADUATE CATALOG

Updated 7/29/2025

**New Saint Andrews College
2025-2026 Undergraduate Catalog**

**Address inquiries, requests for applications,
and requests for visitation appointments to:**

**New Saint Andrews College
405 S. Main St.
P.O. Box 9025
Moscow, ID 83843**

**Phone: (208) 882-1566
Email: info@nsa.edu
www.nsa.edu**

**Undergraduate Admissions
Email: admissions@nsa.edu**

**Graduate Admissions
Email: graduate.admissions@nsa.edu**

The Undergraduate Catalog is the College's detailed authoritative public document for academic, financial, and administrative policies and procedures governing undergraduate education at New Saint Andrews College (for information about the College's graduate programs, see the MA Program Catalog or the Non-Resident Catalog and Handbook, published separately). The APPM is the controlling document of the entire college documentation. Corrections, updates, and policy changes approved after the Catalog's printed publication will be posted electronically on the College's website (www.nsa.edu). The web version (pdf) of this Catalog is the College's most current and authoritative edition. Students should check the web version of the Catalog to be sure they possess the most current and accurate information.

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Statement of Non-Discrimination

New Saint Andrews College will not discriminate on the basis of race, color, national or ethnic origin, sex, age, or physical disability with respect to (1) student admissions, (2) use of facilities and exercise of student privileges, or (3) scholarship programs.

New Saint Andrews maintains its constitutional and statutory right to make hiring, employment, and student admission and superintendence decisions on the basis of religion in order to accomplish its Christian mission.

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Student Questions and Services

New Saint Andrews seeks to provide the most effective service to our students. For administrative appointments, please call the main office at (208) 882-1566.

| <i>For questions about</i> | <i>Contact</i> |
|---|---|
| Prospective Student Inquiries..... | Recruitment Director (admissions@nsa.edu x 831) |
| Course Registration..... | Miss Sarah McCabe, Registrar (registrar@nsa.edu x 115) |
| Financial Questions..... | Bursar (bursar@nsa.edu x 116) |
| Coursework Questions | <i>Faculty member teaching the course (See course syllabi for contact information)</i> |
| Academic Advising/Progress towards Graduation | |
| | Dr. Jared Longshore, Undergraduate Dean (jlongshore@nsa.edu x 115) |
| | Miss Sarah McCabe , Registrar (registrar@nsa.edu x 115) |
| Bookstore..... | Mr. Adam Walter, Bookstore Manager (bookstore@nsa.edu x 130) |
| Library | Miss Rebekah Leidenfrost, Head Librarian (library@nsa.edu x110) |
| Parking Permits, Parking Issues | <i>College Administration Office</i> |
| Security and Safety Questions | Mr. Nathan Kirkpatrick, VP of Operations (safe-campus@nsa.edu) |

President's Council:

Tim Harmon, VP of Academics and CAO, holds a PhD. in Systematic Theology from University of Aberdeen.
Andy Trauger, VP of Finance and CFO, holds a BBA in Accounting from Texas A&M University-Texarkana.
Nathan Kirkpatrick, VP of Operations, holds a BS in Communications from Pensacola Christian College.
Brenda Schlect, VP of Administration, holds an MS from the University of Idaho.
Matt Saar, VP of Development, 20 years of experience in related fields.
Jean Brainerd, DAIE, holds a BS in Business Administration from the University of Texas.

Institutional Overview

New Saint Andrews College's Core Principles

Mission

Our mission at New Saint Andrews is to graduate leaders who shape culture living faithfully under the Lordship of Jesus Christ.

Vision

New Saint Andrews College is an academic community centered on the lordship of Jesus Christ over all things. The College is pursuing a robust liberal arts education in the classical Christian tradition in the context of real Christian community.

We provide young men and women with the highest quality undergraduate and graduate education in liberal arts and culture from a distinctively Christian and Reformed perspective, to equip them for lives of faithful service to the Triune God and his Kingdom, and to encourage the use of their gifts for the growth of Christian culture.

At New Saint Andrews, the Triune God revealed in the Bible is our ultimate source and standard of truth, beauty, goodness, liberty, and freedom. Without Him, truth and freedom dissolve into relativism and chaos. We believe historic, biblical Christianity, as contained in the Scriptures of the Old and New Testaments, to be the only basis on which the search for truth and the exercise of liberty are meaningful or possible. Liberty is found not in the absence of law, but in keeping the letter and spirit of the Law of God: “Where the Spirit of the Lord is, there is liberty” (2 Cor. 3:17). For this reason, New Saint Andrews encourages genuine liberal education and protects an environment of genuine liberty of thought and expression within the parameters of our Statement of Faith for faculty and administrators, and the Student Code of Conduct for students.

TRINITARIAN

The College's integrative approach to classical Christian higher education stresses the interrelationships between disciplines, since both their unity and their diversity are rooted in the Holy Trinity.

CULTURAL LEADERSHIP

The College seeks to equip its students with the biblical wisdom, integrative knowledge, creative insight, and humility to lead our culture faithfully as the servants of all, through excellence in the arts, letters, sciences, business, government, the church, and all lawful vocations.

VOCATIONS

A vocation entails much more than a “job” or “career.” Vocations include all our lawful callings, responsibilities, and labors before God in our different stations and stages of life as sons and daughters, spouses, parents, providers, citizens, and church members. The College seeks to prepare students for faithful servant leadership in all their God-given callings through all stages of life for the glory of God and the advance of His Kingdom.

THEOLOGICAL PERSPECTIVE

All who teach courses at New Saint Andrews, and all who sit on our Board of Trustees, must pledge in writing their commitment to uphold the Statement of Faith. Students are not required to pledge their assent to it, but instead are required to affirm the Code of Conduct by means of the Student Pledge. Students indicate their agreement by signing the Student Pledge at Registration during the beginning of the academic year.

Statement of Faith

PREAMBLE: AUTHORITY AND WITNESS

The Scriptures of the Old and New Testaments are our only infallible rule of faith and practice. The Lord Jesus Christ committed these inspired Scriptures to His Church. We therefore defer to the witness of the historic Christian Church as a genuine but fallible authority, subordinate to the Scriptures themselves, in discerning what the Scriptures teach. Because they faithfully witness what is taught in the Word of God, we receive the great creedal statements the Church has affirmed throughout the ages: The Apostles' Creed, The Nicene Creed, and the Definition of Chalcedon. Moreover, we believe that the Reformational confessions of the sixteenth and seventeenth centuries (including the Westminster Confession of Faith of 1646 and the three forms of unity, etc.) of all historic statements, most fully and accurately summarize the system of orthodox Christian doctrine revealed in Scripture. Therefore, the specific headings below do not exhaust our doctrinal understanding, but rather identify those doctrines that merit greater attention today. *All of our faculty members state their alignment with one of these confessions on their annual work agreement, along with any stated exceptions.*

THE TRIUNE MAJESTY

The Triune God is the one uncreated Creator of all things that exist in heaven and on earth, and there is a fundamental divide between the Creator and His creation. This one God is eternally existent in three Persons: Father, Son, and Holy Spirit. His Majesty is omnipotent, omnipresent, omniscient, and limited by nothing other than His own nature and character. He is holy, righteous, good, just, loving, and full of mercy.

CREATION

In the beginning, God created the material universe from nothing in six ordinary days. He spoke, and by the Word of His power, it was. Our science on the nature and time of this event must be determined in full submission to God's Word.

SIN

Our first father Adam was our federal head and representative. He was created innocent, but through the temptation of Satan and his rebellion against the express Word of God, plunged himself and his entire posterity, represented in him, into the hopelessness of death in sin. This sin is lawlessness—an attempt to live apart from the law and Word of God. Since that first great apostasy, no descendant of Adam has escaped from the physical death of lawlessness and the judgment of hell apart from efficacious grace.

THE INCARNATE CHRIST

The Lord Jesus Christ is, according to the flesh, a descendant of David and sits on David's throne. He is, at the same time, God incarnate, born of the Virgin Mary. He is one person with two distinct natures—fully man and fully God. As a man, He is our elder brother and High Priest before God, representing us to God the Father. As God, He is the visible image of the invisible Father, representing God to us.

SALVATION

Because all sons of Adam are spiritually dead, they are consequently incapable of saving themselves. But out of His sovereign mercy, God the Father elected a countless number to eternal salvation, leaving the remainder to their sinful desires. When the time was right, the Lord Jesus Christ died on the cross and was raised to life bodily from the grave as an efficacious redemption for the elect. Thus, He secured the salvation of His church, for which He laid down His life. And at the point of each individual's conversion, the Holy Spirit brings resurrecting grace, effectually calling him by His power, with the result of repentance and faith.

REVELATION

The sixty-six books of the Old and New Testaments are the Word of God, infallible in all they affirm and exhibit. The Word has divine authority in everything it addresses, and it addresses everything. In no way should the Scriptures be brought to the judgment seat of human reason; rather, we must rationally and submissively study the Word granted to us.

LAW

The grace of God in the gospel does not set aside the law of God; rather, it establishes it. To the one who believes, the law of God is precious, and through faith the law is established. The law stands as God's testimony of His own righteous character; as such, it cannot be altered by anything other than God's express Word. Consequently, we receive the entire Bible, Old and New Testaments, as fully containing the will of God for us. To all who do not believe, the law of God condemns them in their self-righteousness.

Covenant

When God is pleased to bless the proclamation of His gospel, the result will always be a visible collection of saints bound in covenant to Him. They will be characterized through their assembly around the preached Word, their faithful administration of baptism and the Lord's Supper, and their orderly and disciplined government according to the Word of God.

Witness

As believers present the gospel to those who remain in rebellious unbelief, there must be no halfway compromise with that unbelief. Every thought, which necessarily includes our teaching, apologetics, and evangelism, is to be made captive to the Word of God, in obedience to Christ, and every tongue is to glorify the Father.

Eschatology

As the gospel of Christ is proclaimed throughout the world, the result will be the gradual transformation and salvation of the world. Prior to Christ's return, the earth will be as full of the knowledge of the Lord as the waters cover the sea, and the whole earth will be full of His glory.

Mere Christendom

As the Great Commission is progressively fulfilled, this necessarily will create challenges with regard to church/state relations. As the Reformational confessions referenced in the preamble above were adopted in the context of established state churches, it is important for us to confess that we rather affirm the "Mere Christendom" approach of the American version of the Westminster Confession of Faith, wherein the magistrate serves as the deacon of God and is not religiously neutral, but makes no distinction between the protestant churches of our common Lord.

Marriage, Gender, and Sexuality

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. Rejection of one's biological sex is a rejection of the image of God within that person.

We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture. We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.

We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God.

We believe that in order to preserve the function and integrity of New Saint Andrews College as a Christian ministry, and to provide a biblical role model to the students of New Saint Andrews College and the community, it is imperative that all persons employed by New Saint Andrews College in any capacity, or who serve as volunteers, or who attend as students, agree to and abide by this statement on Marriage, Gender, and Sexuality.

We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ.

We believe that every person must be afforded compassion, love, kindness, respect, and dignity. Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the doctrines of New Saint Andrews College.

Sanctity of Human Life

We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including unborn babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life.

FINAL AUTHORITY FOR MATTERS OF BELIEF AND CONDUCT

The statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of New Saint Andrews College's faith, doctrine, practice, policy, and discipline, the session of elders of Christ Church, Moscow, is the college's final interpretive authority on the Bible's meaning and application.

A Brief History of New Saint Andrews College

Recognizing the increasing secularization of American higher education and the need for Christian colleges independent of the dominant paradigm, the elders of Christ Church-Moscow appointed a study committee in 1992 to consider the feasibility of starting a new, intellectually rigorous, biblically faithful, and culturally engaging Christian college.

After carefully reviewing the history of higher education and evaluating various models and practices, the committee recommended starting a limited-enrollment classical Christian college, following the curriculum of Harvard of 1643.

The College opened its doors with four volunteer faculty members teaching five students in August 1994. Enrollment doubled the second year and grew to 26 in the third year. In 1998, the College graduated its first two students.

In October 2001 the Christ Church elders reorganized the College as an independent, non-profit educational trust governed by a five-member, self-sustaining Board of Trustees. In 2004, the Board expanded to include seven Trustees drawn from pastors and elders affiliated with the Confederation of Reformed Evangelical Churches.

In 2007 the College launched its new graduate program, with degrees in Theology & Letters and Classical Christian Studies (CCS). In 2014, NSA received approval to offer both the CCS Program M.St. and the graduate certificate on a distance education basis. In 2018, NSA reorganized the graduate program: the existing classes were split into an M. A with a focus on philology, and an M.F.A. in creative writing. NSA added a Music Certificate in 2017 as an option for matriculating BA students.

Today, the College has approximately 318 undergraduate students, and 35 full- and part-time faculty members, instructors, and readers. Students have come from more than 38 states, and eight foreign countries. More than half of the undergraduate student body has some home school background.

New Saint Andrews has been an institutionally accredited member of the Transnational Association of Christian Colleges and Schools (www.tracs.org) since 2005. In January 2021, the North West Commission on Colleges and Universities (NWCCU) received the college as an approved Applicant for accreditation with them as well; they admitted NSA to full membership as of July 2023.

Facilities & Library Resources

Facility at 405 S. Main (South Campus)

The College's administrative and faculty offices, classrooms and library are located in downtown Moscow, Idaho. The College occupies the Skattaboe Block (1893) on the city's central Friendship Square. This 25,000-square-foot facility is on the National Historic Register.

Facility at 112 N. Main (North Campus)

During 2018, NSA purchased 112 N. Main, a 30,000 square-foot shuttered nightclub formerly known as Cadillac Jack's (CJ's). The goal is to remodel it so that it serves as a venue for classrooms, events, and musical performances that glorify God. In AYE2020 the college received a certificate of occupancy which allowed the use of a portion of the building for educational purposes. During AYE2021 the facility came into use for offices, classes, and events. By 2023, Phase 2 of the remodel was completed, which tripled the space available for classes.

Tyndale Library

Tyndale Library is located on the main floor of the New Saint Andrews building, at the Main Street entrance. The College's Tyndale Library holds more than 45,000 volumes in classics, history, literature, philosophy, languages, aesthetics, and Christian theology. Students also have access to the growing number of online resources housed at the Tyndale Library website (<http://tyndale.nsa.edu/index>).

Other services offered by Tyndale Library:

- Checking out books during resident weeks
- Reciprocal borrowing program with ACL
- Data Bases
- Ebooks
- Interlibrary Loans
- Writing Workshop
-

For further information on Tyndale Library, see the Library Handbook.

Bookstore

The mission of the NSA Bookstore is to serve NSA's academic purpose in the following ways: primarily by providing required texts and materials to students; also, by providing supplementary books and other educational supplies to faculty and students; by providing on-site beverages and snacks, and by promoting collegiality among students, alumni, and friends of NSA through the sale of appropriate attire and memorabilia which bear NSA's name, motto, or symbols. The proceeds from these secondary sources supports the Bookstore's primary purpose of providing required texts and materials to students.

Nuart Theatre

The Nuart Theater is located at 506 South Main in downtown Moscow. The use of this building is limited to non-academic purposes such as community events.

Pierian Gallery

The Pierian Gallery is located at 414 S Main St. It exists to present art to the Moscow community and visiting public to the glory of God by housing fine art pieces and exhibits. It also houses NSA's Welcome center.

Student Achievement Information

| Program | 2018 Cohort | 2017 Cohort | 2016 Cohort | 2015 Cohort | 2014 Cohort |
|-----------|-------------|-------------|-------------|-------------|-------------|
| Associate | N/A | N/A | 50% | 78% | 100% |
| Bachelor | 61% | 52% | 81% | 70% | 69% |
| Graduate | 40% | 100% | 33% | 50% | 75% |

Accreditation

NSA is a member institution of two accreditation associations, with Northwest Commission on Colleges and Universities (NWCCU) as our primary accreditor and dual secondary accreditation with the Transnational Association of Christian Colleges and Schools (TRACS).

NWCCU and TRACS are both institutional accrediting agencies recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). They accredit institutions as a whole, not individual degree programs. Accreditation of an institution of higher education indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. Accreditation is not a guarantee of every

course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

NSA's accreditors may be contacted at the following addresses:

Northwest Commission on Colleges and Universities
8060 165th Avenue NE
Suite 200
Redmond, WA 98052

www.nwccu.org

Transnational Association of Christian Colleges and Schools
15935 Forest Road
Forest, Virginia 24551

www.tracs.org

INDEPENDENCE

New Saint Andrews College is committed to being wholly independent of direct state or federal government subsidies or assistance that might restrict our institutional freedom or contradict biblical principles. For this reason, New Saint Andrews College does not participate in the federal financial aid system. NSA is eligible but not participating in Title IV.

Admissions

Our Admissions Committee reviews and evaluates each application holistically, giving neither greater nor lesser weight to any one part. We seek well-rounded applicants who exhibit a healthy balance of academic ability, spiritual maturity, work ethic, an inquiring spirit, and a healthy sense of humor. Academic qualifications are obviously important in our evaluation of applicants, but they are only one part of what makes a successful student. We seek students who, by their strong work ethic, intellectual giftedness, and personal determination, are capable of not merely surviving, but happily thriving in an environment that treats academic pursuits as one element of a balanced Christian life devoted to the pursuit of truth, beauty, and goodness. We, therefore, admit students whose academic record may be less than stellar if they demonstrate a passion for our vision for classical education and a commitment to work hard.

Application Material for Undergraduate Program

Applications for admission to the Undergraduate Program must include the following elements, which are explained below:

1. Completion of Online Application
2. Application Fee
3. Why You Wish to Attend New Saint Andrews College Essay
4. Copy of an Essay Previously Submitted for Academic Credit (required for all scholarship applicants)
5. Satisfactory Completion of Secondary Education
6. Standardized Examination Scores (ACT, CLT, SAT)
7. Pastoral Evaluation
8. Academic Evaluation
9. Statement of Financial Commitment and Disclosure
10. Digital Photo

1. COMPLETION OF THE ONLINE APPLICATION

The online application may be found at nsa.edu/apply.

