

NEW SAINT ANDREWS COLLEGE
MOSCOW, IDAHO



2020-2021
UNDERGRADUATE CATALOG

Updated 4/26/2020

New Saint Andrews College
2020-2021 Undergraduate Catalog

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and requests for visitation appointments to:

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The Undergraduate Catalog is the College's 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). Corrections, updates, and policy changes approved after the Catalog's printed publication will be posted electronically on the College's website (www.nsa.edu). The web version (pdf) of this Catalog is the College's most current and authoritative edition. Students should check the web version of the Catalog to be sure they possess the most current and accurate information.

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New Saint Andrews College affirms that mankind was created in the image of God (Gen. 1:26-27). Though thoroughly corrupted by sin after the fall, all men retain dignity and worth as image bearers (Psalm 8, Rom 1:20-2:11). In submission to the absolute authority of Scripture, therefore, New Saint Andrews 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, (3) scholarship programs, and (4) the hiring and employment of its faculty, administration and staff (see Matt. 7:12, 22:37-40, Rom. 2:11, Gal. 3:28, Eph. 4:1-6:9, Col. 3:10-25, I Pet. 2:17). The College maintains its constitutional and statutory right to discriminate on the basis of religion in order to accomplish the Christian mission of the College. New Saint Andrews maintains its right to obey Scripture rather than men by esteeming women as created in the image of God as the glory of man, fully equal yet complimentary to him (Gen. 2:18, Ex. 20:12, 1 Cor 11:7, 1 Tim 5:3, 1 Peter 3:7). Sexual harassment of any form is a violation of this biblical requirement and will in no way be countenanced. New Saint Andrews maintains its right to obey Scripture rather than men by honoring the disabled and the elderly as persons worthy of great honor, care, and respect (Ex. 20:12, Lev. 19:32, Eph. 6:2-3). The College also maintains its right to obey Scripture rather than men by regarding children, including the unborn, as a great blessing from God and precious in His sight. As parents and educators, we maintain the right to treat them with all tenderness and compassion, and to bear full covenantal responsibility to nurture, educate, love and discipline them in the Lord as Scripture requires (Deut. 6:6-9, Matt. 19:13-15, Eph. 6:4). According to the Word of God, this responsibility rests solely with parents and educators, not with civil authorities.

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Student Questions and Services

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

For questions about Contact

Prospective Student Inquiries*Miss Grace Hendrix, Undergraduate Program Manager of Recruiting (ghendrix@nsa.edu × 114*
Mr. Jacob Rush, Graduate Program Recruiter (jrush@nsa.edu × 114)

Course Registration*Miss Grace Burnett, Registrar (registrar@nsa.edu × 115)*

Financial Questions*Mrs. Brenda Schlect, Bursar and Director of Admissions (admissions@nsa.edu × 113)*

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

Academic Advising/Progress towards Graduation*Assigned Faculty Advisor*
.....*Timothy Edwards, Academic Dean (tedwards@nsa.edu) ×108*
.....*Miss Grace Burnett, Registrar (gburnett@nsa.edu) × 115*

Bookstore*Miss Lydia Sorrell, Bookstore Manager (lsorrell@nsa.edu × 110)*

Library.....*Mr. Caleb Harris, Head Librarian (calebharris15@nsa.edu ×110)*

Parking Permits, Parking Issues*College Administration Office*

Institutional Overview

New Saint Andrews College's Core Principles

Mission

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

Vision

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

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

The classical Christian paradigm for higher learning emphasizes wisdom and truth more than pragmatism, integration and beauty more than specialization, and service and goodness more than power. The College honors this classical Christian heritage and stresses a Trinitarian perspective on truth, beauty, and goodness. In its classical Christian approach to higher learning, the College stresses the integrated nature of knowledge (all things cohere in Christ) and the servant-leader nature of every calling before God (Christ is Lord of all) at both the undergraduate and graduate levels.

New Saint Andrews is a classical and Christian college committed by policy and practice to the pursuit of truth, beauty, and goodness through the rigorous study of classical antiquity, Western civilization, Christian culture, and the liberal arts in the light and freedom of the Gospel and under the sovereign authority of the Lord Jesus Christ. 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 (found in Appendix A). 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 electronically in the "Other Info" section under the "Info" tab in Populi.

