



NEW SAINT ANDREWS COLLEGE

Undergraduate Catalog

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New Saint Andrews College  
2026-2027 Undergraduate Catalog

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

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Undergraduate Admissions  
Email: [admissions@nsa.edu](mailto: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](http://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

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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.

*For questions about ..... Contact*

Prospective Student Inquiries.....Nate Miller, *Recruitment Director* ([admissions@nsa.edu](mailto:admissions@nsa.edu) x 831)

Course Registration.....Mrs. Katherine Paradiso, *Registrar* ([registrar@nsa.edu](mailto:registrar@nsa.edu) x 116)

Financial Questions ..... Mr. Emmett Brooks, *Bursar* ([bursar@nsa.edu](mailto:bursar@nsa.edu) x 107)

Coursework Questions.....*Faculty member teaching the course (See course syllabi for contact information)*

Academic Advising/Progress towards Graduation

..... Dr. Jared Longshore, *Undergraduate Dean* ([jlongshore@nsa.edu](mailto:jlongshore@nsa.edu) x 115)

..... Mrs. Katherine Paradiso, *Registrar* ([registrar@nsa.edu](mailto:registrar@nsa.edu) x 116)

Bookstore..... Mr. Adam Walter, *Bookstore Manager* ([bookstore@nsa.edu](mailto:bookstore@nsa.edu) x 130)

Library ..... Mrs. Rebekah Hsu, *Head Librarian* ([library@nsa.edu](mailto:library@nsa.edu) x110)

Parking Permits, Parking Issues ..... *College Administration Office*

Security and Safety Questions .....Mr. Nathan Kirkpatrick, *VP of Operations* ([safe-campus@nsa.edu](mailto: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.

Matt Saar, VP of Development, 20 years of experience in related fields.

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# Institutional Overview

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## 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](http://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**

### **6-Year Graduation Rate**

<b>Program</b>	<b>2020 Cohort</b>	<b>2019 Cohort</b>	<b>2018 Cohort</b>	<b>2017 Cohort</b>	<b>2016 Cohort</b>
Bachelor	NYR	39%	66%	52%	81%

## **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 School (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](http://www.nwccu.org)

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

[www.tracs.org](http://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.

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# Admissions

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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](http://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](http://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](mailto: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).

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# Expenses and Financial Aid

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## **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](http://www.nsa.edu).

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# Academic Policies

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## 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 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.

## Student Disability Accommodations

NSA will consider what accommodations can be made for students with disabilities. The provision of any such accommodations involves a student-initiated process, as detailed below.

1. Students seeking accommodations must submit a written request to the Director of Student Affairs (DSA).
2. The DSA will then schedule a meeting with the student to assess the need. The student is obligated to provide the DSA with documentation of the need, completed by someone qualified to diagnose the disability. Documentation must be on official letterhead, signed, and specify the diagnosis (including the date of diagnosis and likely duration) and accommodation recommendations.
3. If the DSA determines that accommodation is warranted, he will then, in cooperation with the student and NSA administration, develop an Accommodation Plan which specifies those accommodations NSA may be willing and able to provide, and the student's obligations in implementing this plan. The Accommodation Plan must not disclose confidential student medical information.
4. The DSA will then submit the Accommodation Plan and its rationale to the appropriate Dean for approval.
5. If approved, the DSA will communicate the Accommodation Plan to the Provost (for dissemination to NSA's executive leadership), any NSA employees involved in its implementation (e.g., the Registrar, course instructors), and the student.
6. Accommodation Plans must be renewed each academic year. Renewals require that students submit a written request for renewal to the DSA, who will review the request to assess whether ongoing implementation, modification, or termination of the Accommodation Plan is warranted, under the supervision and approval of the appropriate Dean, who will report any annual renewals to the Provost.

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# Privacy, Information, and Records

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## 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.

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# Degree Programs

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The undergraduate program at New Saint Andrews College provides a classical Christian liberal arts and humanities 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 single undergraduate degree program: a four-year Bachelor's degree in *Liberal Arts and Culture*. A Certificate of Music through the New Saint Andrews Conservatory of Music is also available to matriculating BA students.

### Requirements for the Bachelor of Arts (BA) Degree

Candidates for the Bachelor of Arts degree must complete each of the following requirements, totaling 124 credits:

1. Pass each term in all Colloquia. This includes four terms (eight credits) each in the following eleven Colloquia, for a total of 88 credits:

- Lordship Colloquium (8 credits)
- Classical Rhetoric Colloquium (8 credits)
- Music Colloquium (8 credits)
- Latin Colloquium (8 credits)
- Law and Politics Colloquium (8 credits)
- History Colloquium (8 credits)
- Mathematics Colloquium (8 credits)
- Philosophy Colloquium (8 credits)
- Literature Colloquium (8 credits)
- Science Colloquium—four terms of *either* Natural History or Physics (8 credits)
- Principia Theologiae Colloquium (8 credits)

2. Pass eight terms of additional classical language course electives for a total of 16 credits, which must include:

- Four terms of Classical Language electives (8 credits)
- Four terms of Classical Language Reading electives (8 credits)

3. Pass 10 credits worth of open electives.

4. Pass one year-long (four terms) Liberal Arts and Culture Capstone course sequence, for a total of 8 credits.

5. Pass Senior Thesis (must be completed prior to graduation), for a total of 2 credits.

*Model Four-Year Plan for the Baccalaureate Degree in Liberal Arts and Culture for Students Starting the Program During or After August 2026.*

<i>Year One</i>	<i>Year Two</i>	<i>Year Three</i>	<i>Year Four</i>
<i>Lordship Colloquium (4 terms)</i>	<i>Law and Politics Colloquium (4 terms)</i>	<i>Philosophy Colloquium (4 terms)</i>	<i>Principia Theologiae Colloquium (4 terms)</i>
<i>Classical Rhetoric Colloquium (4 terms)</i>	<i>History Colloquium (4 Terms)</i>	<i>Literature Colloquium (4 terms)</i>	<i>Liberal Arts and Culture Capstone (4 terms)</i>
<i>Music Colloquium (4 terms)</i>	<i>Mathematics Colloquium (4 terms)</i>	<i>Science Colloquium (4 terms)</i>	<i>Thesis (2 terms)</i>
<i>Latin Colloquium (4 terms)</i>	<i>Classical Language Electives (4 terms)</i>	<i>Classical Language Reading Electives (4 terms)</i>	<i>Open Electives (5 terms)</i>

## **Program Scope and Sequence: BA in Liberal Arts and Culture**

### **First Year**

The first year begins to introduce students to those liberal arts and humanities skills and domains of knowledge that are instrumental to faithful leadership and culture-shaping.

- The Lordship Colloquium acquaints students to the worldview of historic, confessional Protestantism from a Reformed perspective, aimed at cultivating the blessedness of life under the Lordship of Jesus Christ.
- The Classical Rhetoric Colloquium equips students to teach, delight, and persuade through writing and speaking, crafting their language to fit both subject matter and situation in service of truth.
- The Music Colloquium familiarized students with that subject in the quadrivium which concerns the order and harmony of the cosmos, which students come to appreciate through developing their facility in music literacy and performance.
- The Latin Colloquium commences student study of formative languages in Western Christendom, apprehended not as “dead” languages, but as active, oral experiences that bring the ancient world to life—and serves as foundation for subsequent study of Latin, Greek, Hebrew, and Anglo-Saxon.

### **Second Year**

In the second year, knowledge and skills for faithful cultural leadership are supplemented and reinforced, and students continue their language study by taking four terms of Classical Language or Classical Language Reading electives.

- The Law and Politics Colloquium allows students to explore how the Western tradition has approached leadership and life together. Beginning with the classical conception of political science as ‘architectonic,’ students trace the development of political theory and practice, in the regime and its laws, from antiquity to modernity.
- The History Colloquium provides an opportunity to survey the history of the West, focusing on great authors of history and the different ways they reflect upon the past, spanning the ancient Near East, classical antiquity, and the European continent down to the modern era.
- The Mathematics Colloquium exposes students to the rich history and profound beauty of the mathematical disciplines, surveying survey the great theorems of mathematics within their historical context, paying special attention to how developments in mathematics have influenced Western philosophy.

### **Third Year**

The third year continues the introduction and inculcation of the knowledge and skills needed for faithful leadership and culture-shaping, and students complete their language study requirement by taking four terms of Classical Language or Classical Language Reading electives.

- The Philosophy Colloquium teaches students the history of the major thinkers, texts, and ideas in Western philosophy. Beginning with the Presocratics and continuing down to the present day, students reflect on Metaphysics, Epistemology, and Ethics.
- The Literature Colloquium encourages students to contemplate how to faithfully represent the world and one another through poetry and prose, and how has Western culture been preserved and transmitted through particular forms of writing
- To fulfill the Science Colloquium requirement, students choose between Natural History or Physics. The former offers a unified introduction to the life sciences; the latter serves as an introduction to the Western tradition of physical science.

### **Fourth Year**

In the fourth and final year, students bring their course of study in NSA's undergraduate degree program in Liberal Arts and Culture to a completion.

- The Principia Theologiae Colloquium trains students in the discipline of biblical reasoning. Students learn to read Scripture in conversation with ancient and modern Christians and complete a year-long exegesis project.
- Liberal Arts and Culture Capstones are four-term course sequences in which students apply NSA's liberal arts and humanities education to a specific area (e.g., philosophy, music, ministry), in preparation for faithful leadership and culture-shaping as an NSA graduate.
- The NSA Thesis requirement provides another opportunity for students to apply their NSA education in a focused and culminating way. Students must propose, defend, and successfully complete a thesis project to qualify for graduation.
- Open elective offerings available in the fourth year are drawn from a variety of disciplines, and complement the conclusion of NSA's undergraduate program.