2. APPLICATION FEE

Applicant must pay the application fee listed in Appendix A. Payment can be made online.

3. WHY YOU WISH TO ATTEND NEW SAINT ANDREWS

In 500 words or less, the Admissions Committee wants to know how serious a student is about attending the College and how well the student will fit in with the other Christian scholars in our community. Because New Saint Andrews admits a limited number of full-time first year students annually, each new student is an important addition to the character and culture of the College. The Committee tries to identify applicants whose educational goals and interests will be best served by the College, and whose presence will be a positive addition to the College. The Committee encourages applicants to explain why they think New Saint Andrews meets their specific academic and personal goals, and why they think they will benefit from the College's programs.

4. COPY OF AN ESSAY PREVIOUSLY SUBMITTED FOR ACADEMIC CREDIT

This essay is required for all scholarship applicants. The Admissions Committee has found that copies of previously graded academic work are helpful in assessing an applicant's rhetorical skills. Because these abilities are so important for academic success at New Saint Andrews, applicants are encouraged to provide an example of what they consider their best work. The essay must be the student's work alone, and preference is given to original copies of essays graded by a parent or teacher. The essay may be on any subject and in any style of writing, but it should be an example of what the student considers his or her best academic work.

5. SATISFACTORY COMPLETION OF SECONDARY EDUCATION

Successful applicants typically average "B" or better grades in their general secondary-level studies. The Admissions Committee gives careful attention to an applicant's record in English, Languages, History, and Social Studies in order to assess the student's ability to meet the College's significant reading and writing requirements. Previous Latin and classical

studies are not required, but they may prove helpful in demonstrating a student's ability and commitment to pursuing the College's classical curriculum. Home-schooled applicants should provide evidence of completion of secondary-level studies by submitting GED scores or other record of academic assessment, such as a full transcript of courses completed, including grades earned and/or narrative evaluation of performance.

6. STANDARDIZED EXAMINATION SCORES (ACT, CLT, or SAT)

The College uses these standardized tests as one way (among several) to identify an applicant's areas of academic strength and weakness. The College has found these tests to be generally reliable indicators of future academic success at the undergraduate level, but the Admissions Committee never considers them apart from the context of the student's overall academic record and application portfolio.

The College requires a composite score of:

22 or Higher on the ACT

77 or higher on the CLT

1100 or higher on the SAT

Students who score below the required minimums may still be admitted on a provisional basis and given the opportunity to demonstrate their academic abilities.

New Saint Andrews College Codes:

ACT: 0931

SAT: 3855

7. PASTORAL EVALUATION

The Admissions Committee considers confidential pastoral evaluations very seriously. These evaluations provide non-academic indicators of basic personal, familial, social, and spiritual traits that are crucial to the Committee's assessment of how well a student will fit in at New Saint Andrews. When a pastoral evaluation seems to contradict other evidence in the applicant's portfolio, the Admissions Committee may contact the pastor and/or the applicant directly to seek additional information and clarification. The applicants are responsible for contacting their pastors and requesting that they fill out the Pastoral Evaluation Form. The completed pastoral evaluation form must be returned directly to the College and should not be returned by the applicant.

8. ACADEMIC EVALUATION

The Admissions Committee considers confidential academic evaluations very seriously. These evaluations provide academic indicators that are essential to the Committee's assessment of how well a student will fit in at New Saint Andrews. When an academic evaluation seems to contradict other evidence in the applicant's portfolio, the Admissions Committee may contact the teacher/advisor and/or the applicant directly to seek additional information and clarification. The applicants are responsible for contacting their teachers/advisors and requesting that they fill out the Academic Evaluation Form. The completed academic evaluation form must be returned directly to the College and should not be returned by the applicant.

9. STATEMENT OF FINANCIAL COMMITMENT DISCLOSURE

Because the College limits its enrollment, the Admissions Committee wants to know whether applicants can meet their financial obligations so it does not displace qualified applicants who are able to pay with those who cannot. The point is not to pry into your personal or family financial records, but simply to receive personal assurance that you will be able to meet your financial obligations to the College if accepted and that you are willing to take responsibility for this commitment.

Certificate of Music

In addition to all of the regular undergraduate requirements above, applicants for the Certificate of Music must include the following elements which are explained below.

1. A Pending or Accepted BA Application at New Saint Andrews College
2. Completion of the Online Certificate of Music Application
3. Primary Instrument Audition
4. Secondary Instrument Audition
5. Theory Test/Aural Skills Test

6. Music Academic Evaluation

1. UNDERGRADUATE APPLICATION

Before a student begins the application process for the Certificate of Music, they must have already completed an undergraduate application. See above for undergraduate application information.

2. ONLINE CERTIFICATE OF MUSIC APPLICATION

The online application may be found at <https://music.nsa.edu/certificate-of-music/>.

3. AUDITION FOR PRIMARY INSTRUMENT

Setting up auditions is a part of the application process. The applicant must perform two pieces on what they consider their primary instrument (classical music preferred) for the Head of the New Saint Andrews Conservatory of Music.

4. AUDITION FOR SECONDARY INSTRUMENT

Setting up auditions is a part of the application process. The applicant must perform two pieces on what they consider their secondary instrument (classical music preferred) for the Head of the New Saint Andrews Conservatory of Music.

5. THEORY TEST/AURAL SKILLS TEST

The Theory test and Aural Skills test is a part of the application process. As a part of the audition, there will be an assessment of music theory and aural skills.

6. MUSIC ACADEMIC EVALUATION

The Admissions Committee considers confidential academic evaluations very seriously. These evaluations provide academic indicators that are essential to the Committee's assessment of how well a student will fit in at New Saint Andrews. When an academic evaluation seems to contradict other evidence in the applicant's portfolio, the Admissions Committee may contact the teacher/advisor and/or the applicant directly to seek additional information and clarification. The applicants are responsible for contacting their teachers/advisors and requesting that they fill out the Academic Evaluation Form. The completed academic evaluation form must be returned directly to the College and should not be returned by the applicant.

After acceptance into the BA program, and all auditions are complete, the applicant will be notified via written correspondence whether they have been accepted into the Certificate of Music program.

Application Process

Application Submissions

Prospective students should complete the online application available on our website and return the required materials by the deadline, along with the application fee.

All test scores and transcripts should be sent to:

New Saint Andrews College
Office of Admissions
P.O. Box 9025
Moscow, ID 83843

The Director of Admissions will notify the applicant as to whether or not he or she has been accepted. After the College officially notifies an applicant of acceptance, the applicant should confirm his or her intention to attend New Saint Andrews by sending a non-refundable deposit to be applied toward tuition for the first term. See Appendix A for amount.

Admission of Transfer Students

The nature of the personal instruction and intensive readings at New Saint Andrews permits only minimal transfer of credit or course equivalencies from other colleges and universities. The college will consider applications for advanced standing on an individual, course-by-course basis. Applicants must declare their desire to transfer credit from another postsecondary institution at the time they apply to New Saint Andrews, and they must do so by noting the appropriate place on the application form. They must also have an official original transcript (not a copy) sent from their previous postsecondary institution in order for a request for transfer credit to be considered. For further information, see "Transfer Credit" under "Degree Programs" below.

Admission of International Students

New Saint Andrews invites applications from international students who meet our regular admission standards.

International applicants must initiate their applications by no later than February 15. They should contact the admissions office as early as possible. Applicants whose native language is other than English must achieve either a score of at least 570 on the paper-based Test of English as a Foreign Language (TOEFL) and 4.5 on the Test of Written English (TWE), or a score of at least 230 on the computer-based TOEFL with a 4.5 minimum on the essay portion of the exam. If electing the paper-based TOEFL/TWE, students should apply to take the exam at least three months prior to the date that test results are needed for submission to the College. Applicants are responsible for contacting the TOEFL Application Office, Educational Testing Service (www.toefl.org). Applicants who take the TOEFL and TWE must request that the results be sent directly to the College. Applicants may also be subject to an interview at the discretion of our Admissions Committee.

New Saint Andrews will issue the Certificate of Eligibility for Nonimmigrant Student Status (SEVIS Form I-20) to students from outside the United States who meet both the admissions and language requirements. The I-20 Form is necessary to enter the United States as a nonimmigrant student. Contact our Director of Admissions (admissions@nsa.edu) for more information about international student admission and eligibility requirements.

International applicants should note that, in order for the College to issue the I-20 form necessary to enter the country as a student, an accepted applicant must be able to document sufficient funding for every school year. Tuition and fees, including the application fee, must be paid in U.S. dollars. Checks must be drawn from a U.S. bank, with the bank's computer code located in the lower left-hand corner of the check.

Part-Time Students and Auditors

The College may admit a limited number of special, mature students who wish to enroll on a part-time or noncredit basis because of personal objectives or irregular qualifications for regular admission. Part-time students and auditors may enroll in classes provided (1) they meet relevant admission standards (contact the Admissions Office), (2) space is available (preference is given to full-time, degree-seeking students), (3) they receive the instructor's permission, when applicable, and (4) they pay the requisite fees.

Provisional Admissions

New Saint Andrews may admit a student on a provisional (or non-matriculating) basis if the student desires to attend the College on a full-time basis but does not qualify for regular admission. The Admissions Committee establishes the specific conditions of a student's provisional admission on an individual basis. Provisionally admitted students will not receive credit toward their degree unless they meet or exceed all the terms and conditions of their admission and the College formally changes their status to regular, matriculating standing. The College will disqualify or dismiss students who fail to meet the terms and conditions of their admission. Provisionally admitted students must pay all the regular fees and tuition.

New Saint Andrews may admit two types of students provisionally: (1) persons not qualified for regular admission who desire to demonstrate their ability to do college-level academic work; and (2) persons who have been suspended or disqualified from the College and who desire another opportunity to demonstrate their ability to meet our academic and spiritual standards. Any applicant who has yet to complete high school (or its equivalent), but who is otherwise qualified for admission, may be admitted on a provisional basis. Provisional status for this reason will be removed when we receive formal verification of high school completion (normally an official copy of a final transcript).

Expenses and Financial Aid

Tuition and Fees

For fee amounts applicable this academic year, please see chart in Appendix A.

New Saint Andrews depends on student tuition payments made in a timely and orderly manner. The College provides a tuition payment agreement to each student prior to the beginning of the school year so that both the College and its students can plan their budgets accordingly. Tuition agreements distributed by the College's business office each spring must be returned by the posted deadline, accompanied by the requisite non-refundable confirmation deposit which is applied to the first payment due. Because the College limits enrollment, students who fail to submit their tuition agreements and deposits by the posted deadline may lose their privilege to enroll the following year and the College may give their place in the student body to another eligible applicant.

The cost of attending New Saint Andrews is roughly one-third the cost of the average private college tuition, even though we don't have large endowments or any federal financial aid programs. Students also have the option to lock in their tuition rate for four years. As funds permit, a modest number of scholarships are awarded.

Undergraduate Tuition

FULL-TIME TUITION

Full-time tuition is due in full July 1. Payment plans are available options as well. See "Payment Plan."

The tuition agreement and accompanying confirmation deposit must be received and tuition paid in full by July 1 to avoid late fees.

PART-TIME TUITION

Part-time tuition is due in full the first day of each term.

CERTIFICATE OF MUSIC

Tuition covers primary and secondary lessons as an addition to music classes at New Saint Andrews. If a Music Certificate student chooses to take five years to complete all of the BA and Music Certificate requirements, there will be no additional tuition charges for the fifth year. This is to facilitate the completion of the required classes, not additional electives. Some fees may still apply.

Undergraduate Fees

AUDIT FEE

Part-time audit fee is due in full the first day of each term.

DROP/ADD/AUDIT FEE

Fee is owed for dropping or adding a course, after the published registration deadline (usually at the end of the third week of the previous term).

LATE FEE

Late fee is charged to all term tuition payments that are more than three business days late. Students who do not return their annual tuition agreements by the posted deadline are also subject to the late fee.

DIPLOMA FEE

Fee is due with the Application to Graduate form.

Tuition Payment Plan Option

The payment plan (which includes a financing fee) allows full-time tuition to be paid in five equal installments, payable at the beginning of July, September, November, January and March

FIXED TUITION

New Saint Andrews College is unique among colleges and universities in offering an opportunity for full-time students to lock in a fixed tuition rate for up to five consecutive years to complete either an AA or BA degree.

Only freshman in their entering year are eligible. To lock in a fixed rate, students pay a non-refundable fee in full with their first tuition payment at the beginning of the academic year (fall) or by the College's first billing in January. The amount of the fee is based on 80% of the projected tuition savings for the sophomore (2nd year) and junior (3rd year) years as determined by the College according to its revenue projection plan. If the student waits to lock until the January deadline, a "late lock" charge of an extra 10% will be added to the published Lock Fee.

At a minimum, Tuition Lock Program participants are assured of tuition savings at least equal to the amount of the lock fee by the end of their senior year (4th year). Likewise, a cap is placed on the amount of tuition savings that can be realized through the program. If the cumulative tuition savings in the participant's 2nd, 3rd, and 4th years more than triples the amount of the student's paid lock fee, a Tuition Adjustment Fee may be applied for the tuition savings amount that exceeds the cap in the fourth and fifth years.

The Tuition Lock Fee is non-refundable. Students who leave the College leave the Tuition Lock Program. If they re-enroll at a later date, they will be responsible for paying the full published tuition rate current at the time of their (re-)enrollment.

Students are given five years to complete their degree in the Tuition Lock Program. In extending the program one year beyond the typical four-year degree program, the College assumes five continuous years of enrollment. However, circumstances occasionally prevent a student from finishing a degree without interruption. If a student desires to take a one-year absence from classes with the intention of returning, they may do so within the five -year period of the Lock Program. To exercise this allowance, they must:

1. Notify the Bursar in writing of his or her intention by the end of the current school year enrolled.
2. Sign a new tuition agreement indicating a payment plan for the sabbatical year (75% of the current year tuition) that is approved by the Bursar.
3. Pay the remaining balance in full by July 1st prior to the start of the upcoming school year.

These payments are non-refundable and will apply directly to the tuition for the year following the sabbatical year. This allowance can only be applied to one year of absence for each student.

Payments, Penalties and Termination

A service charge and penalty will be assessed on tuition payments that are over three working days late.

All tuition payments are due prior to attending class. Students who fail to pay tuition in accord with the terms of their signed agreement may not attend classes, their tuition agreement may be terminated, their fixed tuition agreement (if any) may be terminated, and their deposit (if any) forfeited, unless they have received prior written approval by the College Bursar for adjustments to their payment schedule.

Students whose tuition agreements are terminated because of failure to meet the terms of their agreements must sign a new tuition agreement (which may result in a substantial increase in their tuition rate) and pay in advance before attending any class.

Failure to complete payments may result in grade reports and transcripts being withheld.

Payments can be made with cash, check, or money order. Credit card payments will be accepted for deposits, tuition, and fees, and will be assessed a processing fee.

Tuition payments should be placed in an envelope and submitted to the Administrative Assistant in the Administrative Office or mailed to:

New Saint Andrews College
Office of the Bursar
P.O. Box 9025
Moscow, ID 83843

Refund Policy

If a student withdraws from all coursework before classes begin for the academic year, he will receive a full refund of his tuition (only). After the start of classes, refunds **may** be available, depending on the reason for his withdrawal.

- If the student withdraws voluntarily, NSA may provide a partial refund based on the timing of his withdrawal. He loses all deposits held on account.
- If the student is forced to leave for reasons of a medical need or family emergency, NSA may provide a partial refund or work out another arrangement for returning after a “gap year.” He will retain his deposits held on account for a maximum of one year of approved absence.
- If the student is suspended or expelled, he forfeits all right to a refund. If suspended, he retains his deposits held on account, provided that he returns immediately following the end of his suspension, and he must continue making tuition payments if on a payment plan. If he does not return or stops making payments, or if he is expelled, he also loses all deposits.

Refunds are prorated according to the following chart and are subject to approval by the CFO. The withdrawal fee is required regardless of the reason for or timing of the withdrawal.

| Program | 60% refund | 40% refund | NO refund |
|---|------------------------------|---------------------------|--------------------------|
| Full-time undergraduate (incl. Music Certificate) | before end of Jerusalem term | before end of Nicaea term | after end of Nicaea term |
| Part-time undergraduate | before end of Week 1 | before end of Week 2 | after end of Week 2 |
| Auditor (any) | before end of Week 1 | n/a | after end of Week 1 |

When calculating the net refund, any internal scholarships and grants received will first be retracted, and the student will be liable for the full tuition bill as if he had not received any assistance. NSA will also return to the source any partner scholarship funds or third-party funds upon non-completion, if required by the funding party. Work-study awards are exempt from this recalculation.

For example, tuition is \$15,000 and a student received \$3,000 in total internal scholarships and grants. He paid \$6,000 (half of the remaining \$12,000) on a 50/50 payment plan but withdrew before the end of the Nicaea term and before his second payment was due (Jan 1). The awards are retracted, and he becomes liable for the full \$15,000. He will receive a 40% refund (\$6,000), putting his final balance at \$9,000. Since he has already paid \$6,000, he will owe another \$3,000 before he leaves (plus the withdrawal fee, less any deposits held on account).

Only tuition will be refunded. The confirmation deposit and any fees paid (including tuition lock fee and payment plan fee) are nonrefundable.

There will be no adjustments for a full-time undergraduate student who takes a part-time load for a single term during the year; even if on a payment plan, he will still be responsible to pay the full year’s tuition. However, if a full-time student desires to “scale back” mid-year to a part-time status, his full-time tuition agreement will be rescinded, a new part-time tuition agreement must be signed, and he will be charged the withdrawal fee. All hours enrolled to date in the academic year will be recalculated at part-time (per-credit) rates. Any resulting credit may be applied to future terms of part-time attendance; any resulting obligation must be paid before the student may enroll in the next term.

Financial Aid and Student Scholarships

As funds permit, the College offers general, need-based, and merit scholarships. As a means of protecting the religious integrity and freedom of our Christian institution, the College does not participate with any government-sponsored financial aid programs. Instead, a private scholarship organization is available to provide assistance to needy and deserving students.