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, the Heidelberg Catechism, the Belgic Confession, and the Canons of Dort), 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.

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.

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 B.A. students.

Today, the College has approximately 200 students, and 20 full- and part-time faculty members. Students have come from more than 35 states, and eight foreign countries. More than half of the undergraduate student body has some home school background.

New Saint Andrews has been an institutionally accredited member of the Transnational Association of Christian Colleges and Schools (www.tracs.org) since 2005. The College is also a member of the Association of Reformed Institutions of Higher Education.

Facilities & Library Resources

Facility at 405 S. Main

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

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 AYE 2020 the college received a certificate of occupancy which allowed the use of a portion of the building for educational purposes.

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

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

Bookstore

The New Saint Andrews College bookstore is located on the main floor of the College building. Its mission is to serve the College's academic purpose in the following ways: primarily by providing required texts and materials to students at a discount; also by providing supplementary books and other educational supplies to faculty and students, and by promoting collegiality among students, alumni, and friends of the College through the sale of appropriate attire and memorabilia which bear the College's name, motto, or symbols. Proceeds from these secondary sales support the Bookstore's primary purpose of providing required texts and materials to students at reasonable cost. The Bookstore procedures and policies are available to students via Populi with hard copies available upon request.

Nuart Theater

The Nuart Theater is located at 506 South Main in downtown Moscow. New Saint Andrews students are guests there. Because *Disputatio* sessions are open to the public, and other groups use the facility after us, it is particularly important for students to take responsibility for picking up after themselves, thereby keeping the Nuart clean and orderly.

Student Achievement Information

Cohort Year**	First Time BA # started*	Grad in 4 yrs.	%	Grad in 5 yrs.	%	Grad in 6 yrs or more	%
2009	45	20	44%	27	60%	27	60%
2010	33	14	42%	18	55%	18	55%
2011	37	17	46%	21	57%	21	57%
2012	40	19	48%	25	63%	25	63%
2013	34	22	65%	22	65%	24	71%
2014	35	20	57%	23	66%	24	69%
2015	28	19	68%	22	79%		
2016	37	21	57%				

*This number is adjusted over time when someone who entered as AA or non-matric decides to stay and graduates with BA, or when a student begins as BA and leaves with an AA.

2004

**Cohort is the end of the first year attended, so students who began 8/1994 cohort is 1995.

Accreditation

New Saint Andrews College is an accredited member of the Transnational Association of Christian Colleges and Schools (TRACS), having been awarded accredited status as a Category II institution in 2005. The College was approved as a Category III institution, authorized to offer Associate's, Bachelor's, and Master's degrees, by the TRACS Accreditation Commission in April 2007.

The U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA) recognize TRACS as a national accrediting agency for Christian postsecondary institutions that offer certificates, diplomas, associate, baccalaureate, and graduate degrees, including distance learning.

According to the TRACS *Accreditation Manual*, "Accreditation indicates that the institution is in substantive compliance with the Standards and Criteria, has been peer evaluated after completing a self-study, and in the professional judgment of the on-site evaluation team and the Accreditation Commission, the institution provides quality instruction, student services, and is financially stable." Accredited institutions have achieved this level of recognition through continuous self-study and evaluation.

For more information about TRACS, visit their website at www.tracs.org. For more information about TRACS, visit their website at www.tracs.org, or write:

Transnational Association of Christian Colleges and Schools
 15935 Forest Road
 Forest, Virginia 24551
 Phone: (434) 525-9539; fax: (434) 525-9538
 E-mail: info@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

Admissions

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

Application Material for Undergraduate Program

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

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

1. COMPLETION OF THE ONLINE APPLICATION

The online application may be found at www.nsa.edu under Undergraduate Studies.

2. APPLICATION FEE

Applicant must pay the application fee of \$50. Payment can be made online through our college management system, Populi.

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 only 50-60 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. Have a pending or accepted B.A. application at New Saint Andrews College.
2. Complete the Online Certificate of Music Application.
3. Audition two pieces on primary instrument.
4. Audition two pieces on secondary instrument.
5. Take a theory test and an 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 B.A. 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 web site 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.