## Requirements for the Certificate of Music

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

1. Pass four terms in Musicianship I and Musicianship II, for a total of 16 credits.
2. Pass four more terms of music electives over the course of years three and four, for a total of 16 credits.
3. Four terms a year for four years of primary instrument and secondary instrument, for a total 32 credits.
4. Four terms a year of either choir or orchestra, for a total of 2 credits counted toward the Certificate.

### *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>Musicianship I (4 terms)</i>	<i>Musicianship II (4 terms)</i>	<i>Church Music -or- Form and Analysis (4 terms)</i>	<i>Church Music -or- Form and Analysis (4 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>

Along with being required classes for the Music Certificate, *Music II*, *Church Music* and *Form and Analysis* courses will count towards the BA open elective and Liberal Arts and Culture Capstone requirements.

## Program Scope and Sequence: 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.

### *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.

### *Credit Requirements*

To determine the appropriate amount of credit hours assigned to each course, the Provost considers 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 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. No transfer credits are accepted for Thesis or the Liberal Arts and Culture Capstone, and we usually do not allow transfer credit for Colloquia.

***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.

## **Institutional Learning Objectives (ILOs)**

In keeping with the Mission of NSA, every program offering at NSA aim to meet the following Institutional Learning Objectives:

Under the Lordship of Jesus Christ, NSA graduates will:

### **ILO 1: Leadership**

Be liberated from folly to learn and lead, in whatever vocation they are placed.

### **ILO 2: Culture Shaping**

Be grounded in the Western and Reformed Christian traditions, for optimistic laboring unto the restoration of all culture.

### **ILO 3: Faithful Christian Living**

Be steadfast in love of God and neighbor, unto His glory and their blessing.

## **Programs Learning Objectives (PLOs)**

NSA's BA in Liberal Arts and Culture has the following Program Learning Objectives:

### **Knowledge Objectives (Discipline-Specific)**

#### **History**

Students will be able to trace the rise and fall of the great civilizations of the ancient near-east and the ancient mediterranean, as well as the rise of the Christian church and its progress from antiquity through the reformation, and extending into modernity.

#### **Philosophy**

Students will be able to identify, explain, critically evaluate, and connect across time key questions or ideas of two or more major branches of philosophy (e.g., metaphysics, epistemology, ethics, politics, economics, aesthetics, philosophy of science, or philosophy of mathematics). Students will be able to do the above by drawing from representative texts of the ancient, medieval, and early and later modern periods.

#### **Language**

Students will be able to interpret literature of moderate difficulty in the language studied (Latin, Greek, Hebrew, Middle English, or Anglo-Saxon) given vocabulary aids, as well as produce at least basic compositions (oral or written) in the language. Furthermore, students will be able to identify grammatical structures in a given passage and articulate their reasoning for interpreting a passage in a particular way.

#### **Literature**

Students will be able to read and interpret great works of literature as sources of delight, self-knowledge, and wisdom, and identify the principal literary genres of lyric, tragedy, comedy, and epic according to their unique perspective and form. Students will be able to distinguish sound literary criticism from faddish ones.

#### **Mathematics**

Students will be able to identify key persons, concepts, and theorems from the history of mathematics and explain their impact on western thought. Students will be able to explain the beauty of mathematics and the value of studying mathematics from a Christian liberal arts perspective.

#### **Science**

Students will be able to identify key persons, concepts, and theories from the history of science (either in biology or physics) and explain their impact on western thought.

**Music**

Students will be able to demonstrate musical literacy, including music reading, analysis, sight singing, and vocal production. They will be able to trace the development of Western music from antiquity to the 20th century.

**Rhetoric**

Students will be able to explain the main theoretical components of rhetoric and to identify the unique contributions of Christianity to the rhetorical tradition.

**Theology**

Students will be able to demonstrate biblical literacy and comprehension of the foundations for Christian faith and life from a Reformed perspective that embraces NSA's distinctives.

**Intellectual Skill Objectives (Not Discipline-Specific)****Rhetoric**

Ability to teach, to delight, and to persuade, crafting language to fit both subject matter and situation.

**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.

**Reasoning**

Ability to make sound inferences, to correctly evaluate logical relationships, and to properly weigh evidence.

**Perspective:**

Ability to view objects, ideas, and oneself—truthfully, from multiple points of view, and from different frames of reference or points of focus.

**Problem-solving:**

Ability to formulate and implement intelligent processes for finding solutions to problems.

**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.

**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 Regular 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

### ***Tentative Calendar for the Regular Academic Year 2027-2028***

August 10-13, 2027	Prologus Studiorum
August 13, 2027, F	Convocation
August 16, 2027	Jerusalem Term Begins
October 4-8, 2027	Final Examination Week
October 8, 2027	Jerusalem Term Ends
October 11-15, 2027	Fall Break

October 18, 2027	Nicea Term Begins
November 22-26, 2027	Thanksgiving Break
December 13-17, 2027	Final Examination Week
December 17, 2027	Nicea Term Ends
December 18, 2027	Christmas Break Begins

January 17, 2028	Chalcedon Term Begins
March 6-10, 2028	Final Examination Week
March 10, 2028	Chalcedon Term Ends
March 13-17, 2028	Spring Break

March 20, 2028	Westminster Term Begins
May 8-12, 2028	Good Friday
May 10-14, 2027	Final Examination Week
May 11, 2028, Thursday	Commencement
May 12, 2028	Westminster Term Ends

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# Grievance Policy

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## 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](http://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](http://tracs.org), the TRACS website, or, to NWCCU at the following link: <https://nwccu.tfaforms.net/f/complaint>.

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# Course Descriptions

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## YEAR 1 COLLOQUIA

### **LORDSHIP COLLOQUIUM**

#### **THE101-104**

**Four terms, 2 credits per term**

**COLLOQUIUM 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.

#### **THE101 LORDSHIP I: KNOWING GOD THE CREATOR**

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 and Augustine's Confessions and City of God.

#### **THE102 LORDSHIP II: KNOWING GOD THE REDEEMER**

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 and Augustine's City of God.

#### **THE103 LORDSHIP III: RECEIVING THE GRACE OF CHRIST**

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 and Augustine's City of God.

#### **THE104 LORDSHIP IV: LIVING IN THE SOCIETY OF CHRIST**

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 and Augustine's City of God.

### **CLASSICAL RHETORIC COLLOQUIUM**

#### **RHT101-104**

**Four terms, 2 credits per term**

**COLLOQUIUM OVERVIEW:** Rhetoric is the verbal art of communicating the truth persuasively. Students in this course develop their ability to teach, to delight, and to persuade through writing and speaking, crafting their language to fit both subject matter and situation, avoiding insincerity and manipulation, and subordinating technique and adornment to the service of truth. Throughout the course, students cultivate the five fundamental skills of rhetoric (invention, arrangement, style, memory, and delivery) by means of imitation, theory, and practice. They study brief models of exemplary rhetoric drawn from the Western tradition (e.g., Cicero, Tertullian, Luther, Shakespeare, Lincoln, Chesterton, Lewis), which they then imitate through regular rhetorical speaking and writing exercises such as *progymnasmata*, *suasoriae*,

and *controversiae*. Exercises are accompanied by prompt feedback and supplemented with limited selections from ancient and modern texts on rhetorical theory by authors such as Aristotle, Cicero, Quintilian, Augustine, and Erasmus.

#### **RHT101 EXPOSITORY RHETORIC**

This course introduces students to expository rhetoric, teaching them how to relate and explain a matter in an intelligible way. Students cultivate *logos* while avoiding sophistry by studying principles of reasoning (e.g., the nature of proof, probability and certainty, induction and deduction, paradigm and enthymeme, and informal fallacies). They also begin developing their powers of invention through the art of topics (*topoi*).

#### **RHT102 EPIDEICTIC RHETORIC**

This course introduces students to epideictic rhetoric, teaching them how to expand and amplify a thought to elicit praise or blame. Students cultivate *pathos* without manipulation, subordinating emotion to truth. They enrich their style by mastering common figures of speech, and they develop their faculties of memory.

#### **RHT103 DELIBERATIVE RHETORIC**

This course introduces students to deliberative rhetoric, teaching them how to advocate for a future course of action. Students cultivate *ethos* by considering how best to present themselves to different audiences without insincerity. They learn to distinguish between different types of questions through stasis theory and to identify the crux of a matter.

#### **RHT104 JUDICIAL RHETORIC**

This course introduces students to judicial rhetoric, teaching them how to argue the justice of an action from the standpoint of both accuser and accused. Students deepen their understanding of stasis theory and explore the relationship of rhetoric to apologetics and gospel preaching.

### **MUSIC COLLOQUIUM**

#### **MUS101-104 (Beginning) and MUS111-114 (Intermediate) and MUS121-124 (Honors)**

**Four terms, 2 credits per term**

**COLLOQUIUM OVERVIEW:** The Music Colloquium introduces first-year students to the study of music. Students are divided into three sections according to their ability: Beginner, Intermediate, and Honors. 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 biblical worldview.

#### **MUSICIANSHIP I**

**MUS101** In aural skills, students begin sight-singing music in solfège 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. 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 music history portion will begin examining God's purposes and commandments regarding music as revealed in Scripture and begin a chronological survey of the Western musical heritage. Students will read about and listen to pieces of music from Antiquity through the Renaissance period.

**MUS111** In aural skills, 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. Music theory will build on the prerequisite knowledge of music notation to focus on major scales, intervals, and melodic construction. The music history portion will begin examining what the Bible says about music, and students will read about and listen to pieces of music from Antiquity through the Renaissance period.

**MUS121** The first term of Honors Musicianship will focus on the study of diatonic music through theoretical analysis, composition, and aural skills, in all major keys emphasizing skips within functional triadic harmonies. Additional assignments include dictations, transcriptions, transpositions, sing and plays. In Music History, students will read about and listen to pieces of music from Antiquity through the Renaissance period. In Music and the Bible, students will examine God's purposes and commandments regarding music as revealed in Scripture. Additional reading such as Stapert's *A New Song for an Old World* will be discussed.