Applicants in need of financial assistance should indicate their interest in scholarships in their Statement of Financial Commitment and Disclosure and submit their completed application forms and materials no later than the March 1 deadline to be eligible for scholarships and financial aid consideration.

Scholarship money is not available for music certificate tuition.

For the most current information on scholarships, visit our website: www.nsa.edu.

Academic Policies

Registration and Enrollment

For fee amounts applicable this academic year, please see chart in Appendix A.

Student Status

A student is enrolled in a course when he is registered in a course for credit. A student has *full-time status* at New Saint Andrews when enrolled in 6 credits or more in one term. A student has *part-time status* at New Saint Andrews when enrolled less than 6 credits in one term. A student is *matriculating* at New Saint Andrews only if he or she has been admitted by the College to full degree-seeking status and is currently is pursuing an Associate's or Bachelor's degree at the College. All matriculating students must be at least 17 years of age at the beginning of the academic year. Credits will be applied only for students who are matriculating. Matriculating status is normally granted upon regular admission to the College. A student is *non-matriculating* if he has been admitted provisionally or is otherwise enrolled in one or more courses at the College, but is not pursuing a degree.

Auditing Courses

An auditor is one who attends a class without participation or credit. An auditor is granted the limited privilege of "listening" to lectures on a space-available basis only. An auditor may not submit any work to a course instructor for grading or evaluation, or sit for examination. Auditors must have the permission of the instructor to attend recitations.

An auditor who later enrolls in the same course for credit may receive no special considerations, and must meet the same course requirements in the same way as all other students enrolled in the course for credit.

Full-time students may audit any course without charge, provided space is available. Part-time students who audit a course must pay the applicable fee.

Spouses of full-time undergraduate New Saint Andrews students may audit courses free of charge, provided space is available.

In order to audit a course, a student must submit the registration form for part-time students to the Registrar. Regularly enrolled students who wish to audit a course after having already submitted their registration form must complete a "Drop/Add" form to audit the course.

Course-Load Limitations

Full-time students who desire to enroll in more than the standard four courses in any given term must qualify with a minimum cumulative GPA of 3.5 or better in the previous term, or receive the written approval of the Undergraduate Dean. No additional fees are assessed for a fifth for-credit class in one term. However, enrollment in six or more for-credit courses must be approved by the Undergraduate Dean, and will incur an Overload Fee. Course intensives held within the two weeks after Westminster term are considered a part of Westminster term for purposes of tuition and fees, but do not carry the grade restrictions listed above.

5th Year MA

Seniors with a GPA of 3.0 or higher who have applied and been accepted into the MA in Theology and Letters are eligible to take up to eight graduate credits (or one grad course per term) towards the MA in Theology and letters during their senior year at no additional charge to their full-time undergraduate tuition.

Late Enrollment

To add a course after the published registration deadline, either to audit or enroll, the student must submit a Drop/Add form to the Registrar. Note: a fee is required to add a course after registration. Late enrollment is subject to space availability.

No student may add a course after Friday of the second week of a term.

Required books for a course may not be available in the bookstore to students who enroll late.

Changing Course Sections

In order to change course sections after the published registration deadline, the student must submit a completed Drop/Add form to the Registrar, along with the required fee. Section changes are not granted automatically and may be denied for administrative reasons.

Dropping and Withdrawing from Courses

Students who drop or withdraw from a course are subject to the Refund Policy (see above), which they should consult prior to making a decision to drop or withdraw. In order to drop or withdraw from a course, the student must submit a completed Drop/Add form to the Registrar, along with the required fee.

A student may drop a course in the first two weeks of a term. Dropping a course removes a student's record of enrollment for that course.

A student may withdraw from a course in the third, fourth, or fifth week of a term. Withdrawals will be indicated on the student's transcript with a "W" posted for each withdrawn course. Students who wish to withdraw from a course after Friday of the fifth week of a term must seek and obtain permission from the office of the Undergraduate Dean, which may be granted only under unusual or extenuating circumstances.

Students who decide to withdraw from a course may in fact be changing to part-time status. Under certain circumstances, this change may entail financial and/or enrollment consequences.

Attendance

Full-time students are required to attend every orientation, convocation (academic robes required for matriculating students), seminar, recitation, oral exam, final exam, and commencement (attendance at the weekly undergraduate *Disputatio* is mandatory).

Instructors may cite unexcused absences as a cause for lowering a student's course grade in a given term. Attendance at weekly grad forums will be noted. Failure to participate in required academic meetings will negatively affect a student's quarterly evaluation.

Incomplete Course Work

Students are expected to complete all course work, including all assigned reading, within the term in which it is assigned. However, a student can petition for an incomplete ("I"). An incomplete is normally granted only when the student's course work has not been completed due to unusual extenuating circumstances (e.g., serious illness, family-related hardship). Lack of discipline or organization, church ministry involvements, job responsibilities, and other ordinary avoidable factors do not constitute extenuating circumstances.

If an incomplete is granted, all remaining course work must be completed within four weeks of the end of the term for which the incomplete was granted. Should the student fail to complete remaining work within this time frame, a final course grade will be posted automatically.

Grade Reports

Students may view grade reports after the completion of each academic term. Full reports often include personalized remarks from instructors and are normally available three to four weeks following an academic term. Student academic records are private and confidential, and are released in accordance with applicable state, federal, and biblical law.

Grading System

Terminology

The grading system at New Saint Andrews employs a unique terminology, as outlined below. For a variety of reasons, the college does not use the standard A, B, C formula. First, the fairly common problem of grade inflation has made the older system less informative than it used to be. Second, many of our students are very accustomed to receiving high marks and are liable to misinterpret college grades under the standard method of grading. Third with a different system of grading, our focus can return to where it ought to be—on knowledge acquisition, rather than on a very limited measuring stick of that knowledge. While we are convinced that quantitative measures are inadequate to describe knowledge, we do have a means of translating the grades into the common system for those students who transfer out of our college (see below). Courses taken on a pass/fail basis are not factored into GPA calculations.

| MARK | LATIN | ENGLISH TRANSLATION | 4.0 DESIG | 4.0 RANGE | 100% RANGE |
|------|--------------------------------|-------------------------------|-----------|-----------|------------|
| SCL | <i>Summa Cum Laude</i> | <i>With Greatest Praise</i> | 4.00 | 3.85-4.00 | 94.0–100 |
| CL | <i>Cum Laude</i> | <i>With Praise</i> | 3.70 | 3.50-3.84 | 90.0–93.9 |
| SCH | <i>Summo Cum Honore</i> | <i>With Greatest Honor</i> | 3.30 | 3.15-3.49 | 87.0–89.9 |
| CH | <i>Cum Honore</i> | <i>With Honor</i> | 3.00 | 2.85-3.14 | 84.0–86.9 |
| MCH | <i>Minimo Cum Honore</i> | <i>With Lesser Honor</i> | 2.70 | 2.50-2.84 | 80.0–83.9 |
| SCS | <i>Summa Cum Sufficientia</i> | <i>With Greatest Adequacy</i> | 2.30 | 2.15-2.49 | 77.0–79.9 |
| CS | <i>Cum Sufficientia</i> | <i>With Adequacy</i> | 2.00 | 1.85-2.14 | 74.0–76.9 |
| MCS | <i>Minima Cum Sufficientia</i> | <i>With Lesser Adequacy</i> | 1.70 | 1.50-1.84 | 70.0–73.9 |
| CD | <i>Cum Deficientia</i> | <i>With Deficiency</i> | 1.00 | 1.00-1.49 | 60-69.9 |
| M | <i>Minime</i> | <i>Not Adequate</i> | 0.00 | 0.00-1.49 | 00.0–59.9 |

In order to request an Incomplete, the student must obtain the written consent of both the instructor and the Undergraduate Dean. This written consent must be presented to the Registrar prior to the term's end.

CD Makeup Policy

Students who have earned a grade of CD (*cum deficientia*) in a course are eligible, at the student's request, to register for a remedial make-up version of the failed course. In the make-up course, the student is given the opportunity to correct whatever assignment deficiencies deemed necessary or appropriate by the course instructor. Under normal circumstances, the make-up course must be requested by the student at the beginning of the term immediately following the one in which the CD grade was earned, and will be scheduled for either the first or second term following the one in which the CD grade was earned.

A maximum grade of CS (*cum sufficientia*) may be earned in the make-up course (to earn a replacement grade higher than a CS, students must retake the original failed course). Each make-up course carries a mandatory fee in addition to the student's regular tuition. As per the College's replacement grade policy, although the make-up grade will replace the CD grade in the student's overall GPA calculation, the original CD grade will continue to be recorded on the student's transcript.

Academic Probation

Students who receive a failing mark (M) in one course in any term may be placed on academic probation. Students placed on probation are considered to be at risk of not completing their studies at New Saint Andrews. Such students may be required to reduce their course load, and are subject to special terms of accountability. Probationary status will be lifted after the student demonstrates by his academic performance that he is likely to complete a degree program. Multiple terms of poor academic performance may result in dismissal from the College. Decisions regarding probation and dismissal rest with the Undergraduate Dean. Students may appeal according to the Grievance Policy, which is set forth in the Student Handbook.

Academic Honors

The College faculty confers academic honors upon those students who fulfill degree requirements and meet the following criteria:

Cum Laude: Students who complete either the BA or the AA degree with an overall academic evaluation of *Cum Laude* (3.50) or better.

Summa Cum Laude: Students who complete either the BA or the AA degree with an overall academic evaluation of *Summa Cum Laude* (3.85) or better.

DEAN'S LIST

To honor academic achievement, the College publishes a Dean's List at the close of each of the four regular academic terms. To qualify for the Dean's List, students must be matriculating in a degree program, enrolled full-time (three classes or more, excluding senior thesis), and earn a GPA of 3.75 or better for that term.

Lapsed Enrollment and Readmission Policy

Lapsed Enrollment

Matriculating students who have not enrolled for credit for four consecutive terms are subject to automatic discontinuation from their degree program and may be required to reapply for admission to the College.

Readmission Policy

Students who have been expelled from New Saint Andrews for academic reasons or Code of Conduct violations may apply for readmission *within* two years of the date of dismissal by petitioning the Admissions Committee in writing.

A student seeking readmission *after* two years from the date of dismissal must complete the same full application process that prospective new students complete. In either case, the student must attach a cover letter that conveys an understanding of why they were dismissed, and provide evidence that the circumstances that led to the dismissal are not likely to arise again. Any student who has been expelled from New Saint Andrews, if readmitted, is subject to the degree requirements, tuition and fees in effect at the time of readmission. All (previous) tuition and fee payment schedules or tuition agreements are nullified at the time of dismissal. A student who has been expelled for any reason must pay in full all outstanding debts owed to the College prior to receiving consideration for readmission.

Graduation

Recognition at Commencement

To be recognized at Commencement as a member of the graduating class, students must either (a) meet all graduation requirements (including the completion of the Thesis), or (b) have no more than four credits remaining for graduation (none of which can be thesis) **and** be registered and paid for the remaining coursework prior to Commencement. Such payment is non-refundable.

Application to Graduate

Students who are nearing completion of their studies must formally petition the Registrar for consideration for graduation. Students must submit the Application to Graduate form to the Registrar by the posted deadline (usually in Nicea Term) in order to participate in the upcoming commencement in May. A fee per qualification must accompany the application. This fee covers basic USPS mailing charges. If additional postage is required, the additional charge will be billed to the student. All diplomas will be mailed to the student address supplied on the Application to Graduate. Upon receipt of this form, the Registrar will review that student's record and certify that the student is indeed on course to satisfy all requirements for graduation.

Privacy, Information, and Records

Student Addresses and Mail

For the faculty and other college personnel to effectively communicate with students, the office must have correct local and permanent addresses, phone number(s) and e-mail address(es) of each student. It is the responsibility of the student to keep their contact information up to date in Populi, the College's online student information system. Students may not, for any reason, have personal correspondence or personal shipments sent to New Saint Andrews.

Notification of Rights Concerning Educational Records

New Saint Andrews College affords students certain rights with respect to their education records. Education records include: grades, transcripts, comments, earned honors. The student is afforded the following rights concerning their education records:

- The right to inspect and review the student's education records.
- The right to request the amendment of any information in the student's education records that the student believes is inaccurate or misleading.
 - A student who wishes to ask the college to amend a record should write the official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.
 - If the college decides not to amend the record as requested, the college will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment.
- In most cases, the right to require that the college obtain the student's written consent before the college discloses personal information from the student's education records.

Online access to academic records and resources is a privilege. The college actively manages access-holders and reserves the right to limit or remove access at any time.

Computer Networks and Resources

All students are to access college management resources by using their own unique login and password. All students are to safeguard the associated wireless network access passwords. Passwords are considered confidential information and shall not be shared with or transferred to others (including parents). Students may send information to parents or guardians through the Populi system. The college's computing, management, and networking resources may not be used either to commit or facilitate academic dishonesty, or to compromise the privacy of personal or academic information.

College Name, Symbols & Academic Property

The New Saint Andrews Board reserves all rights for the use of the College names, New Saint Andrews College, New Saint Andrews (when used in reference to the College and its associated operations), symbols and its academic property. The name or the symbols of New Saint Andrews College may not be published, reproduced, stored, transmitted, or appropriated, in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, for commercial or academic use without prior written permission of the Board of Trustees or its duly appointed agent.

New Saint Andrews limits the use of its name, symbols and academic property to official documents, materials, events, publications and academic offerings authorized by the Board of Trustees or its duly appointed agents. All other unauthorized uses of the College name and symbols are prohibited.

Privacy

Because New Saint Andrews takes no federal funding, it is not bound by FERPA. However; to ensure the privacy of our students, we have put into effect the following privacy policies:

The College's Privacy Policies requires that the College, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your education records. However, the College may disclose "directory information" without written consent, unless you have advised the College to the contrary. The primary purpose of directory information is to allow the College to include this type of information in certain publications, such as the College Directory, honor roll or other recognition lists, and commencement programs. If you do not want the College to disclose directory information from your educational records without your prior written consent, you must notify the Registrar's Office in writing by September 1. The following student information is considered directory information by the College: name, telephone, e-mail address, photograph, degrees, honors, and awards received, parent's names, hometown, dates of attendance, attendance at past and future educational institutions, participation in officially recognized College activities, graduate school attendance and/or employment.

Recording of lectures, presentations, discussions, or any other College-sponsored activity or event, in any form (e.g., audio, video, photograph, stenograph) is prohibited without the express permission of the appropriate instructor. If granted, such permission extends only for individual, private and temporary use. Such recordings may neither be copied, permanently stored or archived, published, nor distributed in any form, including (but not limited to) e-mail and personal web sites, without the express permission of the Provost. In accordance with this policy, students should be aware that any class, and discussions held therein, may be subject to recording.

All students are advised that New Saint Andrews College takes photos, videos, and sound recordings throughout the year. These photographs, videos, and sound recordings include New Saint Andrews classes, study areas, events, and other College related activities for the purposes of publicity and marketing. Students grant New Saint Andrews College, and its employees and agents, the right to make, use, and publish any recorded footage in which their name, likeness, image and/or voice may be included. Students waive any and all right to inspect and approve the finished product.

Degree Programs

The undergraduate programs at New Saint Andrews College provide a classical Christian liberal arts curriculum with orienting lectures, readings from some of the most influential works in Western culture, and personal interaction with the faculty – all in the context of a local Christian community that holds students accountable for personal, cultural, and spiritual maturity.

Undergraduate Program of Studies

New Saint Andrews offers two undergraduate degree programs: a two-year Associate's degree and a four-year Bachelor's degree. Both degrees are in *Liberal Arts and Culture*. A Certificate of Music is also available to matriculating BA students. The Mission of the New Saint Andrews Conservatory of Music is to serve our community while we equip NSA graduates to teach and lead music in schools, churches, and other communities.

Degree Requirements for Earlier Cohorts

Students are held accountable to the degree requirements which were in effect at the time of their initial matriculation at New Saint Andrews. The requirements printed below apply to students who matriculate at New Saint Andrews in the current (as of the publishing of the catalog) academic year. Returning students should consult previously published student handbooks or catalogs for degree requirements that apply to them. Questions may be directed to the Registrar.

Requirements for the Bachelor of Arts (BA) Degree

Candidates for the Bachelor of Arts degree must complete each of the following requirements:

1. Pass each term in all Colloquia, or their approved equivalents. This includes four terms each of Theology, Classical Rhetoric, Music, Natural History, History and Historiography, Mathematics, *Principia Theologiae*, Philosophy, Mathematics and Western Culture, and Literature.
2. Pass 12 terms in language, which must include four terms of Latin, and must reach reading proficiency in one language.
3. Pass 9 terms of electives.
4. Pass Senior Thesis (must be completed prior to graduation).