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 transcript (not a copy) sent from their previous postsecondary institution in order for a request for transfer credit to be considered. For further information, see "Transfer Credit" under "Degree Programs" below.

Admission of International Students

New Saint Andrews invites applications from international students who meet our regular admission standards. **International applicants must initiate their applications by no later than February 15.** They should contact the admissions office as early as possible. Applicants whose native language is other than English must achieve either a score of at least 570 on the paper-based Test of English as a Foreign Language (TOEFL) and 4.5 on the Test of Written English (TWE), or a score of at least 230 on the computer-based TOEFL with a 4.5 minimum on the essay portion of the exam. If electing the paper-based TOEFL/TWE, students should apply to take the exam at least three months prior to the date that test results are needed for submission to the College. Applicants are responsible for contacting the TOEFL Application Office, Educational Testing

Service (www.toefl.org). Applicants who take the TOEFL and TWE must request that the results be sent directly to the College. Applicants may also be subject to an interview at the discretion of our Admissions Committee.

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

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

Part-Time Students and Auditors

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

Provisional Admissions

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

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

Expenses and Financial Aid

Tuition and Fees

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

2020-2021: \$13, 550 *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

Enrollment Fee: \$1,100 per 2 credit course per term. Part-time tuition is due in full the first day of each term.

CERTIFICATE OF MUSIC

2020-2021: \$4,690 per year (in addition to B.A. tuition). 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 B.A. 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

Audit Fee: \$425 per course per term. Part-time audit fee is due in full the first day of each term.

DROP/ADD/AUDIT FEE

\$10 per request form 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

\$50 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 \$50 late fee.

DIPLOMA FEE

\$50 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 A.A. or B.A. 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.

With the Tuition Lock Program students are given five years to complete their degree. 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

New Saint Andrews College 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 business office each spring must be returned by the posted deadline, accompanied by a non-refundable deposit. Because the College limits enrollment, students who fail to submit their tuition agreements and deposits by the posted deadline will lose their privilege to enroll the following year and the College may give their place in the student body to another eligible applicant. The policies below apply only to courses offered Jerusalem, Nicea, Chalcedon, and Westminster terms.

DROP POLICY

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 \$10 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 may not withdraw from a course after Friday of the fifth week of a term without the permission of the Dean, and may be subject to a fee.

MUSIC CERTIFICATE REFUND POLICY

In development.

I. Payment in Advance

All students who pay full- or part-time tuition for the year in advance are subject to the following refund rates and schedules, if they withdraw in accordance with the College's rules governing withdrawals.

- Those students who pay full- or part-time tuition for the year in advance and officially withdraw before the completion of the Jerusalem Term in October may receive a 60 percent refund.
- Those who pay full- or part-time tuition for the year in advance and officially withdraw before the completion of the Nicea Term in December may receive a 40 percent tuition refund.
- Those who withdraw after the last day of the Nicea Term are ineligible for a tuition refund.
- All registration deposits, including the Tuition Lock and non-tuition fees are non-refundable.
- All refunds to full-time students are calculated from the total tuition paid to date, less a \$50 administrative charge for mid-year or mid-term withdrawals.

	Withdraw <i>on or before the completion of Jerusalem Term</i>	Withdraw <i>on or before the completion of Nicea Term</i>	Withdraw <i>after the completion of Nicea Term</i>
Tuition Refund	60% Refunded (\$50 withdrawal fee)	40% Refunded (\$50 withdrawal fee)	No Refund (no withdrawal fee)

II. Payment Plan Option

All students who pay according to our full- or part-time tuition payment plan option are subject to the following:

If at any time a student finds it necessary to nullify or modify their tuition agreement made with the college, New Saint Andrews will retroactively (from the beginning of the current academic year) recalculate the total tuition owed based on our per course rates. This allows us to maintain the integrity of our rates to full-time students. Such students are then subject to the refund policies for part-time students below. This recalculation may result in additional fees payable to the College.

III. Payment per course

All auditors and students who pay tuition or fees based on our per course rates are subject to the following refund rates and schedules, if they drop or withdraw in accordance with the College's rules governing drops and withdrawals.