## MUSICIANSHIP II

**MUS102** In aural skills and music theory, students will focus on singing and understanding minor keys. Other components include dictations, transcriptions, transpositions, as well as instruction in vocal technique. In music history, they will continue the chronological survey of Western music.

**MUS112** In aural skills and music theory, students will focus on singing and understanding minor keys. Other components include dictations, transcriptions, and transpositions. Music history will continue its survey of Western music.

**MUS122** The second term of Honors Musicianship will continue the study of diatonic music through theoretical analysis, composition, and aural skills, expanding to all minor keys emphasizing skips within functional triadic harmonies. Additional assignments include dictations, transcriptions, transpositions, sing and plays. In Music History, students will read about and listen to pieces of music from the Baroque period. In Music and the Bible, students will consider the concept of form and content in music, particularly in the context of worship. Additional reading such as David's *Why Johnny Can't Sing Hymns* will be discussed.

## MUSICIANSHIP III

**MUS103** In music theory, students will practice two-voice species counterpoint, learning how to wed the melodic element of music with the harmonic element. In aural skills, 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. In music history, they will continue the chronological survey of Western music.

**MUS113** In music theory, students will practice two-voice species counterpoint, learning how to wed the melodic element of music with the harmonic element. In aural skills, 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. Music history will continue its survey of Western music.

**MUS123** The third term of Honors Musicianship will expand its study to non-diatonic music and modulation through theoretical analysis, composition, and aural skills emphasizing more difficult skips and leaps. Additional assignments include dictations, transcriptions, transpositions, sing and plays. In Music History, students will read about and listen to pieces of music from the Classical period. In Music and the Bible, students will consider aesthetics in music. Additional reading such as Scruton's *The Aesthetics of Music* will be discussed.

## MUSICIANSHIP IV

**MUS104** In music theory, the term will start with a unit on Greek music theory, examining the philosophical debates surrounding harmonics and acoustics in classical antiquity; the course will then proceed to the study of triads, the basis for Common Practice harmony. In music history. In aural skills, 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. In music history, they will continue the chronological survey of Western music.

**MUS114** In music theory, students will do a unit on Greek music theory, examining the philosophical debates surrounding harmonics and acoustics in classical antiquity; the course will then proceed to the study of triads, the basis for Common Practice harmony. In aural skills, 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. Music history will continue its survey of Western music.

**MUS124** The fourth term of Honors Musicianship will focus on modal music through theoretical analysis, composition, and aural skills particularly through a study of species counterpoint as presented in Fux's *Gradus ad Parnassum*. Additional assignments include dictations, transcriptions, transpositions, sing and plays. In Music History, students will read about and listen to pieces of music from the Romantic period. In Music and the Bible, students will tie together the previous three terms' ideas through additional reading such as Begbie's *Resounding Truth* will be discussed. In the fourth term of music theory, students study basic harmonic principles of the Common Practice era, with an emphasis on four-part writing and analysis of chorales and piano music. The course will also work through *Resounding Truth* as a means to discuss theology and Christian aesthetics of music. In aural skills, 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.

## LATIN COLLOQUIUM

### LAT101-104 (Beginning) and LAT151-154 (Honors Beginning)

Four terms, 2 credits per term

**COLLOQUIUM 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 1,200 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.

#### LATIN I

**LAT101** 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.

**LAT151** 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.

#### LATIN II

**LAT102** 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.

**LAT152** 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.

#### LATIN III

**LAT103** 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.

**LAT153** 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.

#### LATIN IV

**LAT104** 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.

**LAT154** 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.

# YEAR 2 COLLOQUIA

## LAW AND POLITICS COLLOQUIUM

### POL201-204

Four terms, 2 credits per term

**COLLOQUIUM OVERVIEW:** How then can we live? In this colloquium, students examine how the Western tradition has approached leadership and life together. Beginning with the classical conception of political science as ‘architectonic,’ students trace the development of political theory and practice, in the regime and its laws, from antiquity to modernity. Particular attention is paid to the Socratic origins of political philosophy in the West, to the encounter between ancient polity and the Christian church, and to the emergence (and apparent dissolution) of the *res publica Christiana*. The colloquium treats the American founding and the evolution of its constitutional order in light of this classical and Christian background. According to their several callings, students are prepared for thinking and acting well within their political communities, and major assignments are oriented toward such thoughtful activity, especially in confronting the problems of Christendom and of the American republic.

#### **POL201 THE CITY AND MAN**

Is man a political animal, and is there a law (*nomos*) that accords with nature (*physis*)? This course addresses the Socratic origins of political philosophy in the West through the careful study of one major political work (or set of works) by Plato, Xenophon, or Aristotle. Students will also consider at least one alternative perspective.

#### **POL202 CHRISTENDOM AND ITS CRITICS**

What is the relationship between divine and human law, and how should regimes relate to one another under God? This course examines the Christian response to pagan and Hebraic antiquity and the development of Christian political community or communities from late antiquity to the Reformation.

#### **POL203 REFORMATION AND REVOLUTION**

Why can't we all get along? This course examines the origins of federalism and the social contract tradition, as well as the post-Reformational status of Christendom, placing the founding of the United States in that context.

#### **POL204 CONSERVATISM AND PROGRESSIVISM**

Can we go back? Can we go forward? This course continues the study of the American regime and its constitutional development out of a classical, Christian, and early modern context. Students will read a representative but focused and limited selection of works from conservative and progressive voices in order to address changing (or enduring) approaches to constitutional interpretation and to the American system of law.

## HISTORY COLLOQUIUM

### HIS201-204

Four terms, 2 credits per term

**COLLOQUIUM 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).

#### **HIS201 ANCIENT NEAR EAST AND MEDITERRANEAN**

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.

### **HIS202 CLASSICAL ANTIQUITY**

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.

### **HIS203 RISE OF CHRISTENDOM**

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.

### **HIS204 REFORMATION AND AFTERMATH**

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.

## **MATHEMATICS COLLOQUIUM**

### **MATH201-204**

#### **Four terms, 2 credits per term**

**COLLOQUIUM 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.

### **MATH201 MATHEMATICS I**

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. Particular attention will be given to basic number theory, set theory, and Cantor's proofs of transfinite numbers.

### **MATH202 MATHEMATICS II**

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.

### **MATH203 MATHEMATICS III**

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.

### **MATH204 MATHEMATICS IV**

The study of geometry and infinity begun in the previous terms will continue as students explore the development of non-Euclidean geometry in the 19<sup>th</sup> century and its application in Einsteinian physics. After revisiting the paradoxes of

set theory and transfinite numbers, students engage substantially with Gödel's incompleteness theorems. Finally, the questions of beauty and applicability taken up in the first term will be similarly revisited.

## YEAR 3 COLLOQUIA

### **PHILOSOPHY COLLOQUIUM: METAPHYSICS, EPISTEMOLOGY, AND ETHICS**

#### **PHIL311-314**

**Four terms, 2 credits per term**

**COLLOQUIUM 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 its origins in ancient Greece and continuing down to the present day, students will trace the development of foundational ideas about the nature of reality, how human beings acquire knowledge of God and the created world, and how we should live in light of these truths.

#### **PHIL311 PLATO AND EARLY GREEK PHILOSOPHY**

This course studies the origins of Western philosophy in Plato and other early Greek philosophers. Through a close reading of Plato's dialogues, students will encounter the beauty, rigor, and breadth of Western philosophy. Students will address fundamental philosophical questions about what exists, how we can know it, and how we ought to live in light of these realities.

#### **PHIL312 ARISTOTLE AND PHILOSOPHY IN LATER ANTIQUITY**

This course studies Metaphysics, Epistemology, and Ethics from Aristotle through Augustine. Students will study how the Platonic-Aristotelian tradition was challenged by 1) the materialism and hedonism of the Epicureans 2) the rationalism of the Stoics, 3) the sophisticated arguments of the skeptics, and 4) the intellectual triumph of Christianity over Roman paganism.

#### **PHIL313 MEDIEVAL PHILOSOPHY**

This course studies metaphysics, epistemology, and ethics in the Medieval and Reformation eras. Students will trace the sophisticated and distinctly Christian nature of philosophical work in thinkers and movements such as Augustine, Thomas Aquinas, John Duns Scotus, William of Ockham, Reformation Theology, and Rene Descartes.

#### **PHIL314 MODERN PHILOSOPHY**

This course studies metaphysics, epistemology, and ethics in the Early Modern and contemporary periods. Students will trace the growing challenges to the intellectual synthesis of the Medieval and Reformational world. The primary figures and schools studied are David Hume, Immanuel Kant, G.W.F. Hegel, John Stuart Mill, Friedrich Nietzsche, and Existentialism.

### **LITERATURE COLLOQUIUM**

#### **LIT311-314**

**Four terms, 2 credits per term**

**COLLOQUIUM OVERVIEW:** How do we faithfully represent the world and one another through poetry and prose, and how has Western culture been preserved and transmitted through particular forms of writing? In this colloquium students encounter the public and mimetic tradition of classical and Christian literature, especially in epic, drama, and the novel. The sequence of courses presents a coherent progression of the major public forms of literature, with a view to development and context as appropriate. To ensure that students can study works carefully and profitably, instructors may assign different levels of readings, allowing for close reading as well as structural analysis. Students will produce writing (literary analysis, creative composition) that strives to understand and shape culture. Rather than a survey of all of Western literature, or a purely technical treatment of literary forms and features, this colloquium seeks to order and arrange those works that seek to engage the public imagination, imitate the beauty of creation, and grapple with serious questions of human endeavor in a divinely-ordered world.