Model Four-Year Plan for the Baccalaureate Degree in Liberal Arts and Culture for Students Starting the Program before August 2022.

| Year One | Year Two | Year Three | Year Four |
|--|---|--|--|
| <i>Latin Colloquium (4 terms)</i> | <i>Classical Language (4 terms)</i> | <i>Classical Language Readings (4 terms)</i> | <i>Electives (1 one-term course)</i> |
| <i>Theology Colloquium (4 terms)</i> | <i>Classical Culture and History Colloquium (4 Terms)</i> | <i>Literature Discipline (4 terms)</i> | <i>Math & Western Culture (4 terms)</i> |
| <i>Classical Rhetoric Colloquium (4 terms)</i> | <i>Electives (4 one-term courses)</i> | <i>Philosophy Discipline (4 terms)</i> | <i>Principia Theologiae Colloquium (4 terms)</i> |

| | | | |
|---------------------------------------|---|---|--|
| <i>Music Colloquium (4 terms)</i> | <i>Natural History Colloquium (4 terms)</i> | <i>Electives (4 one-term courses)</i> | <i>Integrated Thesis (2 terms)</i> |
|---------------------------------------|---|---|--|

Model Four-Year Plan for the Baccalaureate Degree in Liberal Arts and Culture for Students Starting the Program During or After August 2022.

| <i>Year One</i> | <i>Year Two</i> | <i>Year Three</i> | <i>Year Four</i> |
|--|--|--|---|
| <i>Latin Colloquium (4 terms)</i> | <i>Classical Language (4 terms)</i> | <i>Classical Language Readings (4 terms)</i> | <i>Electives (5 one-term courses)</i> |
| <i>Lordship Colloquium (4 terms)</i> | <i>History and Historiography Colloquium (4 Terms)</i> | <i>Literature Discipline (4 terms)</i> | <i>Mathematics and Western Culture Colloquium (4 terms)</i> |
| <i>Classical Rhetoric Colloquium (4 terms)</i> | <i>Electives (4 one-term courses)</i> | <i>Philosophy Discipline (4 terms)</i> | <i>Principia Theologiae Colloquium (4 terms)</i> |
| <i>Music Colloquium (4 terms)</i> | <i>Mathematics Colloquium (4 terms)</i> | <i>Natural History Colloquium (4 terms)</i> | <i>Integrated Thesis (2 terms)</i> |

Requirements for the Associate of Arts (AA) Degree

Candidates for the Associate of Arts degree for AYE2025 and after must complete each of the following requirements:

1. Pass four terms in each of the following Colloquia, or their approved equivalents: Theology, Classical Rhetoric, Music, History and Historiography.
2. Pass six to eight terms of classical languages, including four terms of Latin.
3. Pass two to four terms of Mathematics.
(Students who choose to take only two terms of Mathematics must take a total of eight terms of classical language.)
4. Pass two terms of writing electives and two terms of science electives.
5. Pass two terms of other electives.

NSA will place the AA in moratorium in May 2025. No further AA degrees will be granted after May 2026.

Model Two-Year Plan for the Associate's Degree in Liberal Arts and Culture for Students Starting the Program During and After April 2022.

| <i>Year One</i> | <i>Year Two</i> |
|--|--|
| <i>Latin Colloquium (4 terms)</i> | <i>Classical Language Colloquium (2-4 terms)</i> |
| <i>Lordship Colloquium (4 terms)</i> | <i>History and Historiography Colloquium (4 terms)</i> |
| <i>Classical Rhetoric Colloquium (4 terms)</i> | <i>Mathematics (2-4 terms)</i> |

| | |
|---------------------------------------|---|
| <i>Music Colloquium (4 terms)</i> | <i>Science & Writing (2 terms in each discipline)</i> |
| | <i>Electives (2 terms)</i> |

Requirements for the Certificate of Music

Candidates for the Certificate of Music must complete each of the following requirements in addition to the BA requirements listed above:

1. Pass four terms in each of the following Music Colloquia, or their approved equivalents: Music I and Music II.
2. Pass four more terms of music electives over the course of years three and four.
3. Four terms a year for four years of: primary instrument, secondary instrument, and either choir or orchestra.

Model Four-Year Plan for the Music Certificate

| <i>Year One</i> | <i>Year Two</i> | <i>Year Three</i> | <i>Year Four</i> |
|---|---|--|--|
| <i>Music I (4 terms)</i> | <i>Music II (4 terms)</i> | <i>Church Music OR Form and Analysis (2 terms)</i> | <i>Church Music OR Form and Analysis (2 terms)</i> |
| <i>Primary Instrument (4 terms)</i> | <i>Primary Instrument (4 terms)</i> | <i>Primary Instrument (4 terms)</i> | <i>Primary Instrument (4 terms)</i> |
| <i>Secondary Instrument (4 terms)</i> | <i>Secondary Instrument (4 terms)</i> | <i>Secondary Instrument (4 terms)</i> | <i>Secondary Instrument (4 terms)</i> |
| <i>Choir or Orchestra (4 terms)</i> | <i>Choir or Orchestra (4 terms)</i> | <i>Choir or Orchestra (4 terms)</i> | <i>Choir or Orchestra (4 terms)</i> |

Music II, Church Music and Form and Analysis will count as Undergraduate Electives in addition to Music Certificate required classes.

Credit Requirements

While it is common to describe degree requirements in terms of credits hours earned (e.g., the AA degree=64 credits; the BA degree=124 credits, Music Certificate = 66 credits), we believe that knowledge and the educational process must be understood as much more than units of “time served.” Our graduates may accumulate credit hours but, more importantly, they should demonstrate proficiency in the classical liberal arts, grasp the integrated nature of knowledge and the created order, and experience personal growth in wisdom and maturity as Christian scholars and citizens.

In order to determine the appropriate amount of credit hours assigned to each course, Provost takes into account the amount of time spent by students in lecture, in recitation, in labs, in choir practice, on field trips, etc., and the type of class being evaluated. Generally speaking, each credit hour corresponds to at least one hour of direct instruction and a minimum of 2 hours of additional student work each week.

Directed Study Credit

No more than four credits (the equivalent of two one-term electives) in Directed Studies may be applied toward the Bachelor of Arts degree requirements for graduation. No credits in Directed Study may be applied toward the Associate

of Arts degree requirements for graduation. No Directed Study may have more than two students at one time, and all require the written approval of the Undergraduate Dean. See Registrar for the form showing requirements and fee.

Transfer Credit

New Saint Andrews reserves the right to evaluate each transfer student's proficiency, knowledge, and skills gained from courses taken at other institutions, accredited or non-accredited, prior to accepting them as meeting its graduation requirements. We also reserve the right to grant transfer credit upon condition of satisfactory completion of a designated higher-level New Saint Andrews course in a related field.

Upon admission of a transfer student to New Saint Andrews, our Admissions Committee evaluates all courses taken or attempted and all grades received at accredited and non-accredited postsecondary institutions. The committee determines at that time the applicability of any course equivalencies or transfer credits to the student's program of study at New Saint Andrews. All course equivalencies, transfer credits and academic conditions are recorded on the student's permanent record after he or she is officially matriculated.

Transfer courses and credits are not used to determine a student's overall academic standing (grade point average) at New Saint Andrews.

Advanced placement: New Saint Andrews grants advanced placement only under rare circumstances. Those wishing consideration must petition the Undergraduate Dean for approval.

Notification of advanced status: Applicants with previous experience seeking advanced status at New Saint Andrews will be officially notified of the acceptance of their previous coursework and advanced standing at the time of admission. Because of the integrated nature of our curriculum, transfer students should consult with the Registrar and the Undergraduate Dean as soon as possible for official clarification of remaining academic requirements and to develop an academic plan suited to the student's specific circumstances.

Transfer credit limitations: A maximum of 60 credits earned at the post-secondary level may be applied to a student's BA-degree program at New Saint Andrews. We accept transfer course equivalencies only for courses completed with a grade of B or better. We usually do not allow transfer credit for the Lordship or *Principia Theologiae* Colloquia, and limit transfer course equivalencies or credits in cultural colloquia, languages, and cultural electives. We accept no transfer course equivalencies or credits for students in our Associate of Arts program.

Residency requirements for degree completion: As a student nears completion of graduation requirements, no fewer than eight of the final 12 credits to be applied toward the degree requirements must be completed in residence at the Moscow campus; no more than four of the final 12 credits may come from transfer credit.

Maximum duration of matriculation and expiration of credit: Matriculating students must complete degree requirements within seven years of initial matriculation. After seven years, such students may become subject to the degree requirements that are then current, and coursework completed more than seven years earlier may not apply toward their degree requirements.

Limitation of credits earned prior to matriculation: Matriculating students who had previously completed New Saint Andrews coursework as a non-matriculating student may apply no more than 32 such credits toward their degree requirements.

Program Scope and Sequence

Languages

Because Greek, Latin, and Hebrew are the formative languages of Western Christendom, our students learn one or more of these languages to at least a reading level of proficiency. It is also possible to study one year of Middle English to satisfy the reading level proficiency requirement. BA students are required to take three years of language study and AA students take two years. Students study these languages not as "dead" languages, but as active, oral experiences that bring the ancient world to life. This active study is important not just for ciphering ancient texts, or thinking in the framework of another culture, but a time-proven method of intellectual discipline essential for a broad and nuanced handling of all forms of thought and expression.

First Year

The Christian worldview is central in every course at New Saint Andrews. A foundation for this outlook is set in the first-year Lordship Colloquium, which introduces the worldview of historic, confessional Protestantism. First-year students are introduced to traditional liberal studies in the Classical Rhetoric Colloquium. This is a theoretical and practical course in persuasive oratory (through public speaking), written composition, and logic in which students cultivate habits of thought and expression on which they will draw in later course work. Both Lordship and Rhetoric also introduce students to the discipline of reading the great works of the western tradition, a discipline that develops throughout their studies. The Music Colloquium also holds an important place in our first-year curriculum, where beauty is approached in a disciplined fashion. Christian approaches to aesthetics are presented, which can apply to any of the fine arts, but since every Christian is called to sing, choral music is an appropriate laboratory for the inculcation of beauty.

Second Year

In the Classical Culture and History Colloquium, students survey the history of the West, focusing on great authors of history and the different ways they reflect upon the past. The course spans the ancient Near East, classical antiquity, and the European continent down to the modern era. It pushes students to analyze narratives, examine evidence, and conduct their own research. In the Mathematics sequence, students learn the theories that underlie this important quantitative discipline, then put it into practice.

Third Year

The third-year curriculum, building upon the foundation of the first two years, branches into the disciplines of philosophy, literature, and mathematics. For the philosophy requirement, students enroll in a year-long Philosophy Colloquium. For their literature requirement, students have the opportunity to study such genres as Epic, Tragedy, Comedy, and Lyric Poetry, as well as particular authors such as Homer, Chaucer, Spencer, Milton, Shakespeare, Dostoevsky, Flannery O'Connor, C.S. Lewis, and J.R.R. Tolkien. The Natural History Colloquium provides a broad foundation of biology so that our students gain a deep appreciation for the complexity and diversity of life. This course prepares them to be conversant in current issues dealing with origins and other important biological topics.

Fourth Year

The foundation laid in the freshman Theology Colloquium is particularly built upon in the fourth year by the biblical, historic, and systematic theology of the Principia Theologiae Colloquium, in which the Bible as the central text is studied in conversation with patristic Reformed and modern theological traditions. Mathematics and Western Culture builds on the earlier Mathematics Colloquium to expand their understanding of this area.

Electives and Senior Thesis

Second-through-fourth-year students have several options for focused study in Electives. These term-length courses approach various topics in a number of disciplines. The Senior Thesis both allows students to refine their faculties of inquiry, creative expression, and critical reasoning by looking closely at a particular matter of study and serves as a summative assessment of their undergraduate academic career.

Certificate of Music

The certificate of music begins with two years of training in Musicianship, including components of music history, appreciation, and performance. For the required eight credits of third year and fourth year music electives, students choose from classes such as form and analysis, and church music. Four years of primary instrument and secondary instrument lessons are also required.

Institutional Programs Objectives

Skills

The faculty has determined that the curriculum as a whole should be evaluated on its ability to produce the following:

Skills

- i. **Rhetoric:** Ability to teach, to delight, and to persuade, crafting language to fit both subject matter and situation.

- ii. *Observation*: Ability to see what is actually present or absent in what we examine—not merely to see what we expect, want, or need to see.
- iii. *Reasoning*: Ability to make sound inferences, to correctly evaluate logical relationships, and to properly weigh evidence.
- iv. *Perspective*: Ability to view objects, ideas, and oneself—truthfully, from multiple points of view, and from different frames of reference or points of focus.
- v. *Problem Solving*: Ability to formulate and implement intelligent processes for finding solutions to problems.
- vi. *Creativity*: Ability to see new possibilities in relating or deploying that which is within the created order and finding new ways of telling a story.

Traits

During AYE2022 undergraduate students were divided amongst three halls. The Hall system is structured to develop the traits necessary for our graduates to become cultural leaders by providing student leadership opportunities and intentionally fostering leadership within the student body. It is also a precursor to the planned separation into three colleges once enrollment warrants. A complete description of the Hall System is found in the Resident Student Handbook.

Calendar

Terms in the Academic Year

The regular academic year at New Saint Andrews is divided into four eight-week terms, each named after a great council of the Christian church. The first is Jerusalem Term, named for the great council recorded in Acts 15 that confronted the heresy of the Judaizers. The second term is called Nicea, deriving its name from the council held in A.D. 325 that definitively addressed disputes regarding the Trinity. The third is Chalcedon Term, named after the council which convened in A.D. 451 to address Christological controversies. The fourth is Westminster Term, named for the assembly of divines that met in London from 1643 to 1652 and gave us one of the great systematic expressions of the Reformed faith.

Seminars, Recitations, and *Disputatio* are not held during examination week. Oral examinations are administered Monday through Saturday. Students wanting to leave town for breaks must not make plans to leave early unless they have consulted the exam schedule. The exam schedule will typically be posted by the end of the third week of each term.

Because of the nature of our weekly schedule, New Saint Andrews takes no three-day weekends except for the Good Friday-Easter weekend. All other breaks are a full week in duration. Thus, classes remain in session during Labor Day, Columbus Day, and Presidents' Day. The calendar for the current and successive years can be found on the college web page.

Calendar for the Academic Year 2025-2026

| | |
|------------------------|-------------------------|
| August 12-15, 2025 | Prologus Studiorum |
| August 16, 2025 | Convocation |
| August 18, 2025 | Jerusalem Term Begins |
| October 6-10, 2025 | Final Examination Week |
| October 10, 2025 | Jerusalem Term Ends |
| October 13-17, 2025 | Fall Break |
| October 20, 2025 | Nicea Term Begins |
| November 24-28, 2025 | Thanksgiving Break |
| December 15-19, 2025 | Final Examination Week |
| December 19, 2025 | Nicea Term Ends |
| December 20, 2025 | Christmas Break Begins |
| January 19, 2026 | Chalcedon Term Begins |
| March 9-13, 2026 | Final Examination Week |
| March 13, 2026 | Chalcedon Term Ends |
| March 16-20, 2026 | Spring Break |
| March 23, 2026 | Westminster Term Begins |
| April 3, 2026 | Good Friday |
| May 11-15, 2026 | Final Examination Week |
| May 14, 2026, Thursday | Commencement |
| May 15, 2026 | Westminster Term Ends |

Tentative Calendar for the Academic Year 2026-2027

| | |
|------------------------|-------------------------|
| August 11-14, 2026 | Prologus Studiorum |
| August 15, 2026 | Convocation |
| August 17, 2026 | Jerusalem Term Begins |
| Oct 5-9, 2026 | Final Examination Week |
| October 9, 2026 | Jerusalem Term Ends |
| October 12-16, 2026 | Fall Break |
| October 19, 2026 | Nicea Term Begins |
| November 23-27, 2026 | Thanksgiving Break |
| December 14-18, 2026 | Final Examination Week |
| December 18, 2026 | Nicea Term Ends |
| December 19, 2026 | Christmas Break Begins |
| January 18, 2027 | Chalcedon Term Begins |
| March 8-12, 2027 | Final Examination Week |
| March 12, 2027 | Chalcedon Term Ends |
| March 15-19, 2027 | Spring Break |
| March 22, 2027 | Westminster Term Begins |
| March 26, 2027 | Good Friday |
| May 10-14, 2027 | Final Examination Week |
| May 13, 2027, Thursday | Commencement |
| May 14, 2027 | Westminster Term Ends |

Grievance Policy

Academic

All grievances, disputes, and appeals related to the educational and academic preparation of the student should be handled with Christian charity, following biblical ethics and the letter and spirit of the College's Code of Conduct. Grievances, no matter how justified, do not warrant violations of the Code of Conduct. Students who violate the Code of Conduct in their pursuit of a grievance may be subject to separate disciplinary action regardless of the merits of the initial grievance.

Students who have an academic grievance against a faculty member, staff member, school policy, or school action should submit a complaint in writing to the relevant person or office. The complaint should specify the details of the grievance and that the student is filing a grievance as specified by the *Student Handbook*. The faculty member or appropriate College employee must respond in writing within seven working days.

If the student is not satisfied with the response, the student may file an appeal, in writing, to the Provost of the College within fourteen days of receiving the previous response. The Provost may call an ad hoc committee to consider the matter. The student's appeal should specify the reasons why the decision does not adequately resolve the student's grievance. The Provost will provide a written response to the student within fourteen days.

If the student is not satisfied with the response of the Provost, the student may file an appeal, in writing, to the President of the College within fourteen days of receiving the Provost's response. Again, the appeal should specify the reasons why the previous decisions do not adequately resolve the student's grievance. The President has 30 days to respond to the appeal, and the President's decision is the final administration decision on all student academic appeals.

If the student is not satisfied with the response of the President, the student may file an appeal, in writing, to the College's Board.

All communication between the student and the College regarding the grievance shall be confidential.

Unresolved grievances may be appealed to the Idaho State Board of Education for resolution, as allowed by IDAPA 08.01.11.500 (Complaint form available in Populi Files), or, to TRACS by following the procedures outlined in the Complaint Information Sheet available at tracs.org, the TRACS website, or, to NWCCU at the following link: <https://nwccu.tfaforms.net/f/complaint>.

Personal – Non Academic

All other grievances, disputes, and appeals within the College community also should be handled with Christian charity, following biblical ethics and the letter and spirit of the College's Code of Conduct. Grievances, no matter how justified, do not warrant violations of the Code of Conduct. Violations of the Code of Conduct, such as gossip, disrespect, or malice, may be subject to separate disciplinary action regardless of the merits of the initial grievance.

If a student has a personal grievance or complaint against a faculty or staff member, we urge the student not to harbor the complaint, but to bring it forward in a biblical manner, lest the complaint turn into a root of bitterness, which defiles many (Heb. 12:15). To act biblically the student should bring the complaint to the offending party first, in a spirit of humility, as directed in Matthew 18:15-17 and 1 Cor. 6:1-8. If, for any number of reasons, the student feels that he is not equipped to confront the offending party, the student may speak with the Director of Student Affairs or the Undergraduate Dean for help in confronting the offending party.

If the student is not satisfied with the results of the first confrontation, the student may ask the Director of Student Affairs or the Undergraduate Dean to act as a second witness in confronting the offending party.

If this does not bring about satisfactory results or if the student feels that this is not an option, then the student may file a formal complaint by writing a letter to the Undergraduate Dean describing the complaint and indicating that the letter

is intended as a formal grievance as specified elsewhere in the *Student Handbook*. The Undergraduate Dean will have up to seven working days to investigate and respond to the student. If the Undergraduate Dean feels that the grievance that has been brought before them is of a severe nature, he may request that an *ad hoc* committee fulfill the job of investigating the grievance and responding to the student. An investigative committee has up to 14 working days to report to the Undergraduate Dean. In cases where an ad hoc committee has been called, the Undergraduate Dean has 7 days to respond to the student by notifying them that a committee has been formed; the student shall receive the Undergraduate Dean's response within a total of 21 working days (7 for the initial response, 14 to allow for the work of the committee).

If the student is not satisfied with the Undergraduate Dean's response, the student may appeal, in writing, to the College President, within fourteen days of receiving the previous response. The appeal should specify the reasons why the previous decision(s) do not adequately resolve the student's grievance. The President will respond, in writing, within thirty days. The President's decision is the final administration decision on all personal (non-academic) matters. The student's grievance and all written communication will be kept confidential.

Unresolved grievances may be appealed to the Idaho State Board of Education for resolution, as allowed by IDAPA 08.01.11.500 (Complaint form available in Populi Files), or, to TRACS by following the procedures outlined in the Complaint Information Sheet available at tracs.org, the TRACS website, or, to NWCCU at the following link: <https://nwccu.tfaforms.net/f/complaint>.

Course Descriptions

The course work at New Saint Andrews is divided into four major categories: Cultural Colloquia, Language Colloquia, one-term Electives, and Senior Thesis. Most colloquia are year-long (i.e., four term) courses, and all are required for the Bachelor's degree. Language Colloquia is a yearlong study of a language. Electives are designed to provide more specific focus on particular questions in theology, history, philosophy, language, and literature. Course descriptions follow below. The Senior Thesis is a capstone assignment designed for students to integrate their studies at the College. The stated prerequisites for any course may be waived only upon approval by the Provost.

Cultural Colloquia

Lordship (THE101-104) 8 cr
Four Terms. First-year course.

OVERVIEW: This one-year (four-term) colloquium is an introduction to the foundations of the Christian faith from a Reformed perspective, concerned with cultivating a life under the Lordship of Jesus Christ. Along with a providing instruction in doctrine and practical Christian living, the course seeks to inculcate in students those dispositions and habits which befit a God-oriented life. Core readings are in John Calvin's *Institutes of the Christian Religion*, the *Westminster Confession of Faith*, Athanasius' *On the Incarnation*, and Augustine's *Confessions* and *City of God*.

LORDSHIP I: KNOWING GOD THE CREATOR (THE 401) 2 cr.
This term covers the following doctrinal topics: knowledge of God/self, general and special revelation, God's nature and attributes, the Trinity, creation, the doctrine of man, and providence. Practical Christian living topics covered are the problem of idolatry and the devotional habits of Bible reading and Sabbath keeping. Core texts for this term are Calvin's *Institutes* (Book I: The Knowledge of God the Creator), Augustine's *Confessions* and *City of God* (Books I-X), Irenaeus' *Against Heresies* (selections).

LORDSHIP II: KNOWING GOD THE REDEEMER (THE 402) 2 cr.
This term covers the following doctrinal topics: the fall and original sin, the law, the covenants, Christ (person, work, threefold office), and the atonement. Practical Christian living topics covered are Bible survey (including familiarity with a biblical-theological approach to Scripture's narrative: creation, fall, redemption, and consummation), developing a covenantal worldview, and theodicy. Core texts for this term are Calvin's *Institutes* (Book II: The Knowledge of God the Redeemer in Christ), Athanasius' *On the Incarnation*, Augustine's *City of God* (Books XI-XVIII), and Lewis' *Mere Christianity* (Books I and II).

LORDSHIP III: RECEIVING THE GRACE OF CHRIST (THE 403) 2 cr.
This term covers the following doctrinal topics: salvation (including regeneration, faith, justification, election, and resurrection). Practical Christian living topics covered are evangelism, biblical masculinity and femininity, and the sanctification process (including Christian freedom, repentance and the confession of sin, prayer, and assurance). Core texts for this term are Calvin's *Institutes* (Book III: The Way in Which We Receive the Grace of Christ), Owen's *Mortification of Sin*, and Lewis' *Mere Christianity* (Books III and IV).

LORDSHIP IV: LIVING IN THE SOCIETY OF CHRIST (THE 404) 2 cr.

This term covers the following doctrinal topics: the church, the means of grace (including the sacraments), civil government, and last things. Practical Christian living topics covered are covenant renewal worship, church membership, the implications of an optimistic eschatology, and building Christian communities. Core texts for this term are Calvin's Institutes (Book IV: The External Means by Which God Invites Us into the Society of Christ) and Augustine's City of God (Books XIX-XXII).

Classical Rhetoric (RHT101-104) 8 cr.

Four terms. First-year course.

OVERVIEW: This year-long course aims to help students cultivate their powers of persuasion by means of the traditional Greco-Roman training regimen that produced some of the greatest orators in history. The first two terms take students through the “preliminary exercises” of the progymnasmata, which lay foundations in the fundamental skills of rhetoric: invention, arrangement, style, memory, and delivery. The last two terms put students through the rigors of declamation, two capstone exercises that reinforce all of the skills previously studied in the progymnasmata. Alongside oral and written exercises, students will study some of the greatest theoretical texts in the Western rhetorical tradition, such as Aristotle's *Rhetoric*, Cicero's *De Inventione and Topica*, Quintilian's *Institutio Oratoria*, and *Rhetorica Ad Herennium*. They will also analyze both ancient and modern examples of persuasive oratory as models for imitation. Through this traditional tripartite method of “imitation, theory, and practice,” students will become more eloquent communicators to the glory of God.

CLASSICAL RHETORIC I (RHT101) 2 cr.

This course introduces students to the fundamental skills of narration and proof through exercises in various progymnasmata. Students will compose persuasive narratives with special attention to the three rhetorical virtues of clarity, brevity, and credibility. They will also begin developing powers of argument through the theory of “topics” (*topoi*), which will train them in discovering different types of arguments on both sides of an issue.

CLASSICAL RHETORIC II (RHT102) 2 cr.

Building on the skills learned in the previous term, this course introduces students to the fundamental skills of amplification and memory through additional progymnasmata. In addition to oral exercises, students will complete regular written exercises aimed at developing copiousness. Students will also study the classical mnemonic “method of *loci*” or “memory palace,” which they will use to memorize speeches.

CLASSICAL RHETORIC III (RHT 103) 2 cr.

This course reinforces the fundamental skills learned in previous terms through intensive study of deliberative oratory. Students will first practice arguing a general proposition through the advanced progymnasma of thesis. Then they will move on to arguing specific propositions with accompanying circumstances through the first type of declamation—*suasoria*, a speech of advice addressed to a fictional or historical character on the verge of making an important decision. Students will deepen their understanding of “topics” by studying the topical system of a prominent ancient rhetorician and will also begin studying stasis theory.

CLASSICAL RHETORIC IV (RHT104) 2 cr.

This course reinforces all of the fundamental skills learned in previous terms through intensive study of judicial oratory, the primary training ground of classical rhetoric. Students will practice arguing for or against a defendant in a fictional trial through the second and most difficult type of declamation—*controversia*. They will develop their facility with stasis theory and topical invention and will continue honing their style, memory, and delivery.

***Music Colloquim I (MUS101-104) 8 cr.
Freshman Music, Four Terms, First-year Course***

OVERVIEW: The Music Colloquium introduces first-year students to the study of music. As a traditional subject in the classical quadrivium and central to worship, music is essential to the pursuit of truth, goodness, and beauty. The colloquium is a four-term sequence in which students study music from four different yet related perspectives: written music theory, aural skills, historical musicology, and vocal performance. These four components are woven together to enable students to be more fully musically literate. For the written music theory component, students will gain understanding and mastery over the mathematical/scientific aspects of music as they learn the grammar of music and study its various structures. For the aural skills component, students will acquire the foundational skills necessary for hearing, reading, writing, and singing music through exercises in ear training, sight reading, and dictation. For the music history component, students will read about, listen to, discuss, and examine music from the Western tradition in light of their historical/philosophical context with a particular focus on aesthetics and worldview. And for the vocal performance component, students will be trained in classical vocal technique either through a group voice class or participation in Concert Choir or Kantorei.

MUSIC THEORY & Literature I (MUS101TH), 1 cr. each

The music theory portion of this course begins establishing the groundwork for the study of written music: reading musical notation, major scales, and the basics of intervals. The history portion will begin examining God's purposes and commandments regarding music as revealed in Scripture. Students will read about and listen to pieces of music from Antiquity through the Renaissance period.

MUSIC THEORY & Literature II (MUS 102TH), 1 cr. each

Students will delve into more advanced interval topics and minor scales. They will learn how to evaluate a melody according to Common Practice aesthetic ideals and will compose their own melodies. Music of the Baroque era will be the survey topic.

MUSIC THEORY & Literature III (MUS 103TH), 1 cr. each

This term covers chords and the possibilities that arise from combining three or four pitches. The history component focuses on music of the Classical and Early Romantic eras.

MUSIC THEORY & Literature IV (MUS 104TH), 1 cr. each

The final term of the course deals with more advanced harmonic analysis and principles of tonal harmony. Students will explore the history and literature of Late Romantic and 20th-century music.

HONORS MUSIC THEORY & Literature I (MUS121TH), 1 cr. each

Honors music theory is for students who demonstrate prior experience with reading music. The first term quickly reviews fundamentals of scales and key signatures before exploring principles of good melody writing according to Common Practice ideals. They then begin learning to combine multiple melodies in counterpoint writing. The history portion will begin examining God's purposes and commandments regarding music as revealed in Scripture. Students will read about and listen to pieces of music from antiquity through the Renaissance period.

HONORS MUSIC THEORY & Literature II (MUS 122TH), 1 cr. each

Students continue the study of two-voice counterpoint. Music of the Baroque era will be the survey topic.

HONORS MUSIC THEORY & Literature III (MUS 123TH), 1 cr. each

This term covers three-voice counterpoint, chord construction and harmonic analysis. The history component focuses on music of the Classical and Early Romantic eras.

HONORS MUSIC THEORY & Literature IV (MUS 124TH), 1 cr. each

The final term of the course deals with more advanced harmonic analysis and principles of tonal harmony. Students will explore the history and literature of Late Romantic and 20th-century music.

Aural Skills & Vocal Technique I (MUS 101S), 1 cr. each

In Aural Skills I, students begin sight singing music with simple tonal sets building towards the diatonic major scale in all keys, using simple rhythmic combinations. Other components include dictations, transcriptions, transpositions, as well as instruction in vocal technique.

Aural Skills & Vocal Technique II (MUS 102S), 1 cr. each

In Aural Skills II, students continue sight singing music in the diatonic major scale in all keys while adding minor scale melodies, using more complicated rhythmic combinations. Other components include dictations, transcriptions, transpositions, as well as instruction in vocal technique.

Aural Skills & Vocal Technique III (MUS 103S), 1 cr. each

In Aural Skills III, students continue sight singing music in major and minor scales in all keys adding non-diatonic pitches, using more complicated rhythmic combinations. Sight reading four part compositions is now included. Other components include dictations, transcriptions, transpositions, as well as instruction in vocal technique.

Aural Skills & Vocal Technique IV (MUS 104S), 1 cr. each

In Aural Skills IV, students continue sight singing music in major and minor scales in all keys as well as modal melodies, using more complicated rhythmic combinations. Sight reading more difficult four part compositions is now included. Other components include dictations, transcriptions, transpositions, as well as instruction in vocal technique.

HONORS Aural Skills & Vocal Technique I (MUS 121S), 1 cr. each

In Aural Skills I, students begin sight singing diatonic music in all scales and modes emphasizing skips within functional triadic harmonies. Other components include dictations, transcriptions, transpositions, sing and plays, as well as instruction in vocal technique.

HONORS Aural Skills & Vocal Technique II (MUS 122S), 1 cr. each

In Aural Skills II, sight singing examples use non-diatonic pitches and secondary harmonies along with more difficult intervals and rhythms. Other components include dictations, transcriptions, transpositions, sing and plays, as well as instruction in vocal technique.

HONORS Aural Skills & Vocal Technique III (MUS 123S), 1 cr. each

In Aural Skills III, sight singing examples increase in difficulty with more complex rhythms, more chromaticism, and more complex musical forms and structures. Other components include dictations, transcriptions, transpositions, sing and plays, as well as instruction in vocal technique.

HONORS Aural Skills & Vocal Technique IV (MUS 124S), 1 cr. each

In Aural Skills IV, sight singing examples increase in difficulty with more examples of challenging 20th century music. Other components include dictations, transcriptions, transpositions, sing and plays, as well as instruction in vocal technique.

Music Colloquium II (MUS221-4) 8 cr.

Four Terms, Second-year Course (Required for the Certificate of Music Certification)

OVERVIEW: Second Year Music is a four-term colloquium in which students will study music in greater depth from three different yet related perspectives: written music theory, aural skills, and

music history. These three components will be woven together to further grow and mature the students' musicianship and musical literacy. For the written music theory component, students will focus on more complex harmonic analysis. For the aural skills component, students will continue to improve their skills of hearing, reading, writing, and singing music through exercises in ear training, sight reading, and dictation. For the music history component, students will read about, listen to, discuss, and examine music from the Renaissance, Baroque, Classical, Romantic, and Modern eras within its historical/philosophical context with a particular focus on aesthetics and worldview.

Prerequisite: Musicianship I or instructor's permission

MUSIC THEORY II (MUS221TH), 1 cr.

Music Theory II focuses on four-part writing skills in a diatonic context.. They will learn the harmonic function of diatonic chords and procedures such as harmonic sequence. Students will learn the tools to perform harmonic analysis.

MUSIC THEORY II (MUS222TH), 1 cr.

This course continues developing four-part writing skills, moving into more complex harmonic procedures including chromaticism and modulation. Students will learn the tools to analyze harmonically complex music.

MUSIC HISTORY II (MUS223HIS), 1 cr.

Jerusalem term initiates a two-term sequence in which students will study music history. Students will read about, listen to, discuss, and examine music from the Common Practice within its historical/philosophical context with a particular focus on aesthetics and worldview.

MUSIC HISTORY II (MUS224HIS), 1 cr.

Nicea term continues a two-term sequence in which students will study elements of music history in detail. Students will read about, listen to, discuss, and examine Modern music within its historical and philosophical context with a particular focus on aesthetics and worldview. All of the above will be done in light of and submission to the authoritative Word of God. Since the Triune God of the Bible is the creator and sustainer of all things, the study of music must necessarily be considered under the overarching sovereignty of God.

AURAL SKILLS V-VIII (MUS201S-204S) 1 cr. each

Aural Skills V-VIII is a year-long class which, in tandem with Music Theory II and Music History II, is required to fulfill the second year requirements for the certificate of music. Students will continue to advance their skills in hearing, reading, writing, and singing music through exercises in ear training, sight reading, and dictation. Moveable 'do,' 'la'-based minor, rhythm syllables, solfege patterns, interval identification, etc. are used to improve students' literacy. Advanced two and three part Kodály sight singing exercises, four part open score reading, and alto clef two part exercises are used throughout the year. Finally, singing and memorizing four through-composed Psalms each term is a feature of the course.

Church Music/Form and Analysis (MUS401-404) 8 cr.

Four Terms, Upper Division Course (Required for the Certificate of Music Certification)

Prerequisite: Musicianship II or instructor's permission

OVERVIEW: Form & Analysis applies the prerequisite smaller-scale analytical skills to the understanding of larger musical units that comprise an entire work. Students will explore the development of musical form between the 17th and 19th centuries through the analysis of representative works from the canon. In Church Music, students study Latin chant and its influence on composers throughout history, as well as the development of German sacred music during and following the Reformation.

CHURCH MUSIC: CHANT THROUGH THE AGES (MUS301), 2 cr.

Chant Through the Ages will study the historic repertoire of chant and trace connections to polyphonic music throughout history. Students will learn to read/sing chant notation (recitation, syllabic, neumatic, and

melismatic) and will chant through the entire Psalter. The term will culminate with an oral final examining the student's knowledge of chant repertoire and the ability to sing it.

CHURCH MUSIC: MUSIC IN THE GERMAN REFORMATION (MUS302), 2 cr.

Starting with Martin Luther's writings about music, this course examines Protestant church music in Germany from the Reformation through the time of J.S. Bach. Students will analyze the music of some key composers and discuss the musical trends and philosophies that influenced congregational, recreational, and choral singing in post-Reformation Germany. The term will culminate with an oral final examining the students' understanding of the material and topics from the readings, music and discussion.

FORM & ANALYSIS: BACH B MINOR MASS (MUS303), 2 cr.

Students will study Bach's B-Minor Mass, BWV 232, which is considered to be one of the greatest musical compositions in the history of western civilization. This intensive course will include historical study of the work and a complete structural/phrase analysis of the music.

FORM & ANALYSIS: THE CLASSICAL ERA (MUS304), 2 cr.

This course familiarizes students with the techniques used by Classical era composers to organize a piece of music into a coherent whole. Students will practice identifying the function of small units of music and learn how they are used to build various larger structures typical in the Classical era.

Choral Literature/Composition & Arranging (MUS311-314) 8 cr.

Four Terms, Upper Division Course (Required for the Certificate of Music Certification)

Prerequisite: Musicianship II or instructor's permission

CHORAL LITERATURE SURVEY (MUS311-312) 2 cr. each

Choral Literature Survey is designed to expose students to the canon of choral music and composers thereof. A particular emphasis will be placed on sacred music. Specific musical examples (scores & listening) will be considered in tandem with the readings. Students will consider the various compositions and genres in light of their historical context and discuss their use/performance in modern times.

MUS311 will focus on the Medieval, Renaissance, and Baroque eras; MUS312 will focus on the Classical, Romantic, and Modern eras.