### **LIT311 EPIC IN THE LITERARY TRADITION**

This course addresses the epic tradition beginning with Homer's *Iliad* (epic as culture-shaping). Students will also consider the Roman world through the study of Virgil's *Aeneid* (epic as nation-building). In studying the narrative, performative, and lyrical elements of epic poetry, students will look at structures and scope alongside close reading of details, descriptions, devices, and scenes. Students will produce relevant literary analysis.

### **LIT312 CHRISTIAN EPIC**

This course continues consideration of the epic tradition in the Christian context through the reading of Milton's *Paradise Lost*, with supporting study of another work or selections of Christian epic (e.g., Dante, Spenser). Students will produce some creative composition.

### **LIT313 TRAGEDY AND COMEDY**

In this course students will study key examples of the dramatic works of Shakespeare, alongside works or selections from the Greek dramatists (Aeschylus, Sophocles, Euripides, Aristophanes). Students will consider the mode of performance as well as narrative and lyrical elements. Students will produce relevant literary analysis.

### **LIT314 NOVEL AND LYRIC AFTER THE REFORMATION**

Students will read one of the great novels from the early modern period through the nineteenth century. Students will also read examples of lyrical forms (e.g., odes, sonnets, ballads), especially from the period of the Reformation and its aftermath. Students will produce some creative composition.

## **SCIENCE COLLOQUIUM**

### **SCI101-104 (Natural History) or SCI301-304 (Physics)**

#### **Four terms, 2 credits per term**

**NATURAL HISTORY COLLOQUIUM 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 the interdependency of the biosphere and man's dominion over it, and (3) how differing worldviews shape what we believe to be the ultimate cause of the unity, diversity and complexity of life and the ensuing debates that arise from those differences, in philosophy of science, social sciences, and theology. These three points are woven throughout all four terms.

#### **SCI102 THE HUMAN BODY I**

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.

#### **SCI103 THE HUMAN BODY II**

Students learn the basic structure and function of the endocrine, cardiovascular, immune, 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.

#### **SCI101 THE LIVING CELL**

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.

### **SCI104 DIVERSITY OF LIFE**

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 eukaryotes 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 COLLOQUIUM 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.

### **SCI301 PHYSICS I**

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.

### **SCI302 PHYSICS II**

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.

### **SCI303 PHYSICS III**

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.

### **SCI304 PHYSICS IV**

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.

## YEAR 4 COLLOQUIA

### PRINCIPIA THEOLOGIAE COLLOQUIUM

#### THE401-404

Four terms, 2 credits per term

COLLOQUIUM OVERVIEW: Reformed theology has two foundations (*principia*), God (the principle of being) and Scripture (the principle of knowing). In this senior-year theology colloquium students broaden and deepen their understanding of these *principia* and their relation to one another. This is done with a view to the discipline of biblical reasoning, which involves navigating the interplay between exegesis and dogmatics. The skill is reinforced through studying key moments in church history; reading relevant biblical, ancient, medieval, and modern texts; and completing a year-long biblical exegesis project.

#### THE401 PRINCIPIA THEOLOGIAE I

This term introduces the *principia* and the skill of biblical reasoning. As to the former, students review Reformed fundamentals regarding the doctrines of God and Scripture. As to the latter, students consider the end, context, and source of this skill, and develop the abilities to apply the Analogy of Faith and the Rule of Faith (Jamieson and Wittman's Rules 1 and 2 of Biblical Reasoning). Further, students read Augustine's *De Doctrina*, survey the history of biblical interpretation, and begin work on their year-long exegetical project.

#### THE402 PRINCIPIA THEOLOGIAE II

This term focuses on the *principium essendi* through a study of the divine nature and attributes, and Jamieson and Wittman's Rule 3 of Biblical Reasoning (God-Fittingness). Students complete readings from throughout church history on the divine nature and attributes, and in considering these reflect on the relation between Scripture and tradition. Further, they apply Rule 3 to the biblical text they've selected for their exegesis project.

#### THE403 PRINCIPIA THEOLOGIAE III

This term continues to focus on the *principium essendi* through a study of the Trinity, and Jamieson and Wittman's Rules 4, 5, 6, and 10 of Biblical Reasoning (Common and Proper, Inseparable Operations, Appropriation, and From Another). Students complete readings from throughout church history on the doctrine of the Trinity, and in so doing come to see that Christian contemplation of this doctrine has been spurred by the question of Christ's identity, and that competing answers turn on more fundamental questions about how to read and interpret Scripture. Further, students apply Rules 4, 5, 6, and 10 to the biblical text they've selected for their exegesis project.

#### THE 404 PRINCIPIA THEOLOGIAE IV

This term brings together what students have learned in the prior three terms by focusing on God toward us in Christ. Students complete readings from throughout church history on Christology, and are made aware of how this doctrine is both the culmination and center of Christian contemplation, which requires careful attention to what is confessed about God, the principle of being, and Scripture, the principle of knowing. Further, students learn Jamieson and Wittman's Rules 7, 8, and 9 of Biblical Reasoning, and in applying them to the biblical text they've selected bring their exegesis project to a conclusion.

## LIBERAL ARTS AND CULTURE CAPSTONES

### LIFE IN THE BODY

#### PHIL491-494

Four terms, 2 credits per term

CAPSTONE OVERVIEW: This colloquium is a philosophically-integrated, interdisciplinary examination of the human person, seeking to understand man in his spiritual, physical, and social dimensions. The course emphasizes the importance of the body and seeks to counter the assault upon the created body taking place in the 21<sup>st</sup> century. Genesis 2 teaches us that God "formed man of the dust of the ground and breathed into his nostrils the breath of life; and man

became a living being.” Here we find the centrality of the body for the human person. Our original creative task in the garden is an *embodied* task, to be carried out in the body. The body is meaningful, significant. This senior philosophy colloquium considers the nature of man, especially his embodiment, through a series of inquiries, including empirical, metaphysical, ethical, and social. Readings and topics will emphasize more recent authors and issues, seeking to apply the student’s classical education to important aspects of culture and society.

#### **PHIL491 THE PHILOSOPHY OF MAN**

We begin with a sustained inquiry into philosophical anthropology, studying the book of nature to understand the created aspects of the human person. Students will systematically consider questions about the nature of the body, its relationship to the soul, and the unity and sociality of the human person. Challenges from materialists, Cartesians, and Humeans will be rebutted and the integrity and body-soul duality of mankind defended.

#### **PHIL492 THE BODY AND SEXUALITY**

In this term we consider the significance of the embodied sexual difference, an idea radically challenged by the destructive LGBT ideology. The challenge of transgenderism, in particular, will be considered, as well as how to rebuild a classical and Christian conception of the sexes for the 21st century. Emphasis will be placed on developing a philosophically robust and positive conception of our embodied sexual difference.

#### **PHIL493 THE ETHICS OF THE BODY**

In this term we consider key ethical questions concerning the human body. Given the widespread advance of medical technologies in recent generations we are now capable of medical procedures and technology-assisted activities of a kind previously impossible. Urgent ethical reflection is needed by the church in order to develop a classical and Christian approach to these ethical challenges. Topics will be considered such as: Euthanasia and End-of-Life Ethics, Artificial Reproductive Technologies, Surrogacy, and Human Experimentation and Augmentation. In each of these areas, questions arise that can only be properly answered with a distinctively Christian understanding of human life in the body.

#### **PHIL494 MAN IN SOCIETY – THE CRISIS OF THE 20<sup>TH</sup> CENTURY**

In this term we consider the ways in which the body is assaulted by 20th century social ideologies. From progressivism to socialism to individualism, the embodied and natural modes of human life are increasingly attacked. Building on the background of both bioethics and sexual ethics, we study how our life in the body manifests itself in broader human societies. How does our widespread social and political dysfunction stem from a deeper confusion about who we are? Christians can face our anthropological crisis head-on, reasserting the goodness of the created body and its natural social place in the family, community, and nation.

## SENIOR THESIS

### **SENIOR THESIS**

**TSS470/TSS470X and TSS471/TSS471X**

**Two terms, 2/4 credits total**

**THESIS OVERVIEW:** The thesis is the culmination of the undergraduate program at New Saint Andrews College. Students should view it not as a mere technical requirement for graduation but as an opportunity to demonstrate and apply what they have learned throughout the course of their studies at NSA, which are designed to prepare them for this difficult but rewarding task.

The thesis requires students to intelligently and methodically study, synthesize, and present their findings on a chosen topic, independently and with limited guidance from an instructor of the College. Students complete the thesis to the honor of Jesus Christ and in accordance with the mission of the College, our understanding of the liberal arts and humanities, and the intellectual skills that our degree program seeks to develop (*rhetoric, observation, reasoning, perspective, problem-solving, and creativity*).

#### **TSS469 THESIS 0**

Thesis 0 is a year-long process, ordinarily during a student’s third year, in which the student investigates potential thesis topics, formulates a proposal, and finds an advisor. Thesis 0 culminates in the approval of a proposal no later than week 4 of Westminster term.

### **TSS470 THESIS I**

With the proposal approved in Thesis 0, the student continues researching and constructing his thesis. Thesis I culminates in an oral defense before the advisor and other faculty. Although Thesis I is not for credit, the student must pass his defense in order to proceed to Thesis II. A student who fails Thesis I must either defend again during week 1 of the following term or be re-enrolled in Thesis I. Such a student may be required to submit a new thesis proposal or be assigned to a new thesis advisor, or both. See the Thesis Handbook and syllabus for details.

### **TSS471 THESIS II**

Having passed Thesis I, the student finishes constructing the thesis in Thesis II and submits it, along with supporting documentation, by Friday of week 7. Thesis II culminates in a formal assessment by the thesis advisor and other faculty. The manner of assessment will be determined by the type of thesis, as outlined in the Thesis Handbook and syllabus. If a student fails Thesis II, the advisor will determine whether the work must be resubmitted with revisions (CD) or Thesis II retaken in the following term (M).