COMPOSITION & ARRANGING (MUS313-314), 2 cr.

In Composition & Arranging I-II, students will study historic compositional forms and emulate those works in their own compositions. In addition to writing in the choral/vocal genre, they will learn the technique of orchestrating music for diverse instruments.

COMPOSITION & ARRANGING: CHORAL/VOCAL (MUS313) 2 cr.

Students will study and write music for liturgical use. Writing for the voice with attention to form/structure, and text stress with rhetorical-exegesis will be emphasized.

COMPOSITION & ARRANGING: INSTRUMENTAL (MUS314) 2 cr.

Students will study the natures and idiosyncrasies of musical instruments with a focus on how to write for them effectively. In addition to skillful writing for instruments, the practical element of creating readable parts will be a focus. After studying each instrument family in turn, they will study how to combine various instruments to write for ensembles. Chamber music and works for larger ensemble music will serve as models.

Concert Choir (MUS101-104, 201-204), 0.5 cr. per term

Concert Choir is an advanced auditioned ensemble; auditions can be scheduled by contacting the instructor. The ensemble will study and perform choral literature in the Western Classical

tradition. Students will make use and improve their abilities in sight singing, aural skills, vocal production, and musicality. Rehearsals will culminate in one concert per term with the requisite dress rehearsals. **Two complete years of post-freshman Concert Choir equate to 1 elective course (2 elective credits).**

Kantorei (MUS051-054, MUS251-254), 0.5 cr. per term

Kantorei is a beginning to intermediate auditioned ensemble; auditions can be scheduled by contacting the instructor. The ensemble will study and perform choral literature in the Western Classical tradition. Students will make use and improve their abilities in sight singing, aural skills, vocal production, and musicality. Rehearsals will culminate in one concert per term with the requisite dress rehearsals. *Two complete years of post-freshman Kantorei equate to 1 elective course (2 elective credits).*

Orchestra (MUS161-164, 261-264), 0.5 cr. per term

Students work on ensemble skills by rehearsing and performing instrumental music. Weekly rehearsals generally culminate in two concerts per school year and possible other opportunities. Approval for enrollment is by audition, which can be scheduled by contacting the instructor. Auditions are open to any student playing a traditional orchestral instrument (woodwind, brass, percussion, bowed stringed instrument, or harp). *Two complete years of post-freshman Orchestra equate to 1 elective course (2 elective credits).*

Primary Instrument (MUSP111-114, MUSP211-214, MUSP311-314, MUSP411-414) 1 cr. each

Four Years of Primary instrument

Students will take four years of a single primary instrument and make satisfactory progress based on juried performances.

Secondary Instrument (MUSP101-104, MUSP201-204, MUSP301-304, MUSP401-404) 1 cr. each

Four Years of Secondary instrument

In each of four years, students will pick a secondary instrument and must make satisfactory progress. Unless otherwise approved by the faculty, each Certificate student should take a year each of piano, voice, and conducting.

History and Historiography (HIS201-204) 8 cr.

Four Terms. Second-year course.

OVERVIEW: This colloquium considers how the Western tradition reflects upon the human past. Students examine the Western historical outlook by engaging writers who have influenced how we as westerners tell our own story. They consider these influences beginning with near-Eastern foundations, continuing through the Mediterranean world of Greece and Rome, carrying forward to European Christendom and from there into modernity. Students read the works of the Greeks Herodotus and Thucydides, select writers of the Roman era, medieval Christian writers, and various other authors. Through these readings, students consider historiographical issues of both theory and method, including various ways of approaching the past, the problems historians encounter, and the tools they wield to confront these problems. Writing assignments require library research, interaction with published scholarship, and original research using both written and oral sources. Readings and lectures will provide a coherent survey of Western Civilization: Near-Eastern and Mediterranean Antiquity to A.D. 200, Rise of Christendom (200-1050), Later Christendom (1050-1800), and Modern Europe (1800-c. 2000).

ANCIENT NEAR EAST AND MEDITERRANEAN (HIS 201) 2 cr.

This course traces the rise and fall of neo-Assyria, Babylon and Persia, especially as they relate to Israel. It also recounts the rise of the Greek city-state and its character, especially of Athens and Sparta. Students will explain and assess Herodotus' approach to human culture and the past. They will also interact with contemporary scholarship through library research.

CLASSICAL ANTIQUITY (HIS202) 2 cr.

This course follows the culture of classical and Hellenistic Greece and the Roman republic. Students will explain and assess the historiographical approaches of Thucydides and select historians from the Roman period. Students will also compose a research thesis paper.

RISE OF CHRISTENDOM (HIS203) 2 cr.

This course follows two threads. First, it recounts the rise of the Christian church and its influence from its Mediterranean origins in the first century to its emergence in the West, up to the eleventh century. Students will explain and assess the historiographical approach of a major work from a Christian writer in this period. Second, it surveys the history of the United States in the early 20th century, tracing key developments in society, culture, and technology, which serve as a context for the period within living memory. This consideration of modern US history supplies context for original research projects in primary sources drawn from the period, including interviews with living individuals and uncurated publications.

REFORMATION AND AFTERMATH (HIS204) 2 cr.

This follows two threads. First, it continues the story of Western Civilization by tracing both the rise of the modern state and the development of the Christian Church over the past millennium. Second, it continues the history of the United States in the period within living memory. In addition, students will evaluate modern and postmodern theories of historiography—such as those founded upon modern empiricism, social science, anthropology, and critical theory—in the light of classical approaches to the past. They will also consider the challenges of interpreting the past using material culture and historical sites. Finally, students will compose an original thesis paper using oral and written sources.

Natural History (SCI101-104) 8 cr.

OVERVIEW: This four-term colloquium offers a unified introduction to the life sciences. During the first two terms students will learn the structure and function of the Human Body to gain a basic and integrated understanding of how diverse tissues, organs, and organ systems function in harmony and unity. During the third term, the students will learn about the Living Cell. This includes the nature and origin of scientific inquiry and the study of the dynamic realm of the living cell with its wonderfully designed inner workings and architecture. Understanding the cell's structure and function provides the students with a deeper understanding of the structure and function of higher levels of organization such as tissues, organs, and organ systems that were covered during the first two terms. As a capstone, students will survey the wide Diversity of Life on earth focusing on the basic structure and natural history of representatives of the kingdoms and major phyla. As students explore the unity, diversity, and complexity of living creatures through readings, lectures, lab experience and field research, they will gain (1) a wonder, curiosity, and appreciation of the complexity and diversity of biological life, (2) an understanding of man's place and interdependency within the biosphere, and (3) life science's contributions to the complex issues and contemporary debates in the philosophy of science, social sciences, and theology.

THE HUMAN BODY I (SCI101) 2 cr.

Students learn the basic structure and function of the integumentary, skeletal, muscular, and nervous systems, and the special senses (with a strong emphasis on how cell function relates to tissue and organ function), how each is designed to function in concert with the other systems, and how each responds to a changing environment (homeostasis) for the overall good of the body. Laboratory experience required.

THE HUMAN BODY II (SCI102) 2 cr.

Students learn the basic structure and function of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems of the human body. They also gain a basic understanding of how each system is designed to function in concert with the other systems, and again, how each responds to a changing environment (homeostasis) for the overall good of the body. Laboratory experience required.

THE LIVING CELL (SCI103) 2 cr.

Students are introduced to the scientific method, its origin, utility, and limitations. They receive an overview of basic chemistry requisite to understanding the chemistry of life. Students also learn the cell's basic structure and function in order to articulate its wonderfully designed inner-workings, architecture, and teleology. Laboratory experience required.

DIVERSITY OF LIFE (SCI104) 2 cr.

Students survey the wide diversity of life on earth. This course introduces the history of classification systems and a brief survey of the domain Prokarya (the bacteria and archaea) and well known representatives of the domain Eukarya which includes the protists, fungi, plants, and animals. Important aspects of their physiology, morphology, behavior, and ecology will also be covered. Laboratory experience and field observations required.

Physics (SCI301-304) 8 cr.

OVERVIEW: This colloquium serves as an introduction to the Western tradition of physical science, a collection of disciplines that today comprises physics, astronomy, cosmology, and chemistry. The four-term sequence traces the arc of the tradition through its historical and conceptual development, beginning with the science of ancient Greece and continuing through modern physics. Engagement with the tradition occurs through lectures, reading scientists' original works, and solving mathematical problems within a theory.

PHYSICS I (SCI301) 2cr.

The Physics Colloquium begins with the study of ancient physics. Special attention is given to astronomy and its presentation in the Ptolemaic system, which was adopted alongside Aristotelian physics to form a coherent cosmology that was the mainstay of western science for centuries. Developments in the early modern era, however, including the introduction of the Copernican astronomical system, novel astronomical observations, and advances in the study of motion, began to unravel this long-standing tradition. The new physics of the Scientific Revolution arose in its place, being built around the mathematical description of motion and the experimental and mechanistic philosophies. Students will explore these themes through authors such as Plato, Aristotle, Copernicus, Galileo, Kepler, Descartes, and Bacon, while also considering the nature of physical theories and inquiry.

PHYSICS II (SCI302) 2cr.

The crowning achievement of the Scientific Revolution lies in Isaac Newton's Principia Mathematica. There can be no doubt that Galileo's study of the motion of falling bodies and Kepler's elliptical orbits for planets were both monumental, but Newton unifies both theories into a single theoretical framework. The second term of the Physics Colloquium begins with Newton's theoretical synthesis through the study of Newton's three laws of motion and his theory of universal gravitation. In addition, we shall study the development of classical mechanics (sometimes called Newtonian mechanics) as it takes shape over the next two centuries, adding in new concepts like energy into the mix, and the posit of conservation laws—conservation of momentum, mass, and energy—all of which buttress Newton's laws of motion to create a wide-reaching framework, the classical worldview. Students will study the works of Newton, Gottfried Leibniz, Robert Hooke, and Christiaan Huygens, to name a few.

PHYSICS III (SCI303) 2cr.

Physical science, in the nineteenth century, saw a rapid development along many fronts, fueling technological advances we now take for granted in modern society. As far as theories go, much of the change involved the theory of matter, as more and more properties of matter were appropriately mathematized and experimental methods expanded. The conservation of energy was elevated to a general principle to encompass the physics of heat and gases, leading to the science of thermodynamics. Here, energy took a central, unifying role among physical concepts. However, the atomic-molecular view of matter was growing and was eventually adopted as an explanation for thermodynamic behavior. To make the matter worse (pun intended), electric and magnetic properties of matter, and their interactions, seemed to demand a theory with an alternative ontology, one with waves and fields, and also a theory that placed the nature of light under its explanatory reach. At the turn of the century, these various approaches to the theory of matter were upheaved by a number of experimental anomalies, ultimately setting up the demise of classical physics and the rise of new modern concepts.

PHYSICS IV (SCI304) 2cr.

The physics colloquium ends with the study of modern physics—quantum mechanics and relativity theory. We begin with the experimental data that seemed to thwart analyses using the typical classical concepts that scientists had available to them. Difficulties with the analysis of blackbody radiation led to Max Planck's quantum hypothesis, and the negative results of the Michelson-Morley experiment suggested to some an alternative description of nature. The quantum hypothesis along with the desire for a theory of the chemical atom led to Bohr's model of the atom, and ultimately to quantum mechanics. On the other hand, Einstein's relativity arose and transformed the basic concepts of mass, energy, time, and length. Students will grapple with the oddities of the new concepts of modern physics and will face the conceptual puzzles that are generated from them.

Principia Theologiae (THE401-404) 8 cr.

Four Terms. Senior-year course.

OVERVIEW: Reformed theology has two foundations (*principia*): God and Scripture. The senior-year theology colloquium seeks to buttress these. The first half of the year focuses on the doctrine of God (*principium essendi*), including God in Himself and as He is toward us in the incarnation, unto the rightly ordered love and worship of the Triune God. The second half of the year concerns the doctrine of Scripture (*principium cognoscendi*); ability to navigate the complexities of this latter topic is crucial, as it is by the written word that the incarnate Word is known, so that through him by the Holy Spirit we may come to the Father and find our rest in Him. Reinforcement of these two *principia* is undertaken through reading key ancient and modern texts, demanding careful attention to, representation of, and engagement with them.

PRINCIPIA THEOLOGIAE I (THE 401) 2 cr.

After reviewing select items of theological prolegomena, this term concentrates on Christian confession of the doctrine of God as articulated in the fourth century through investigation of the personalities and events surrounding and conclusions of the councils of Nicaea (325) and Constantinople I (381). The intent is to inculcate a God-entranced perspective on life aware of the intellectual and practical commitments at stake. Primary source readings include those by Athanasius and the Cappadocians.

PRINCIPIA THEOLOGIAE II (THE 402) 2 cr.

The emphasis of this term is on the settlement of the Christian confession concerning the God-man through examination of central figures and occurrences pertinent to and conciliar affirmations made at Ephesus (431), Chalcedon (451), and Constantinople III (680-81). The goal is to gain a robust conception of Christ—the one in whom all things are summed up in, the sole mediator of fellowship between fallen humanity and God. Primary source readings include those by Cyril of Alexandria and Maximus the Confessor.

PRINCIPIA THEOLOGIAE III (THE 403) 2 cr.

This term surveys what Christians have historically confessed regarding the origin, nature, and end of Holy Scripture. In doing so, along with positive presentations, contemporary critiques of the traditional Reformed position are entertained (such as those regarding biblical composition, canonization, and transmission), with the aim of equipping students to confidently handle them. Primary source readings include significant contributions spanning the history of Christian thought, ancient and modern—such as those by Origen, Luther, and Barth.

PRINCIPIA THEOLOGIAE III (THE 403) 2 cr.

This culminating term integrates what students have discerned concerning God, Christ, and Holy Scripture into the contemplation of how, by means of the biblical testimony, humans are brought into fellowship with the Triune God. In so doing, the reading and reception of Scripture are considered, with an emphasis on instilling the habit of biblical reasoning. Primary source readings span the history of Christian thought and include exemplary treatments of both modern and pre-modern exegesis—such as those by Schleiermacher and Steinmetz.

MATH (MATH201-204) 8 cr.

FOUR TERMS. SECOND-YEAR COURSE.

OVERVIEW: Mathematics is central to a classical liberal arts education, with arithmetic, geometry, music, and astronomy being the mathematical disciplines within the seven classical liberal arts. In this colloquium students explore the rich history and profound beauty of the mathematical disciplines. Computationally, students who successfully complete this course will be competent in college algebra, Euclidean geometry, and basic calculus. Conceptually, students will survey the great theorems of mathematics within their historical context, paying special attention to how developments in mathematics have influenced Western philosophy.

MATHEMATICS I, (MATH201), 2 cr.

Students are introduced to mathematics in historical context focusing on the lives and theorems of influential mathematicians including Euclid, Newton, Leibniz, Euler, Gauss, Cantor, and Gödel. Students begin to examine the mathematical disciplines from a Christian worldview using the transcendental values of truth (theorems of mathematics), beauty (symmetry in mathematics), and goodness (utility of mathematics) as a guide. Special attention will be given to the Mandelbrot set and uniform polyhedrons.

MATHEMATICS II, (MATH202), 2 cr.

Students survey the 13 books of Euclid's Elements with detailed attention given to Book I and Euclid's proof of the Pythagorean theorem. Emphasis is placed on Euclid's foundational model of deductive proof and its influence on the rest of Western thought. Students will also explore the development of non-Euclidean geometry in the 19th century.

MATHEMATICS III, (MATH203), 2 cr.

Students study and become proficient in calculating limits, derivatives, and integrals as applied to polynomial equations. Special emphasis is placed on a conceptual understanding of these rudimentary concepts and their relationship seen in the Fundamental Theorem of Calculus. Because calculus cannot be understood properly without it, infinity will be a major theme of this term.

MATHEMATICS IV, (MATH204), 2 cr.

The study of infinity that began in the previous term will continue as students explore set theory, infinite sets, and Cantor's transfinite cardinal numbers. In this term students will also study elementary number theory, discrete mathematics, basic group theory, and Gödel's incompleteness theorems.

Political and Economic Philosophy (PHIL301-304) 8 cr.

Four Terms. Third-Year Course. Prerequisites: History and Historiography

OVERVIEW: Political and Economic Philosophy is a one-year (four-term) colloquium in the history of the major thinkers, texts, and ideas in western political and economic thought. Some of the central political topics include: the nature and purpose of civil government and political authority; natural law and the law of nations; theonomy; the ethics of coercion; civil disobedience; the social contract; and others. The course also provides an introduction to micro- and macroeconomic principles from an Austrian School perspective, including: value, price, and monetary theory; supply and demand; wages, interest, and profits; labor, capital, and entrepreneurship; the factors of production; employment; the structure of production; central banking; inflation; the business cycle; monopolies; government regulation; socialism, Keynesianism, and monetarism. For each of the four terms, students write a 1500-word research paper.

ANCIENT POLITICAL AND ECONOMIC THOUGHT (PHIL301) 2 cr.

This course focuses on the political and economic thought of the classical period, with special emphasis on Plato and Aristotle. Texts covered include Plato's *Apology*, *Crito*, and *Republic*, and Aristotle's *Ethics* and *Politics*.

MEDIEVAL POLITICAL AND ECONOMIC THOUGHT (PHIL302) 2 cr.

This course focuses on the political and economic thought of the medieval period, with special emphasis on Augustine and Aquinas. Texts covered include Augustine's *City of God* and other political writings, and Aquinas's "Treatise on Law" and *On Kingship*.

EARLY MODERN POLITICAL AND ECONOMIC THOUGHT (PHIL303) 2 cr.

This course focuses on the political and economic thought of the early modern period, with special emphasis on John Calvin, Thomas Hobbes, and John Locke. Texts covered include Calvin's "On Civil Government," Hobbes's *Leviathan*, and Locke's *Second Treatise on Government*.

MODERN POLITICAL AND ECONOMIC THOUGHT (PHIL304) 2 cr.

This course focuses on the political and economic thought of the modern to later modern period, with special emphasis on Adam Smith, Karl Marx, and the American Founding. Texts covered include Smith's *Wealth of Nations*, Marx's *Communist Manifesto* and *Capital*, the *Federalist* and *Anti-Federalist Papers*, and the U.S. Constitution.

Metaphysics, Epistemology, and Ethics (PHIL311-314) 8 cr.

Four Terms. Third-Year Course. Prerequisites: History and Historiography

OVERVIEW: Metaphysics, Epistemology, and Ethics is a one-year (four-term) colloquium in the history of the major thinkers, texts, and ideas in western philosophy. Beginning with the Presocratics and continuing down to the present day, students trace the development of foundational ideas about the nature of reality, how human beings acquire knowledge of the created world, and how we should live in light of these truths.

ANCIENT METAPHYSICS AND EPISTEMOLOGY (PHIL311) 2 cr.

This course introduces students to the major metaphysical and epistemological ideas of ancient philosophy. Beginning with the puzzles introduced by the Presocratic philosophers, students trace the major ideas of

Plato and Aristotle. The end of the course looks at later schools of antiquity: Epicureanism, Stoicism, and Skepticism. The course concludes with Augustine.

ANCIENT ETHICS (PHIL312) 2 cr.

This course introduces students to the major ethical ideas of the ancient philosophical world. Emphasis is given to Plato, Aristotle, and Augustine.

MEDIEVAL PHILOSOPHY (PHIL313) 2 cr.

This course studies metaphysics, epistemology, and ethics from Augustine through early Modernity. The primary figures and schools studied are Thomas Aquinas, John Duns Scotus, William of Ockham, Michel de Montaigne, Reformed Scholasticism, and Rene Descartes.

MODERN PHILOSOPHY (PHIL314) 2 cr.

This course studies metaphysics, epistemology, and ethics in the Early Modern and contemporary period. The primary figures and schools studied are John Locke, David Hume, Immanuel Kant, G.W.F. Hegel, John Stuart Mill, Friedrich Nietzsche, Phenomenology, and Existentialism.

Mathematics and Western Culture (PHIL411-414) 8 cr.

Four Terms.

OVERVIEW: This senior-level integrative course covers the deep and surprising influence that mathematics has had on Western culture, tying together important themes and disciplines from the NSA curriculum, including theology, music, science, history, language, and philosophy. Students will learn how and why the liberal arts tradition—introduced by Pythagoras and Plato—was itself founded on the Greek understanding of mathematics, what we now call the quadrivium: arithmetic, geometry, astronomy, and music. Following Pythagoras, Plato believed that the proper study of mathematics can result in “philosopher kings,” people who are wise, good, and able to lead the *callipolis*, the “beautiful city.” And also like Pythagoras, Plato believed that the cosmos was divinely designed in accordance with beautiful mathematical principles, resulting in a cosmic musical harmony. Moreover, Plato believed that a human’s soul ought to conform to this harmony by studying mathematics, that is, by discerning the world’s rational, beautiful, and mathematical order. Ever since, Plato’s belief that mathematical and musical beauty can be a guide to truth has guided and influenced philosophers, mathematicians, and scientists. In this colloquium, students will become familiar with the mathematical and aesthetic ideas central to Plato’s philosophy, and how those ideas were woven into Western culture’s pursuit of truth, beauty, and goodness. We will follow these ideas from the Presocratic philosophers of ancient Greece to today’s controversy over the use of beauty in physics, looking closely at the interplay between philosophy, science, and mathematics. Moreover, we will see how all three of these subjects are ultimately grounded in human aesthetic and moral values. This will all be simply another (albeit surprising and enlightening) way of seeing that Augustine was correct about the importance of rightly ordered loves.

MATHEMATICS AND WESTERN CULTURE: TRUTH BEAUTY AND GOODNESS, I (PHIL411) 2 cr.

This term lays the conceptual foundations of the Western tradition by looking at the Pythagorean/Platonic origins of the liberal arts and how Plato viewed mathematics as the link between ultimate truth, beauty, and goodness, particularly through the idea of musical harmony. Students will also closely study the connections and gaps between our observations and theories in general, whether in science, philosophy, or everyday life. We will also emphasize the roles of reason, values, and hermeneutics in developing our theories of the world.

MATHEMATICS AND WESTERN CULTURE: TRUTH BEAUTY AND GOODNESS, II (PHIL412) 2 cr.

The previous term laid the Pythagorean/Platonic foundations for this course. Building on this conceptual and historical background, this term focuses on some of the main philosophical issues raised (and addressed) by Platonism, including the fact/value distinction, moral and aesthetic value, and the ontology and applicability of mathematics.

MATHEMATICS AND WESTERN CULTURE: TRUTH BEAUTY AND GOODNESS, III (PHIL413) 2 cr.

The first term laid the Pythagorean/Platonic foundations for the course, and the second term focused on some of the main philosophical issues raised (and addressed) by Platonism, including the fact/value distinction, and the nature of

moral and aesthetic value. In this third term we will continue to follow the Platonic thread, looking more closely at the nature and implications of Plato's doctrine of the Forms, with particular focus on the ontology and applicability of mathematics. This term will also continue the historical story of how Platonism influenced philosophy and science, particularly in the Scientific Revolution of the 1600s.

MATHEMATICS AND WESTERN CULTURE: TRUTH BEAUTY AND GOODNESS, IV (PHIL414) 2 cr.
This term will look at the monumental changes in intellectual climate of the West in light of the Protestant Reformation and Scientific Revolution, including the fall of (aspects of) Aristotelianism, the resurgence of Platonism, and the ensuing Enlightenment. Also covered are the mathematical and scientific revolutions occurring in the 19th and 20th centuries, as well as their lasting influence on contemporary culture.

Literature Discipline (LIT301-304) 8 cr.

Four Terms.

OVERVIEW: The goal of these courses is to introduce literature as, in Hamlet's words, “a mirror held up to nature,” as a deep source of wisdom, pleasure, and insight into the human condition. While literature deals with ideas, it should never be boiled down to its ideas; it must be valued as concrete language, as the language of experience, as a formal art, forging connections between things, aiming to capture the whole of reality. This sequence or colloquium then aims to plunge the student into a deep exploration of human nature and the mysterious nature of things through the reading of great literature and its great critics.

LITERATURE 4: LYRIC (LIT304) 2 cr.

In this course students will read from different eras and poets. Selections may include Renaissance, Romantic, and Modern lyric poetry. Our overall aim will be to better understand the genre called lyric and to learn to read lyric poems with greater sensitivity.

LITERATURE 3: TRAGEDY (LIT303) 2 cr.

This course we will consider some of the high points of western tragedy, especially Greek Tragedy and Renaissance English tragedy. Readings may include *Oedipus*, *Macbeth* and *Hamlet*.

LITERATURE 2: COMEDY (LIT302) 2 cr.

In this course, students will explore Dante's *Divine Comedy* and at least one other work, usually Dostoevsky's *The Brothers Karamazov*. Focus will be on the genre and its unique poetic, narrative, and cultural features.

LITERATURE I: EPIC (LIT301) 2 cr.

In this course, students will explore *Paradise Lost* and at least one other epic, usually *The Iliad* or *The Odyssey*. Focus will be on the genre and its unique poetic features.

Language Colloquia

Latin (LAT101-424)

OVERVIEW: The history, literature, and science of the ancient Romans had unprecedented influence on the world that followed them. Their language became the primary language of educated discourse in the Western world for over 1200 years. The body of Latin literature spans two millennia covering pagan, Christian, and modern secular thinking on almost every topic from farming to philosophy to physics. By learning to read Latin, students learn the voice of the past. While some Latin works are available in English translation, many are not, and reading them in the original language allows students to interact with them more intimately and accurately: with a good deal of literature, what was written is less important than how it was written.

If a student can learn to change himself to understand the text rather than change the text to be understood, then he will be able to read Latin quickly and enjoyably. To this end, students are required to compose and even speak in Latin in addition to their readings. They move gradually from reading simple Latin dialogues and narratives to prose written in the complicated style characteristic of most Latin authors. By the end of their fifth term, students will have studied all of the standard Latin morphology as well as over 2500 of the most common words in Latin prose. By the end of the eighth term, students will be prepared to read unadapted Latin texts and wrestle with all the complexities of Latin grammar on their own.

BEGINNING LATIN I (LAT101) 2 cr.

Students are introduced to the seven cases and the first and second declensions. They read about 40 pages of simple Latin text and are required to answer Latin questions in Latin about the readings.

BEGINNING LATIN II (LAT102) 2 cr.

Students expand their understanding of the seven cases learning the third, fourth, and fifth declensions. They are also introduced to simple infinitives and participles. They read about 40 pages of simple Latin text.

BEGINNING LATIN III (LAT103) 2 cr.

Focus shifts from nouns and adjectives to the present verb system, with particular emphasis on participles, infinitives, and deponent verbs. After learning all of the present active and passive indicative forms, students move into the imperfect, future, and perfect tenses.

BEGINNING LATIN IV (LAT104) 2 cr.

Students expand their knowledge of verbs to include perfect, pluperfect, gerunds, and supines. At the end of the term, they are introduced to the present and imperfect subjunctive. They continue to accumulate vocabulary and review previous grammar concepts through extensive reading and writing in Latin.

HONORS BEGINNING LATIN I (LAT151) 2 cr.

Students are introduced to the seven cases and all five noun declensions and most functions of the noun cases. They are also introduced to simple infinitives. They read about 80 pages of simple Latin text.

HONORS BEGINNING LATIN II (LAT152LAT151) 2 cr.

Focus shifts from nouns and adjectives to the present verb system, with particular emphasis on participles, infinitives, and deponent verbs. After learning all the present active and passive indicative forms, students move into the imperfect, and future tenses.

HONORS BEGINNING LATIN III LAT153 (LAT151) 2 cr.

Students expand their knowledge of verbs to include perfect, pluperfect, gerunds, and supines. At the end of the term, they are introduced to the present subjunctive. They continue to accumulate vocabulary and review previous grammar concepts through extensive reading and writing in Latin.

HONORS BEGINNING LATIN IV (LAT154LAT151) 2 cr.

Students now learn the entire subjunctive system in earnest. By the end of the term, students are reading Latin prose with all the forms typically found in Classical Latin. Students begin to learn how to read some authentic Latin poetry.

INTERMEDIATE LATIN I (LAT201, 202, 203, 204, LAT201) 2 cr.

Students learn the remainder of Latin grammar not covered in the first year while reading selections from Phaedrus' Fables. Students continue to do exercises in vocabulary, conversation, and composition to enhance, fortify, and enhance their skills as they dive into new territory in exegesis authentic Latin. In addition to purely Latin exercises, students also engage in discussion of the broader meaning and application of Roman fables.

INTERMEDIATE LATIN I (LAT201) 2 cr.

Students learn to read, analyze, comprehend, recite, and interpret unadapted Latin poetry through Phaedrus' Fabulae. Study of vocabulary shifts from memorizing the particular use of words in context to memorizing basic meaning of roots, prefixes, and suffixes. Students learn to deconstruct words they encounter and guess intelligently at their meaning in a particular context. Since not all students have encountered the entire subjunctive system in this term, students will do composition exercises learning new forms before they occur in the text they are studying.

INTERMEDIATE LATIN II (LAT202) 2 cr.

By this point, students have seen all of the forms typically seen in Classical Latin. However, they continue to improve their vocabulary and word-building skills in preparation for more select Roman fables. Students will complete a fable in English in imitation of Phaedrus's Latin fables at the end of the term.

INTERMEDIATE LATIN III (LAT203) 2 cr.

Students continue to learn to read, analyze, comprehend, recite, and interpret unadapted Latin poetry through Phaedrus' Fabulae. They will continue to expand their study of vocabulary and review grammatical forms through composition exercises. Students will complete a polished translation of one of Phaedrus' fables as a final project for the term.

INTERMEDIATE LATIN IV (LAT204) 2 cr.

Students continue to learn to read, analyze, comprehend, recite, and interpret unadapted Latin poetry through Phaedrus' Fabulae. They will continue to expand their study of vocabulary and review grammatical forms through composition exercises. Students will practice using a high-level dictionary such as Lewis & Short's Latin-English Dictionary in their readings and will complete a lexical project where they write a dictionary entry for an English word in imitation of Lewis & Short supported by literary examples.

HONORS PHAEDRUS LATIN (LAT323, 333, 334, 335)

This course is an honors version of Intermediate Latin involving more Latin conversation and composition than in LAT201-204. In lieu of final projects in English for terms 2-4, students will produce Latin compositions. Just as in Intermediate Latin, students will finish learning the grammatical forms typically found in Classical Latin as they develop deeper skills in exegeting authentic texts and word building.

HONORS PHAEDRUS LATIN I (LAT323) 2 cr.

Students learn to read, analyze, comprehend, recite, and interpret unadapted Latin poetry through Phaedrus' Fabulae. Study of vocabulary shifts from memorizing the particular use of words in context to memorizing basic meaning of roots, prefixes, and suffixes. Students learn to deconstruct words they encounter and guess intelligently at their meaning in a particular context. Since not all students have encountered the entire subjunctive system in this term, students will do composition exercises learning new forms before they occur in the text they are studying.

HONORS PHAEDRUS LATIN II (LAT333) 2 cr.

By this point, students have seen all of the forms typically seen in Classical Latin. However, they continue to improve their vocabulary and word-building skills in preparation for more select Roman fables. Students will complete a fable in Latin prose in imitation of Phaedrus's Latin fables at the end of the term.

HONORS PHAEDRUS LATIN III (LAT334) 2 cr.

Students continue to learn to read, analyze, comprehend, recite, and interpret unadapted Latin poetry through Phaedrus' Fabulae. They will continue to expand their study of vocabulary and review grammatical forms through composition exercises. Students will complete a fable in Latin Iambic Senarius as their term project.

HONORS PHAEDRUS LATIN IV (LAT335) 2 cr.

Students continue to learn to read, analyze, comprehend, recite, and interpret unadapted Latin poetry through Phaedrus' Fabulae. They will continue to expand their study of vocabulary and review grammatical forms through composition exercises. Students will practice using a high-level dictionary such as Lewis & Short's Latin-English Dictionary in their readings and will complete a lexical project where they write a dictionary entry for a Latin word in imitation of Lewis & Short supported by literary examples.

LITERARY LATIN (302, 382, 424, 425):

Advanced students will read original unadapted texts (in poetry and prose) written by some of the most influential authors writing in Classical Latin: Vergil, Apuleius, and Ovid. While the emphasis of this class will be on reading and exegesis of these texts, students will continue to do exercises in Latin conversation both in and out of the classroom. By the end of this year-long series, students will be equipped to read and interpret difficult Latin texts without the guidance of a Teacher.

INTRO TO VERGIL (LAT302) 2 cr.

In this Latin literature course, advanced Latin students will be introduced to dactylic hexameter and selections from books 1 - 4 of Vergil's Aeneid. Special attention is given to learning to pronounce the meter correctly.

AENEID, Bk 5 (LAT382) 2 cr.

In this Latin literature course, advanced Latin students will read selections from book V of Vergil's Aeneid in the original Latin. Class discussion will be conducted primarily in Latin over the grammatical intricacies of this passage. Study of vocabulary shifts from memorizing the particular use of words in context to memorizing basic meaning of roots, prefixes, and suffixes. Students learn to deconstruct words they encounter and guess intelligently at their meaning in a particular context.

APULEIUS (LAT424) 2 cr.

In this Latin literature course, advanced Latin students will read almost three books from Lucius Apuleius' Metamorphoses in the original Latin. Class discussion will be conducted primarily in Latin over the grammatical intricacies of this passage and the particularities of Apuleius' Latin. Study of vocabulary shifts from memorizing the particular use of words in context to memorizing basic meaning of roots, prefixes, and suffixes. Students learn to deconstruct words they encounter and guess intelligently at their meaning in a particular context.

OVID (LAT425) 2 cr.

In this Latin literature course, advanced Latin students will read selections from Ovid's Metamorphoses and other works in the original Latin. Class discussion will be conducted primarily in Latin over the grammatical intricacies of this passage and the particularities of Ovid's Latin. Study of vocabulary shifts from memorizing the particular use of words in context to memorizing basic meaning of roots, prefixes, and suffixes. Students learn to deconstruct words they encounter and guess intelligently at their meaning in a particular context.

Intermediate Koine Greek (GRE361 – 364), 2 cr. each

OVERVIEW: Having completed an introduction to Greek morphology and syntax, students in their second year of Koine Greek will read through several New Testament authors representing different genres, including the Gospel of Mark and Paul's Letter to the Galatians. As students work through these authentic texts, they will have the opportunity to hone their mastery of Greek, as many of its more idiomatic or advanced constructions are best understood through genuine examples taken in context. Students will develop skills of exegesis, and identify and discuss key theological issues on the basis of the Greek text. Through regular Greek composition, students will attain a better understanding of grammar. In the latter part of the course, students will be introduced to a selection of other Greek texts to provide context for understanding the New Testament and Christian theology, improve their ability to read the New Testament itself, and form a bridge to further Greek study.

INTERMEDIATE KOINE GREEK I (GRE361) 2 cr.

Students will read Mark 1-8 and discuss features of its grammar, vocabulary and theology. Where relevant to interpretation, classes will also address questions of authorship, setting, date, composition, textual criticism and history as they arise in the course of reading the text. Students will also review aspects of grammar and produce regular written Greek compositions. In this way, students will begin to interpret authentic Greek texts without the aid of translations.

INTERMEDIATE KOINE GREEK II (GRE362) 2 cr.

Students will read Galatians and discuss features of its grammar, vocabulary and theology. Where relevant to interpretation, classes will also address questions of authorship, setting, date, composition, textual criticism and history as they arise in the course of reading the text. Students will also be introduced to Greek texts relevant to understanding the New Testament and the development of Christian theology. These could include extracts from the Septuagint, Plato and Aristotle. Students will continue to review aspects of grammar and produce regular written Greek compositions. In this way, students will continue to interpret authentic Greek texts without the aid of translations.