## LANGUAGE ELECTIVES

### **OLD ENGLISH**

#### **ENG355-358**

**Four terms, 2 credits per term**

#### **ENG355 OLD ENGLISH 1: ELEGIES AND THE EXETER BOOK**

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

#### **ENG356 OLD ENGLISH 2: ALFRED AND ÆLFRIC**

This course introduces the Old English language through the study of the prose works of Alfred and Ælfric, and *Ōsweald Bera*. It will also examine aspects of the Old English homiletic and saints' lives traditions. Students learn grammar, syntax, and diction; they observe the function and effects of poetic and prose conventions; they consider the thematic, cultural, and linguistic features of the works they read.

#### **ENG357 OLD ENGLISH 3: BIBLICAL POETRY**

This course introduces the Old English language through the study of the Old Testament narratives of Bodleian Library, MS Junius 11 and *Ōsweald Bera*. Students learn grammar, syntax, and diction; they observe the function and effects of poetic and literary conventions; they consider the thematic, cultural, and linguistic features of the works they read.

#### **ENG358 OLD ENGLISH 4: BEOWULF AND MONSTERS**

This course will further advance the comprehension of Old English through the study of *Beowulf*, several heroic works, and *Ōsweald Bera*. This course will have opportunities to explore ideas of heroism and monstrosity. Students will continue to learn grammar, syntax, and diction; they will observe the function and effects of poetic conventions; they will consider the thematic, cultural, and linguistic features of the works they read.

### **CLASSICAL GREEK**

#### **GRE301-304**

**Four terms, 2 credits per term**

**CLASSICAL GREEK OVERVIEW:** Classical Greek introduces students to the Attic dialect, which became the standard Greek dialect for writing. Students will gain mastery of the language through reading a compelling narrative which gradually introduces new vocabulary and grammar, alongside written and oral composition. This will not only give students access to the works of philosophers, playwrights and historians who wrote in Attic, such as Plato, Sophocles

and Thucydides, but will also serve as a springboard to reading texts written in other dialects, whether the poetry of Homer or the Koine of the New Testament.

### **GRE301 CLASSICAL GREEK I**

Students will be introduced to nouns of all three declensions in all cases, the present tense of the verb in active and middle voices, the imperative, the infinitive, participles, contract verbs, adjectives and adverbs, and pronouns. Students will begin to read a narrative about a Greek boy's journey to Hades and the people he meets, in addition to adaptations of Jesus' parables. Students are required to recite, write and speak Greek with comprehension.

NB: In preparation, students will be expected to learn to read, write and pronounce the Greek alphabet during the preceding summer using materials provided.

### **GRE302 CLASSICAL GREEK II**

Students will learn the future, first and second aorist and imperfect tenses, with particular care taken to disambiguate similar forms. Students will read chapters 10-16 of the unadapted *Thrasymachus* reader, alongside supplementary chapters and an extract from Mark's gospel. Students are required to recite, write and speak Greek with comprehension.

### **GRE303 CLASSICAL GREEK III**

Students will learn the present and aorist subjunctive and optative moods, verbs of fearing, indirect speech, genitive and accusative absolute constructions, and the perfect active and middle indicative. Students will read chapters 17-24 of the unadapted *Thrasymachus* reader in addition to supplementary chapters, which together introduce Homeric poetry alongside Attic prose, as Homer retells the story of the *Odyssey* to the Greek boy Thrasymachus. Students will also read a further extract from Mark's Gospel, and start to read the story of Joseph from the Septuagint of Genesis. Students are required to recite, write and speak Greek with comprehension.

### **GRE304 CLASSICAL GREEK IV**

Students will complete their introduction to Classical Greek as they learn the perfect subjunctive and optative, pluperfect,  $-\mu\iota$  verbs, conditionals, wishes, deliberation, and the dual form. Students will read chapters 25-32 of the unadapted *Thrasymachus* reader in addition to supplementary chapters, which together continue to introduce Homeric poetry alongside Attic prose, as Homer brings his retelling of the *Odyssey* to its thrilling climax. Students will also continue to read the story of Joseph from the Septuagint of Genesis. Students are required to recite, write and speak Greek with comprehension.

## **HEBREW**

### **HEB101-104 (Beginning) and HEB401-404 (Intermediate)**

**Four terms, 2 credits per term**

#### **HEB299 BEGINNING HEBREW CONVENTICULUM (1 credit)**

This is an immersion course consisting of 21 hours of classroom participation, as well as homework to be completed outside of class. The students will experience an array of language components, such as verbs, nouns, adjectives, pronouns, prepositions, etc., in a clear and communicative context. One goal of this course is to allow the students' ears to hear the somewhat strange sounds of Hebrew and begin imitating in a meaningful way.

#### **HEB301 BEGINNING HEBREW I**

HEB301 builds upon the Immersive Hebrew Conventiculum, with specific attention on verbal forms in the Qal Binyan. Students will build skills, such as reading fluency and comprehension, while working through original Hebrew short stories. The students will be expected to comprehend and express themselves in simple Hebrew, asking and answering questions from the text.

#### **HEB302 BEGINNING HEBREW II**

HEB302 builds upon the grammar, vocabulary and syntax of HEB301, with specific attention on verbal forms in the Qal Binyan. Students will continue to hone their reading fluency and comprehension, while learning the most important verbal form for Hebrew narrative—the VayYiqtol. The students will be expected to comprehend and express themselves in simple Hebrew, asking and answering questions from the text. Once students have mastered the VayYiqtol in all its weak forms, they will be equipped to begin learning the Hebrew verbal system (Binyanim).

### **HEB303 BEGINNING HEBREW III**

HEB303 builds upon the grammar, vocabulary and syntax of HEB301-2, with specific attention on verbal forms in the Qal Binyan. Students will continue to hone their reading fluency and comprehension, while learning the most important verbal form for Hebrew narrative—the VayYiqtol. The students will be expected to comprehend and express themselves in simple Hebrew, asking and answering questions from the text. Once students have mastered the VayYiqtol in all its weak forms, they will be equipped to begin learning the Hebrew verbal system (Binyanim).

### **HEB304 BEGINNING HEBREW IV**

HEB304 is designed to complete the basic vocabulary and grammatical features of a first year Hebrew course. Students will read the book of Jonah in Biblical Hebrew, honing skills such as reading fluency, comprehension, translation, and interpretation. The students will learn to see what is actually in the original text, not merely what they have heard or assumed. At times, this may lead to a comparison of differing translations/theories.

### **HEB399 INTERMEDIATE HEBREW CONVENTICULUM (1 credit)**

The Intermediate Hebrew Conventiculum is a course designed to take 2nd year Hebrew students through a set narrative text prior to the HEB401 course. Students will review and refresh their Hebrew skills in preparation for the upcoming colloquium.

### **HEB401 INTERMEDIATE HEBREW V**

The 2nd year Hebrew colloquium builds upon the foundation laid in the 1st year grammar course. The first term focuses mainly on narrative texts, but may expand to other genres as well, whether poetry or prophecy. Class time is spent reading through set texts, with the expectation on the student to understand the vocabulary, syntax and grammar of the passage and the ability to discuss the issues that surround each verse. Attention will be given to matters of exegesis as well as 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.

### **HEB402 INTERMEDIATE HEBREW VI**

The 2nd year Hebrew colloquium builds upon the foundation laid in the 1st year grammar course. Much like the first term, the second term focuses mainly on narrative texts, but may expand to other genres as well, whether poetry or prophecy. Class time is spent reading through set texts, with the expectation on the student to understand the vocabulary, syntax and grammar of the passage and the ability to discuss the issues that surround each verse. Attention will be given to matters of exegesis as well as 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.

### **HEB403 INTERMEDIATE HEBREW VII**

The 2nd year Hebrew colloquium builds upon the foundation laid in the 1st year grammar course. The third term focuses mainly on poetry, but may expand to other genres as well, whether narrative or prophecy. Class time is spent reading through set texts, with the expectation on the student to understand the vocabulary, syntax and grammar of the passage and the ability to discuss the issues that surround each verse. Attention will be given to matters of exegesis as well as 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.

### **HEB404 INTERMEDIATE HEBREW VIII**

The 2nd year Hebrew colloquium builds upon the foundation laid in the 1st year grammar course. The fourth term focuses mainly on prophecy, but may expand to other genres as well, whether narrative or poetry. Class time is spent reading through set texts, with the expectation on the student to understand the vocabulary, syntax and grammar of the passage and the ability to discuss the issues that surround each verse. Attention will be given to matters of exegesis as well as 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.

## **CHRISTIAN LATIN**

### **LAT460-463**

**Four terms, 2 credits per term**

**LAT460 CHRISTIAN LATIN I**

In this Christian Latin course, third- and fourth-year advanced Latin students will read the majority of the history *De Mortibus Persecutorum* ("On the Deaths of the Persecutors") by the "Christian Cicero," Lactantius. A fascinating mix of martyrology, hagiography, apologetics tract, political commentary, and first-hand history, *De Mortibus* chronicles the just judgment of God upon Emperor Diocletian and his persecuting associates, as well as the ascendancy of Constantine the Great to the throne of the newly-forged Christian Empire. Class discussion will be conducted primarily in Latin over the grammatical and stylistic intricacies of Lactantius' Latin (and of early medieval Latin in general), as well as over the historical import of this extremely significant moment in the history of Western Christendom.