INTERMEDIATE KOINE GREEK III (GRE363) 2 cr.

Students will read another book or part of a book of the New Testament to be determined, and discuss features of its grammar, vocabulary and theology. Where relevant to interpretation, classes will also address questions of authorship, setting, date, composition, textual criticism and history as they arise in the course of reading the text. Students will also be introduced to additional Greek texts relevant to understanding the New Testament and the development of Christian theology. This could include selections from Gregory of Nazianzus and historians such as Josephus, Herodotus, Thucydides and Eusebius. Students will continue to review aspects of grammar and produce regular written Greek compositions. In this way, students will continue to interpret authentic Greek texts without the aid of translations.

INTERMEDIATE KOINE GREEK IV (GRE364) 2 cr.

Students will read another book or part of a book of the New Testament to be determined, and discuss features of its grammar, vocabulary and theology. Where relevant to interpretation, classes will also address questions of authorship, setting, date, composition, textual criticism and history as they arise in the course of reading the text. Students will also be introduced to additional Greek texts relevant to understanding the New Testament and the development of Christian theology. These could include selections from Athanasius, Homer and Greek playwrights. Students will continue to review aspects of grammar and produce regular written Greek compositions. By the end of this term, students will be prepared to read the New Testament without the aid of translations or a teacher, and to undertake more advanced study of Greek.

Biblical Hebrew (HEB301-654)

Overview: Elementary Biblical Hebrew is a four-term course. Class time will be conducted in the target language (Biblical Hebrew). The professor will combine multiple elements of the immersion method, including total physical response (TPR) and interactive storytelling. Class activities and homework will engage the four faculties of hearing, speaking, reading and writing for a holistic approach to the language. The focus of the class is to produce reading fluency for immediate comprehension and enjoyment of the Hebrew text of fourteen condensed Old Testament stories, as well as the complete book of Jonah. After successfully completing all four terms, students will be able to read independently from narrative passages using a Hebrew Reader's Bible with minimal help.

BEGINNING HEBREW I (HEB301) 2 cr.

Students will build their active use of Biblical Hebrew while learning vocabulary through pictures and active class participation. They will be introduced to the participle and qatal paradigms for a model Pa'al verb, and will demonstrate active knowledge of these concepts while beginning to work through layered stories.

BEGINNING HEBREW II (HEB302) 2 cr

Students will build upon previous knowledge as they continue to work through layered stories. Students will be expected not only to understand the materials but to express themselves in Biblical Hebrew. By the end of the second term, the students will have added the yiqtol paradigm to their active knowledge.

BEGINNING HEBREW III (HEB303) 2 cr

Students will build upon previous knowledge while expanding their vocabulary and finishing up the layered stories. During the term they will be introduced to the verb binyanim, expanding their knowledge of the qatal, yiqtol and participle paradigms.

BEGINNING HEBREW IV (HEB304) 2 cr

This final term of Beginning Hebrew takes students through the text of Jonah. Students will be expected to participate in answering comprehension questions in the target language, both in class and on written assignments.

INTERMEDIATE HEBREW (HEB401-404)

This course builds upon the foundation laid in Hebrew 301-304. Beginning with narrative texts and proceeding on to more difficult poetic and prophetic texts the student will interact with a variety of genres of Biblical Hebrew as well as varying levels of difficulty. Class time is spent translating these set texts, with the instructor expecting the student to understand the vocabulary, syntax and grammar of the passage and be able to discuss the issues that surround each

verse. Attention will be given to matters of exegesis, but to the reception history of the text, particularly in the early translation traditions, to the extent that this sheds light on the philological issues in the text.

INTERMEDIATE HEBREW V (HEB401) 2 cr
Set Texts: Genesis 1-4 and 6-9.

INTERMEDIATE HEBREW VI (HEB402) 2 cr
Set texts: Genesis 11-22 (selections); Psalm 63 and 110

INTERMEDIATE HEBREW VII (HEB403) 2 cr
Set texts: Psalms of Ascent (120-134)

INTERMEDIATE HEBREW VIII (HEB404) 2 cr
Set texts: Joel

Middle English (ENG351-354)

OVERVIEW: Middle English is a year-long colloquium that introduces students to the beginning of English as a literary language. The course is structured around the reading of Geoffrey Chaucer's *Canterbury Tales* (three terms), and *Sir Gawain and the Green Knight* (1 term). Chaucer is usually read today, if at all, in modernized prose editions. In this course, students confront Chaucer in Middle English verse. Through study of the vocabulary, poetic line, sound, and so forth, this course aims to enable the student to appreciate Chaucer's humor, his narrative and poetic devices, and his presentation of late medieval life.

MIDDLE ENGLISH 1: CHAUCER (ENG351) 2 cr.

Students in this course are introduced to Middle English through the study of selections from *The Canterbury Tales*. Students will study vocabulary, grammar, pronunciation, and other aspects of Chaucer's poetry.

MIDDLE ENGLISH 2: CHAUCER (ENG352) 2 cr.

Students in this course continue learning Middle English through the study of selections from *The Canterbury Tales*. Students will study vocabulary, pronunciation, and other aspects of Chaucer's poetry.

MIDDLE ENGLISH 3 CHAUCER (ENG353) 2 cr.

Students in this course continue learning Middle English through the study of selections from *The Canterbury Tales*. Students will study vocabulary, pronunciation, and other aspects of Chaucer's poetry.

MIDDLE ENGLISH 4: Sir Gawain and the Green Knight (ENG354) 2 cr.

In Middle English IV, students read the complete text of *Sir Gawain and the Green Knight*, a text which brings them into contact with another dialect of Middle English and another form (alliterative) of poetry.

Old English (Anglo-Saxon): (ENG355-358)

OVERVIEW: During the early Middle Ages, Anglo-Saxon England saw the emergence of new and sophisticated vernacular literary traditions. A unique synthesis of Christian and pagan cultural influences, Old English literature comprises a remarkable variety of works across a range of literary styles and genres, in prose and in verse. In this course, students explore the rich diversity of Old English literature and read works in their original language. They consider heroic epics like *Beowulf*, as well as the work of important historical figures like Alfred the Great. Students will also study elegiac poetry, homilies, saints' lives, riddles, and biblical narratives, locating these works within a range of cultural, theoretical, and critical contexts.

OLD ENGLISH (ANGLO SAXON) 1: ELEGIES AND EXILE (ENG355)

This course introduces the Old English language through the study of elegiac poetry. It also examines aspects of the Old English riddle tradition. Students learn grammar, syntax, and diction; they observe the function and effects of poetic conventions; and consider the thematic, cultural, and linguistic features of the works they read.

OLD ENGLISH (ANGLO SAXON) 2: ALFRED AND ÆLFRIC (ENG356)

This course continues to advance the student's comprehension of Old English through the study of a selection of prose works. Texts will be drawn from the writings of the Alfredian revival and from the homilies and saints' lives of Ælfric. Students continue to learn grammar, syntax, and diction; observe the function and effects of literary conventions; and consider the thematic, intellectual, cultural, and linguistic features of the works they read.

OLD ENGLISH (ANGLO SAXON) 3: BIBLICAL POETRY (ENG357)

This course continues to advance comprehension of Old English through the study of Biblical poetry and wisdom literature. Students continue to learn grammar, syntax, and diction; they observe the function and effects of poetic conventions; and they consider the thematic, cultural, and linguistic features of the works they read.

OLD ENGLISH (ANGLO SAXON) 4: BEOWULF AND MONSTERS (ENG358)

This course further advances the comprehension of Old English through the study of *Beowulf*. This course explores ideas of heroism and monstrousness. Students continue to learn grammar, syntax, and diction; observe the function and effects of poetic conventions; and consider the thematic, cultural, and linguistic features of the works they read.

Other Required Courses

Thesis (TSS470-1) 2 or 4 cr.

Two terms. Fourth-year colloquium.

OVERVIEW: In the senior thesis, students put to work the skills they have honed and draw on the materials they have studied in their classes at NSA. Thesis involves a mid-way-point private defense before a faculty panel (Thesis I), followed by a written thesis of 7,500-10,000 words (Thesis II).

Prior to the beginning of the two-term thesis sequence, the student and his or her thesis advisor will together develop a description of the proposed thesis, a thesis question, and a working thesis statement. At the end of the first term, a faculty panel will hear the student's presentation, ask questions, and provide feedback. At the end of the second term, two faculty members will independently grade the thesis. For all students who receive a CL or SCL on their written work, the faculty readers will schedule a public defense, providing a forum for students to defend their work before their peers.

For more information on Thesis, see the Thesis Handbook.

Electives 2 cr. Each

One Term each. Prerequisite: Third-Year Status (minimum). Other prerequisites may apply.

OVERVIEW: To earn the Bachelor of Arts degree, a student must complete a number of elective courses. Each year's elective course offerings are published by the Registrar. Electives present an opportunity for more focused study than the Colloquia provide. Electives impart skills in analyzing key issues, interpreting primary texts or conducting field work.

Directed Studies 2 cr.

One Term. See Restrictions.

OVERVIEW: Electives in Directed Study allow a student to do close work, largely independently but under the oversight of an instructor.

Directories

Faculty & Administration

Faculty

JOSHUA D. APPEL (2004)

Fellow of Humanities

M.A. in Christian Thought, Reformed Theological Seminary, Orlando (2004)

B.A. in Liberal Arts and Culture, New Saint Andrews College (2001)

JORDAN DORNEY (2022)

Fellow of History

Ph.D. in Political Science, University of Notre Dame, 2019

M.A. in Political Science, University of Notre Dame, 2015

B.A. in Political Science, Boston College, 2013

DAVID R. ERB (2008)

Senior Fellow of Music

D.M.A. in Choral Conducting, University of Wisconsin-Madison (2007)

M.Mus. in Choral Conducting, Westminster Choir College, Rider University (1997)

B.Mus. in Music Education, University of Wisconsin-Madison (1992)

TYLER FOSTER (2022)

Lecturer in Biblical Language

M.A. in Ancient Philology Candidate, Jerusalem Institute of Languages and Humanities

B.A. in Biblical and Theological Studies

JAYSON C. GRIESER (2007)

Fellow of Humanities

Ph.D. in Literature, University of Dallas (2010)

M.A. in Literature, University of Dallas (2005)

B.A. in Liberal Arts & Culture, New Saint Andrews College (2002)

Associate of Arts, Mt. San Antonio Community College (1998)

TIMOTHY L. GRIFFITH (2007)

Senior Fellow of Classical Languages

M.A. in Latin, University of Kentucky (2003)

B.A. in Liberal Arts & Culture, New Saint Andrews College (2001)

TIM HARMON (2018)

Provost, Fellow of Theology (CAO)

Ph.D. in Systematic Theology, Trinity College/University of Aberdeen (2019)

Th.M. Western Seminary (2015)

M.A. in Biblical and Theological Studies, Western Seminary (2014)

B.A. in Ministry Leadership, Northwest University (2011)

JARED LONGSHORE (2022)

Undergraduate Dean, Fellow of Theology

Ph.D. in Biblical Spirituality, Southern Baptist Theological Seminary (2016)

M.Div from the Southern Baptist Theological Seminary (2013)

B.A. in Education, Florida Gulf Coast University (2007)

BENJAMIN R. MERKLE (1999)

President, Senior Fellow of Theology

D.Phil. in Oriental Studies, Oxford University (2012)

M.St. in Jewish Studies, Oxford University (2007)

M.A. in English Literature, University of Idaho (2005)

Additional Theological Studies, Greyfriars Hall (1998-2000)

B.S. in Secondary Education, Chemistry, University of Idaho (1996)

DANIEL ORTON (2023)

Junior Fellow of Medieval Languages and Literature

D.Phil. in English, Oxford University (2020)

M.Phil. in English Studies, Oxford University (2014)

B.A. in English Literature, Durham University (2012)

BRENT H. PINKALL (2021)

Junior Fellow of Rhetoric

M.A. in Theology and Letters, New Saint Andrews College (2017)

B.A. in Mass Communication, Kansas State University (2010)

Certificate in Chinese Studies, Dalian University of Technology (2013)

JOSEPH RIGNEY (2023)

Fellow of Theology

Ph.D. University of Chester

M.St. in Classical Christian Studies, New Saint Andrews

M.A. in Biblical and Pastoral Studies, Bethlehem College and Seminary

B.A. in Communication, Texas A&M

CHRISTOPHER R. SCHLECT (1996)

Senior Fellow of History

Ph.D. in History, Washington State University (2015)

M.A. in History, University of Idaho (2005)

B.A. in History, Washington State University (1990)

MITCHELL O. STOKES (2005)

Senior Fellow of Philosophy

Ph.D. in Philosophy, University of Notre Dame (2005)

M.A. in Philosophy, University of Notre Dame (2003)

M.A. in Philosophy of Religion, Yale University (2001)

M.S. in Mechanical Engineering, University of Central Florida (1994)

B.S. in Mechanical Engineering, University of Florida (1992)

DAVID TALCOTT (2023)

Graduate Dean, Fellow of Theology

Ph.D. in Philosophy, Indiana University (2012)

B.A. in Philosophy, Hillsdale College (2003)

COLE TUTINO (2019)

Fellow of Music

D.M. in Cello Performance, Indiana University, Jacobs School of Music (2016)

M.M. in Cello Performance, Indiana University, Jacobs School of Music (2011)

B.M. in Cello Performance, San Jose State University (2009)

DOUGLAS J. WILSON (1994)

Senior Fellow of Theology

M.A. in Philosophy, University of Idaho (1979)

Additional Graduate Studies in Theology, Regent College (1979)
B.A. in Classical Studies, University of Idaho (1988)
BA in Philosophy, University of Idaho (1977)

GORDON L. WILSON (2003)
Senior Fellow of Natural History
Ph.D. in Environmental Science, George Mason University (2003)
M.S. in Entomology, University of Idaho (1989)
B.S. in Secondary Education/Biology, University of Idaho (1984)

CADE MARCOTTE (2024)
Junior Fellow of Natural Philosophy
Ph.D. in History and Philosophy of Science, Indiana University (2024)
M.A. in History and Philosophy of Science, Indiana University (2022)
M.A. in Philosophy, Western Michigan University (2019)
B.A. in Liberal Arts and Culture, New Saint Andrews College (2017)

DAN KEMP (2025)
Junior Fellow of Natural Philosophy
Ph.D. in Philosophy, Baylor University (2023)
M.A. in Philosophy, Georgia State University (2017)
B.A. in Politics, Philosophy and Economics, The King's College (2014)

CALEB J. HARRIS (2021)
Junior Fellow
M.A. in Theology and Letters, New Saint Andrews College (2021)
B.A. in Liberal Arts and Culture, New Saint Andrews College (2019)

DANIEL NEWMAN (2022)
Director of Student Affairs and Junior Fellow of Theology
M.A. in Christian Theology, Cambridge Theological Federation (2013)
B.A. in Theological and Religious Studies Tripos, University of Cambridge (2012)
B.M. B.Ch. in Medicine and Surgery, University of Oxford (2009)
B.A. in Medical Sciences (2009)

RYAN SUNDLIE (2022)
Head of Student Activities, Lecturer of Literature
M.A. in English, Missouri State University (2005)
B.S. in Interdisciplinary Studies, Lubbock Christian University (2002)

CALEB ESMOND (2025)
Lecturer of Music
M.M. in Piano Performance and Pedagogy, Utah State University (2023)
B.M. in Piano Performance, Mercer University (2021)

Adjunct and Part-Time Faculty

CHRISTIANA HALE (2022)

Lecturer

M.F.A. in Creative Writing, New Saint Andrews College (2022)

B.A. in Liberal Arts and Culture, New Saint Andrews College (2015)

AMANDA DORNEY (2024)

Lecturer

Ph.D. in Political Science, University of California, Davis (2023)

B.A. in Political Science, Boise State University (2015)

SHAWN PATTERSON (2025)

Lecturer

Greyfriars Hall Graduate, Christ Church (2021)

B.S. in Biblical Studies, Moody Bible Institute (2015)

RYAN ECKERT (2025)

Lecturer

M.F.A. with Concentration in Painting, Arizona State University (2020)

M.A. with Concentration in Painting, Eastern Illinois University (2017)

B.A. in Fine Arts with a Concentration in Painting (2015)

JAMES GOODE (2023)

Reader

B.A. in Liberal Arts and Culture, New Saint Andrews College (2019)

JOSH EDGREN (2025)

Reader

B.S. in Physics, Union University (2016)

NATHAN STENZEL (2025)

Reader

B.A. in Liberal Arts and Culture, New Saint Andrews College (2025)

ADMINISTRATION

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Timothy Harmon, Ph.D. Provost, Chief Academic Officer

Jared Longshore, Ph.D. Undergraduate Dean

David Talcott, Ph.D. Graduate Dean

Nathan Kirkpatrick, Vice President of Operations

Brenda Schlect, MS, Vice President of Administration

Andrew Trauger, Chief Financial Officer, Vice President of Finance

Jean Brainerd, Director of Assessment and Institutional Effectiveness

Sarah McCabe, Registrar

Ryan Sundlie, Head of Student Activities

Rebekah Leidenfrost, MLIS, Head Librarian

Tim Rice, Facilities Manager

Adam Walter, Bookstore Manager

Tim Zornes, Accountant

Bursar, Kat Paradiso

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Elected Term Member
Woodinville, WA

Israel Waitman
Elected Term Member
Boise, ID

C.R. Wiley
Elected Term Member
Battle Ground, WA

** Indefinite term*

Appendix A: Expenses and Fees

AYE2026

UNDERGRADUATE TUITION

Full-Time Tuition: \$18,000 per year

Part-time Tuition: \$1500 per 2 credit course (or \$750 per credit)

Certificate of Music: \$4000 per year (in addition to BA tuition)

UNDERGRADUATE FEES

Application Fee: \$50

Audit Fee: \$750 per 2 credit course per term

CD Makeup Fee: \$100

Course Overload Fee: \$750

Drop/Add/Audit Fee: \$10 per request form

Diploma Fee: \$60

Withdraw Fee: \$100

Transcript Fee: \$5 (electronic or paper)