**LAT461 CHRISTIAN LATIN II****LAT462 CHRISTIAN LATIN III****LAT463 CHRISTIAN LATIN IV****INTERMEDIATE LATIN****LAT201-204**

**Four terms, 2 credits per term**

**LAT201 INTERMEDIATE LATIN I****LAT202 INTERMEDIATE LATIN II****LAT203 INTERMEDIATE LATIN III****LAT204 INTERMEDIATE LATIN IV****LAT300 INTRODUCTION TO LATIN POETRY AND METER****LAT302 INTRO TO LATIN POETRY: VERGIL'S AENEID****LAT355 SELECTIONS OF VERGIL'S AENEID: BOOKS 1-4****LAT356 SELECTIONS OF VERGIL'S AENEID II****LAT382 VERGIL'S AENEID****LAT364 SELECTIONS OF OVID****LAT424 METAMORPHOSES****LAT425 OVID****LAT426 VERGIL'S GEORGICS**

## LITERATURE ELECTIVES

**LIT416 CHAUCER** (*Jerusalem Term*)

In this course students will receive an introduction to the father of English poetry and to reading poetry in Middle English. Students will read several of *The Canterbury Tales* as well as the dream vision *The House of Fame*, in order to grapple with Chaucer's notions of courtesy and poetry.

**LIT490 HOSPITALITY AND HOSTILITY** (*Jerusalem Term*)

What's the difference between friend, foreigner, and foe? What's the danger in treating the alien (*xenos*) with hospitality (*xenia*)? In this course, students will study the relationship of guest and host in the Western literary tradition from Homer and the Hebrew Bible to the crisis of modernity. Does the stranger threaten or reinforce the home? Does he undermine or underscore the host? Is it true that an "abundance of guests destroys hospitality," or is the more the merrier? Is friend and foe the basis for life together or a false dichotomy? Students will seek to pursue hospitality in the context of the

liberal arts and humanities, applying the historical and conceptual insights to their own practices while becoming better readers of guests and hosts both literary and real.

**LIT304 LYRIC POETRY** (*Nicea Term*)

The class is an introduction to lyric poetry in English, with selections from four eras: Renaissance, Baroque (metaphysical), Romantic, and Modern. Students will (a) learn the tools necessary to undertake a close reading of a poem, (b) consider the development of English poetry from Shakespeare to Auden, and (c) write poetry of their own. The overall aim will be to better understand this genre and to learn to read lyric poems with skill and pleasure.

**LIT436 ROUSSEAU'S POLITICAL WRITINGS** (*Nicea Term*)

Aren't the arts and sciences evil? Shouldn't we go back to walking on all fours, living alone in the woods? Wouldn't we all be free and equal in the state of nature? With rhetorical flourish, Jean Jacques Rousseau seems to declare war on Western civilization. Alienating the Calvinists of Geneva and the Catholics of France, the neoclassical men of letters and the staunchest atheists of the Enlightenment, Rousseau won great fame by attempting to go back in order to go forward. In this class, we will consider Rousseau's *Discourse on the Arts and Sciences*, *Discourse on Inequality*, and *Social Contract*. We will read these works closely and in literary context. While Rousseau's system is rightly understood to be incompatible with classical Christian culture and has rendered him a villain in many narratives, the true causes and consequences of his thought are even more damaging and deeply rooted than they first appear. With an evolutionary account of man more immoral than Darwin's, an attack on religion more pernicious than Voltaire's, and a commitment to equality more violent than Robespierre's—to name just a few points of infamy—Rousseau's writings demand attention. We will therefore connect the immediate issues presented in Rousseau's essays with broader intellectual trends of the time and contemporary concerns.

**ENG354 SIR GAWAIN AND THE GREEN KNIGHT** (*Chalcedon Term*)

In this course, students will work through *Sir Gawain and the Green Knight* in translation but will also refer to the original Middle English. Students will work to translate parts of the poem into contemporary English, and will study the technical and artistic elements of the poetry as well as the themes of temptation, heroism, and chivalry.

**LIT446 MONTAIGNE: ESSAYS** (*Chalcedon Term*)

"I am myself the matter of my book; you would be unreasonable to spend your leisure on so frivolous and vain a subject." In this course, students will nevertheless study the essays of Michel de Montaigne, the origin of an important literary genre and a key text connecting antiquity, the Middle Ages, and modernity. How does Montaigne "attempt" or "essay" to apply classical and Christian literature to his pursuit of self-knowledge? Is he laying the foundation for modern self-obsession, or is he returning to the Socratic answer to the oracle at Delphi, to "know thyself" through the investigation of human and divine things? Students will examine Montaigne's model of liberal education in the genre of essay and consider the humanities tradition on which he draws and through which he develops his own contribution to Western literature.

**LIT447 THE ESSAY** (*Westminster Term*)

The course sets out with two purposes: to introduce the essay as a genre of literature and to study it as a means of improving one's own writing. Half a reading course, half a writing course, students will read essays by Montaigne, Orwell, Dillard and others and will write original essays to improve their writing style.

**LIT419 TASSO: JERUSALEM DELIVERED** (*Westminster Term*)

"I sing the reverent armies, and that Chief who set the great tomb of our Savior free." Torquato Tasso sweetens a historical retelling of the Siege of Jerusalem, the end of the First Crusade, with epic verse and the romance of knights-errant. One of the great epics of the Renaissance, Tasso's poem was once widely read; recovery of this work would restore an important Christian literary text that bridges the gap between the medieval and early modern worlds, marked by crusading and reformation. Students will complement and expand their study of Christian epic, emphasizing themes of pious warfare and martial love.

## OPEN ELECTIVES

### **MUS021-024 VOCAL TECHNIQUE**

*Vocal Technique* is a class which teaches the fundamentals of vocal production in order to equip students to sing with better skill so that they may successfully participate in communal, congregational, and choral singing.

### **MUS031-034/041-044 CHORALE**

Chorale is a mixed choir at NSA and is open through audition. A full-year commitment is expected. Students are expected to prepare their music outside of rehearsal and will work on improving their sight reading and vocal production. The choir will perform at various concerts throughout the year comprised of classical choral repertoire with an emphasis on sacred literature.

### **MUS051-054/061-064 KANTOREI**

*Kantorei* is the middle choir at NSA and is open to students via audition. A full year commitment is expected. Students are expected to prepare their music outside of rehearsal and be able to sight read and sing with good vocal production at an intermediate level. The choir will perform at various concerts, festivals, and college events throughout the year singing classical choral repertoire with an emphasis on sacred literature.

### **MUS151-154/251-254/351-354/451-454 CONCERT CHOIR**

*Concert Choir* is the advanced choir at NSA and is open to students via audition. A full year commitment is expected. Students are expected to prepare their music outside of rehearsal and be able to sight read and sing with good vocal production at an advanced level. The choir will perform at various concerts, festivals, and college events throughout the year singing classical choral repertoire with an emphasis on sacred literature.

### **MUS161-164/261-264 ORCHESTRAL ENSEMBLE**

Students will rehearse and perform instrumental ensemble music from a variety of musical styles and genres. 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).

## **JERUSALEM TERM**

**One term, 2 credits per term**

### **SCI326 INTRODUCTION TO QUANTUM MECHANICS**

This course provides an overview of the conceptual foundations of quantum mechanics. Students will explore the nature of quantum mechanics through basic linear algebra. Topics covered include superposition, wave functions, non-locality, Bell's theorem, and the measurement problem.

### **SCI451 ENTOMOLOGY**

This course is an introduction to the wonderful world of insects. We will initially cover their basic anatomy and physiology. The bulk of the course however, will be a survey of the major insect orders and the basic natural history of common families. Both high profile as well as obscure, yet fascinating insects will be highlighted. Emphasis will be placed on the insect collections. Each student will purchase an insect drawer, collect and identify insects (to family), curate them (to museum standards), and submit them for grading. This project will involve one insect collection field trip (Saturday) in which we will immerse ourselves in the natural habitat of these creatures. In doing so, the students will not only enjoy the great outdoors but will also "organically" learn the natural history of these insects. In addition, we will peer into the bizarre, secretive lives of exotic and familiar insects by watching nature documentaries. I hope to instill in my students a deep appreciation of the unity, diversity, and complexity of insects and as a result, give them more reasons to praise and worship the Creator of all creatures great and small. I also hope to demonstrate both the good (common grace) and bad impacts (the fall of the creation) that this ubiquitous group of animals has on mankind.

### **THE299 INTRODUCTION TO FOREIGN MISSIONS**

In this course, students will explore a theology of foreign missions, examine contemporary missions topics, and draw inspiration from the lives of faithful missionaries in church history. Students will learn to understand, support, and rejoice in God's work among the nations through His church—for His glory and the joy of all peoples.

### **THE271 REFORMED THEOLOGY IN THE 17<sup>TH</sup> CENTURY**

‘A living to God... as well as a speaking of God’. That was the definition of theology offered by William Ames, an English Puritan who influenced theology in England, continental Europe and America. This elective will consider key developments in Reformed theology in the seventeenth century, including the areas of piety, polemics, method, the doctrines of predestination and the covenant, and politics. Lectures will introduce the themes and recitations will focus on primary sources.

### **NICEA TERM**

**One term, 2 credits per term**

### ***SCIENCE ELECTIVE***

*Details to come.*

### **CUL377 THE RISE AND TRIUMPH OF THE MODERN SELF**

The rise of Modernity has come with a concomitant rise in the politics of identity, particularly sexual identity. In this class, we will be reading and discussing Carl Trueman's recent book *The Rise and Triumph of the Modern Self* with an eye to understanding how our culture's sexual confusion is a symptom of Modernity's misguided search to locate the source of meaning in the unbridled freedom of the human will. Our goal will be to contrast this with the richness of the Biblical perspective on creation, identity, gratitude and freedom.

### **LAW381 LAW AND SPEECH**

What is “the freedom of speech” as set forth in the Constitution’s First Amendment? How is it justified? Should any speech be regulated by law? If so, which speech, and according to what standards? And what is “speech,” anyway?—merely spoken or written words, or also other forms of expression? What is the relationship between what we express (or the law forbids we express) and the conditions of our communities? What of contemporary speech jurisprudence that enables impunity for the likes of profanity and pornography? Is this circumstance what the constitutional framers intended to invite? Does such a condition demonstrate ours to be a free society, or something else?

In approaching questions such as these, and the legal standards restricting or permitting speech or expression, this course will invite students to consider the nature of communication and the persons who engage in it, the circumstances of expressive presentation, the history of government regulation of persons’ communication, and the nature of law, community, and the preconditions of enduring political liberty.

### **PHIL489 ANCIENT PHILOSOPHY IN ARCHAEOLOGICAL CONTEXT**

This course studies key topics in Ancient Philosophy on-site in Greece. Students will learn the relevance of archeology, geography, and ancient culture for the study of the history of philosophy. While philosophy is often studied as merely an abstract intellectual discipline, this course helps students connect philosophy to concrete times and places. Sites visited will include Plato's Academy, Aristotle's Lyceum, Athens' Acropolis, and Ancient Delphi. The course will be taught primarily through site visits in Greece, but also with pre-trip meetings, discussions, and assignments.

### **SCI225 A DIFFERENT SHADE OF GREEN – BIODIVERSITY AND THE DOMINION MANDATE**

In this course the students will gain a biblically informed understanding of the dominion mandate. We will first explore the range of views held by Christians and analyze each in light of Scripture. Emphasis is placed on biodiversity conservation because wise dominion should maintain and utilize the inventory of created life that still remains. We will first lay a foundation consisting of biblical reasons for biodiversity conservation then build upon it practical reasons we have unveiled throughout human history. Students will discuss a variety of current environmental problems and their ultimate causes from a biblical perspective. We will discuss solutions to these problems that can be defended using Scripture (and accurate data) responsibly while avoiding the errors of Christian environmental groups who have adopted (to various degrees) the secular environmental agenda. We will pit Christianity against other world philosophies and religions regarding the validity of their solutions in theory and in practice.

### **THE346 THE LIFE AND THEOLOGY OF THE APOSTLE PAUL**

This course will consider the life and theological thought of the apostle Paul, who went from being one of the fiercest persecutors of the early followers of Jesus to one of their finest minds and foremost missionaries. Paul’s theological emphases have always been prominent in the Christian tradition. Aspects of his teaching provoked controversy in the early centuries — and still do today. The whole corpus traditionally considered Pauline will be covered, as well as Acts 7-

28. The objective of the course will be to gain a good knowledge of the Pauline corpus of letters with special reference to their central theological emphases, and Paul's life and ministry as described in the book of Acts.

## **CHALCEDON TERM**

**One term, 2 credits per term**

### ***WOMEN'S ELECTIVE***

*Details to come.*

### ***SCIENCE ELECTIVE***

*Details to come.*

## **CUL226 THE BIBLE AND THE TRANSFORMATION OF THE WEST**

The Bible's impact on the shape of western culture can hardly be overestimated. From science, politics, and morality, to education, the arts and technology, the Bible has provided the categories that have shaped the assumptions and intuitions of our culture, whether religious or not. In this class, we will be reading and discussing two works: Vishal Mangalwadi's *The Book that Made Your World* and Tom Holland's *Dominion*. They each, in different ways, provide fascinating accounts of the "Christian Revolution" that irreversibly formed the way we think about everything from heroes to the #MeToo movement.

## **LIT248 LITERATURE OF THE AMERICAN SOUTH**

This course introduces students to literature of the American South and its characteristics of wit, irony, exaggeration, stylistic variety, tragedy, humor, deep connection to place, to the past, and to the Christian faith, and its generally peculiar view of the world. The personality and storytelling of the South will be explored in the key writings of the tradition, which may include earlier voices of Poe and Twain, mid-20th century works of Faulkner, O'Connor, Welty, and Warren, or more recent publications of Portis, McCarthy, Berry, or others.

## **MUS301 CHURCH MUSIC: CHANT (*Conservatory elective*)**

*Church Music: Chant* is a survey and study of the historic repertoire of chant, tracing its connections to polyphonic music throughout history. Students will learn to read/sing chant notation (recitational, syllabic, neumatic, and melismatic) and will chant through the entire Psalter. Additionally, students will engage in score analysis and composition projects. The term will culminate with an oral final, examining the student's knowledge of chant repertoire and their ability to sing it.

## **RHT411 MEMORY IN MEDIEVAL CULTURE**

This course explores the role of memory in medieval culture. Whereas most today think of memory as a mere repository of information, the medievals considered it to be the very engine of thought, imagination, and ethical formation. We will examine how their conception of memory influenced every aspect of medieval culture, from literature and music to painting and architecture to education and religion, and how they cultivated this all-important faculty through the "art of memory" (*ars memoriae*). Students will read selections from classic texts on memory and will employ the techniques studied through creative exercises.

## **SCI470 ORNITHOLOGY**

This course will study the basic biology of these fascinating animals: the birds. We will also discuss their origin from the creation & evolution perspectives. Basic biology will include feathers, flight, physiology, brain & special senses, annual cycles, navigation, migration, social behavior, reproduction, courtship, mating, nesting, and incubation. However, this course will have a birding emphasis because it is one of the most popular avocations of lay people interested in nature. A field journal with drawings and descriptions is submitted for grading. This will include: 1) learning a select list of birds of our area, 2) four field trips (three outdoor trips to observe song birds, ducks, and other water birds and one visit to the Connor Museum at WSU), and 3) a visit from the WSU Raptor Club.

## **WESTMINSTER TERM**

**One term, 2 credits per term**

### ***WOMEN'S ELECTIVE***

*Details to come.*

## **SCIENCE ELECTIVE**

*Details to come.*

### **CUL471 AESTHETIC GASTRONOMY**

Jean Brillat-Savarin once wrote, "Tell me what you eat, and I shall tell you what you are." Food (and the enjoyment of it) occupies a central place in the daily rhythm of our lives. Yet, the enjoyment, meaning, and rewards of the table (or lack of them) depend upon how we understand the meaning of the ritual, taste, fellowship, art, and history that are present in the activity of eating. Moreover, eating has a central place in the lives of Christians. Every individual act of feasting is ultimately tied to our celebration of the Eucharistic meal every Sabbath and to the Wedding Supper of the Lamb at the end of history. Our purpose will combine the tripartite disciplines of philosophy, theology, and history in an exploration of the impact of food, cooking, and eating on the shape of Western culture. The class will also consider how the doctrine of creation provides a foundation for true festivity. Students can expect to cook, read, eat, think, and write in equal measure.

### **LAW382 LAW AND RELIGION**

The definition and understanding of "religion" prevailing in the modern West, and in American jurisprudence in particular, is both analytically troubled and a device used by partisans to remove Christianity and the reality it describes from informing civic forms and authority. U.S. Supreme Court rulings treating the First Amendment's religion clauses have, since the mid-twentieth century, been deeply implicated in this dismantling process. In this course, we will examine features of this reorganizing effort, contrast them with earlier historical practices, and consider remedial trends and possibilities.

### **LAW385 POLITICAL PROTESTANTISM: REFORMATION TO REVOLUTION**

This course will survey the development of Protestant political thought from Luther to early America. The readings are comprised entirely of primary source material, most of which will not have been covered by other courses. While not exhaustive, the readings will expose students to the scope and diversity of Protestant political assumptions and aspirations over a two-hundred-year period, demonstrating both continuity and departures. This survey, while limited, will also lend itself to both normative theological correctives and suggestions for contemporary political thought. The lectures will provide an overarching narrative of Protestant political thought and focus on key themes like the origin of government, the religious role of the magistrate, and the right of resistance.

### **MUS324 CHURCH MUSIC: MUSIC OF THE REFORMATION** (*Conservatory elective*)

This course examines Protestant church music from the Reformation era, making necessary comparisons with concurrent trends in Roman Catholicism. We will analyze the music of key composers and discuss the musical trends and philosophies that influenced congregational, recreational, and choral singing in the post-Reformation West. The term will culminate with an oral final assessing students' understanding of the material and topics from the readings, music, and discussion.

### **SCI452 HERPETOLOGY**

In this course we will study the basic biology (anatomy, physiology, natural history, and classification) of these secretive yet fascinating creatures: the reptiles and amphibians. We will also discuss their origin from the creation & evolution perspectives. Natural history includes such topics as reproduction, homeostasis (particularly thermoregulation & osmoregulation), feeding behavior, defensive behavior, etc. We will cover the three orders of amphibians: anurans (frogs and toads), salamanders, and caecilians and the four orders of reptiles: turtles, squamates (snakes and lizards), crocodylians, and tuataras. We will have one mandatory field trip to Southern Idaho where we will hopefully collect, observe, photograph, and release a variety of herpetofauna in the Great Basin. A field journal with drawings and descriptions is submitted for grading. May God be glorified as we study those creatures 'that creepeth upon the earth' (Genesis 1:25; I Kings 4:33; Proverbs 30:19).

### **SCI454 BOTANY** (*Summer Intensive*)

After a very brief review of plant cell structure and photosynthesis we will lay a working foundation for the course with an overview of plant anatomy (including the microscopic examination of plant cells and tissues) and morphology (external form). We will build upon this foundation by exploring the wonderful, yet subtle natural history of the major plant or plant-like groups including bryophytes (mosses & liverworts), seedless vascular plants (ferns & relatives), gymnosperms (primarily conifers), and lastly, angiosperms (flowering plants). During several field trips to nearby forested areas the students will 'organically' enjoy and learn the basic natural history of the major plant phyla in addition to learning about 40 common plant species of our region. We will examine vegetative and reproductive structures of the

major plant phyla with stereo-microscopes. While in class and in the field, students will gain a deeper appreciation of God's handiwork as they unveil and study the obvious and hidden wonders of His plant kingdom (I Kings 4:33).

**THE275 A TUTOR IN FELICITY: THE THEOLOGY OF THOMAS TRAHERNE**

Thomas Traherne was a seventeenth-century minister in England whose *Centuries of Meditations* C. S. Lewis describes as 'almost the most beautiful book... in English'. In it, Traherne laments of his time at Oxford, "There was never a Tutor that did professely Teach Felicity." May this not be said of New St Andrew's College! Traherne performs this office as students read a selection of his prose and poetical works, written during a tumultuous time in church and nation. They will gain a fresh perspective on the ends of education, creation, salvation and virtue. By learning from the different modes in which Traherne writes, students will have the opportunity to demonstrate creativity in their own articulation of theology.

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# Directories

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## Faculty & Administration

### *Undergraduate Teaching Faculty*

JOSHUA D. APPEL (2004)

*Fellow of Humanities*

MA in Christian Thought, Reformed Theological Seminary, Orlando (2004)

BA in Liberal Arts and Culture, New Saint Andrews College (2001)

JOE CARLSON (2024)

*Lecturer of Literature*

PhD in Literature, University of Dallas (2025)

MA in Humanities, University of Dallas (2021)

BA in Liberal Arts and Culture (2005)

AMANDA DORNEY (2024)

*Adjunct Lecturer*

PhD in Political Science, University of California, Davis (2023)

BA in Political Science, Boise State University (2015)

JORDAN DORNEY (2022)

*Fellow of History*

PhD in Political Science, University of Notre Dame (2019)

MA in Political Science, University of Notre Dame (2015)

BA in Political Science, Boston College (2013)

JOSHUA EDGREN (2025)

*Lecturer of Mathematics*

MA in Theology and Letters, New Saint Andrews College (2026)

BS in Physics, Union University (2016)

DAVID R. ERB (2008)

*Senior Fellow of Music*

DMA in Choral Conducting, University of Wisconsin-Madison (2007)

MMus in Choral Conducting, Westminster Choir College, Rider University (1997)

BMus in Music Education, University of Wisconsin-Madison (1992)

CALEB ESMOND (2025)

*Lecturer of Music*

DMA in Piano Performance, University of North Texas (2025)

MM in Piano Performance and Pedagogy, Utah State University (2023)

BM in Piano Performance, Mercer University (2021)

TYLER FOSTER (2022)

*Jr. Fellow of Biblical Languages*

MA in Ancient Philology Candidate, Jerusalem Institute of Languages and Humanities (2021)

BA in Biblical and Theological Studies (2019)

JAYSON C. GRIESER (2007)

*Fellow of Humanities*

PhD in Literature, University of Dallas (2010)

MA in Literature, University of Dallas (2005)

BA 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*

MA in Latin, University of Kentucky (2003)

BA in Liberal Arts & Culture, New Saint Andrews College (2001)

TIM HARMON (2018)

*Fellow of Theology*

PhD in Systematic Theology, University of Aberdeen (2019)

Th.M. Western Seminary (2015)

MA in Biblical and Theological Studies, Western Seminary (2014)

BA in Ministry Leadership, Northwest University (2011)

CALEB J. HARRIS (2021)

*Junior Fellow of Latin*

MA in Theology and Letters, New Saint Andrews College (2021)

BA in Liberal Arts and Culture, New Saint Andrews College (2019)

RACHEL JANKOVIC (2026)

*Adjunct Lecturer*

MFA in Creative Writing, New Saint Andrews College (2025)

BA in Liberal Arts and Culture, New Saint Andrews College (2001)

DANIEL KEMP (2025)

*Junior Fellow of Philosophy*

PhD in Philosophy, Baylor University (2023)

MA in Philosophy, Georgia State (2017)

BA in Politics, Philosophy, and Economics (2014)

JARED LONGSHORE (2022)

*Fellow of Theology*

PhD in Biblical Spirituality, Southern Baptist Theological Seminary (2016)

MDiv from the Southern Baptist Theological Seminary (2013)

BA in Education, Florida Gulf Coast University (2007)

JOHN C. MARCOTTE (2024)

*Junior Fellow of Natural Philosophy*

PhD in History and Philosophy of Science, Indiana University -- Bloomington (2024)

MA in History and Philosophy of Science, Indiana University -- Bloomington (2022)

MA in Philosophy, Western Michigan University (2019)

BA in Liberal Arts and Culture, New Saint Andrews College (2017)

KNOX MERKLE (2026)

*Lecturer of Theology*

MA in Medieval Studies, University of St. Andrews (2024)

MA in Theology and Letters, New Saint Andrews College (2023)

BA in Liberal Arts and Culture, New Saint Andrews College (2021)

DANIEL NEWMAN (2022)

*Junior Fellow of Theology*

MA in Christian Theology, Cambridge Theological Federation (2013)

BA in Theological and Religious Studies Tripos, University of Cambridge (2012)  
B.M. B.Ch. in Medicine and Surgery, University of Oxford (2009)  
BA in Medical Sciences (2009)

DANIEL ORTON (2023)  
*Junior Fellow of Medieval Languages and Literature*  
DPhil in English, Oxford University (2020)  
MPhil in English Studies, Oxford University (2014)  
BA in English Literature, Durham University (2012)

SHAWN PATTERSON (2025)  
*Adjunct Lecturer*  
Greyfriars Hall Graduate, Christ Church (2021)  
B.S. in Biblical Studies, Moody Bible Institute (2015)

BRENT H. PINKALL (2021)  
*Junior Fellow of Rhetoric*  
MA in Theology and Letters, New Saint Andrews College (2017)  
BA in Mass Communication, Kansas State University (2010)  
Certificate in Chinese Studies, Dalian University of Technology (2013)

JOSEPH RIGNEY (2023)  
*Fellow of Theology*  
PhD University of Chester  
MSt in Classical Christian Studies, New Saint Andrews  
MA in Biblical and Pastoral Studies, Bethlehem College and Seminary  
BA in Communication, Texas A&M

CHRISTOPHER R. SCHLECT (1996)  
*Senior Fellow of History*  
PhD in History, Washington State University (2015)  
MA in History, University of Idaho (2005)  
BA in History, Washington State University (1990)

JEFF SHAFER (2021)  
*Adjunct Lecturer*  
Juris Doctorate, Regent University School of Law (1995)  
BA in History, Oral Roberts University (1992)

NATHAN STENZEL (2025)  
*Lecturer of Languages*  
MA in Theology and Letters, New Saint Andrews College (2026)  
BA in Liberal Arts and Culture, New Saint Andrews College (2025)

MITCHELL O. STOKES (2005) —ON SABBATICAL AYE2027  
*Senior Fellow of Philosophy*  
PhD in Philosophy, University of Notre Dame (2005)  
MA in Philosophy, University of Notre Dame (2003)  
MA in Philosophy of Religion, Yale University (2001)  
M.S. in Mechanical Engineering, University of Central Florida (1994)  
BS in Mechanical Engineering, University of Florida (1992)

RYAN SUNDLIE (2022)  
*Lecturer of Literature*  
MA in English, Missouri State University (2005)  
BS in Interdisciplinary Studies, Lubbock Christian University (2002)

DAVID TALCOTT (2023)  
*Fellow of Philosophy*  
PhD in Philosophy, Indiana University -- Bloomington (2012)  
BA 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)

GORDON L. WILSON (2003)  
*Senior Fellow of Natural History*  
PhD in Environmental Science, George Mason University (2003)  
MS in Entomology, University of Idaho (1989)  
BS in Secondary Education/Biology, University of Idaho (1984)

### ***Undergraduate Readers and Teaching Assistants***

GRAHM BURNS (2025)  
*TA of Music*

THOMAS CARPENTER (2026)  
*TA of Law and Politics*

BOAZ DERNLAN (2026)  
*TA of History*

STEVE HOMEM (2026)  
*Reader of Mathematics*

JAMES GOODE (2023)  
*TA of Rhetoric*

WILL GRIFFITH (2026)  
*Reader of Latin*

EMMA McMILLEN (2025)  
*Reader of Hebrew*

BROOKE NEWMAN (2022)  
*TA of Natural History*

NATHAN STENZEL (2025)  
*TA of Theology*

BRODIE KNIGHT (2026)  
*TA of Mathematics*

**ADMINISTRATION**

Benjamin R. Merkle, President  
Timothy Harmon, Provost  
Jared Longshore, Undergraduate Dean  
David Talcott, Graduate Dean  
Katherine Paradiso, Registrar  
Sarah McCabe, Associate Registrar  
Daniel Newman, Director of Student Affairs  
Ryan Sundlie, Head of Student Activities  
Joe Carlson, Student Activities Coordinator  
Damaris Kirkpatrick, Counselor of Women  
Rebekah Hsu, MLIS, Head Librarian  
Christina Laurie, Assistant Librarian

**BOARD OF TRUSTEES**

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Moscow, Idaho

Israel Waitman  
Elected Term Member  
Boise, ID

Luke Jankovic  
Permanent Member\*  
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Elected Term Member  
Battle Ground, WA

Toby Sumpter, MA  
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Moscow, Idaho

Arnie Abens  
Elected Term Member  
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David Young  
Elected Term Member  
Keyport, NJ

Nick Heid  
Elected Term Member  
Fulton, IL

Urisou Brito  
Elected Term Member  
Pensacola, FL

*\* Indefinite term*

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## Appendix A: Expenses and Fees

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### **AYE2027**

#### **UNDERGRADUATE TUITION**

Full-Time Tuition: \$19,800 per year

Part-time Tuition: \$825 per credit

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

#### **UNDERGRADUATE FEES**

Application Fee: \$50

Audit Fee: \$825 per 2 credit course per term

CD Makeup Fee: \$100

Course Overload Fee: \$825 per 2 credit course

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

Diploma Fee: \$60

Withdraw Fee: \$100

Transcript Fee: \$5 (electronic or paper)