- Students who officially drop a course on or before Friday of week one in any given term may receive a 75 percent refund for that course, less the regular \$10 drop fee.

- Students who officially drop a course after week one, but before Friday of week two in any given term may receive a 50 percent refund for that course, less the regular \$10 drop fee.
- Students who officially withdraw after week two, but before Friday of week five in any given term may receive a 25 percent tuition refund for that course, less the regular \$10 drop fee.
- Students who withdraw after Friday of week five in any given term are ineligible for tuition refunds.
- Part-time students who pay their tuition in advance are subject to the same refund policy as full-time students as explained above (see section I).
- Auditors who officially drop a course within the first three days of the term may receive an 80 percent refund for that course, less the regular \$10 drop fee.
- Auditors who officially drop a course after the first three days of the term are ineligible for a refund.
- All registration deposits, including the Tuition Lock and non-tuition fees are non-refundable.

	Withdraw <i>on or before last day of first week</i> of the Term	Withdraw <i>on or before last day of second week</i> of the Term	Withdraw <i>after last day of the second week but before the last day of week five</i> of the Term
Tuition Refund	75% Refunded (plus a \$10 withdrawal fee)	50% Refunded (plus a \$10 withdrawal fee)	25% Refund (plus a \$10 withdrawal fee)

Financial Aid and Student Scholarships

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

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

Scholarship money is not available for music certificate tuition.

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

Academic Policies

Registration and Enrollment

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 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 Dean, and will incur a \$500 Overload Fee.

Late Enrollment

To add a course after the published registration deadline, either to audit or enroll, the student must submit the appropriate form to the Registrar. Note: a \$10 fee is required to add a course after registration. Late enrollment is subject to space availability. There is no provision for students to add a course after the Friday of the second week into a term.

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 \$10 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 \$10 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 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 G.P.A. 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 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 of **\$100.00** 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 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 B.A. or the A.A. degree with an overall academic evaluation of *Cum Laude* (3.50) or better.

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

DEAN'S LIST

To honor academic achievement, the College publishes an 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 G.P.A. 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 the dismissal, 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 \$50 fee per qualification must accompany the application. Upon receipt of this form, the Registrar will review that student's record and certify that the student is indeed on course to satisfy all requirements for graduation.

Privacy, Information, and Records

Student Addresses and Mail

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

Notification of Rights Concerning Educational Records

New Saint Andrews College affords students certain rights with respect to their education records. Education records include: grades, transcripts, comments, earned honors, and directory information corresponding to duration of their enrollment. 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.

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. 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 or the Dean. 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 Dean. In accordance with this policy, students should be aware that any class, and discussions held therein, may be subject to recording.

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

Degree Programs

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

Undergraduate Program of Studies

New Saint Andrews offers two undergraduate degree programs: a two-year Associate’s degree and a four-year Bachelor’s degree. Both degrees are in *Liberal Arts and Culture*, and also a Certificate of Music, available to matriculating B.A. students.

Degree Requirements for Earlier Cohorts

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

Requirements for the Bachelor of Arts (B.A.) Degree

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

1. Pass each term in all Cultural Colloquia, or their approved equivalents. This includes four terms each of Lordship, Classical Rhetoric, Music, Natural History, Classical Culture and History, *Principia Mathematica*, *Principia Theologiae*, Philosophy, and Literature.
2. Pass 12 terms in language, which must include four terms of Latin, and must reach reading proficiency in one language.
3. Pass 13 terms of cultural electives.
4. Pass Library Research Workshop (LIB101) during Freshmen year.
5. Pass Senior Thesis (must be completed prior to graduation).

Model Four-Year Plan for the Baccalaureate Degree in Liberal Arts and Culture

<i>Year One</i>	<i>Year Two</i>	<i>Year Three</i>	<i>Year Four</i>
<i>Latin Colloquium (4 terms)</i>	<i>Classical Language (4 terms)</i>	<i>Classical Language (4 terms)</i>	<i>Electives (9 one-term courses)</i>
<i>Lordship Colloquium (4 terms)</i>	<i>Classical Culture and History Colloquium (4 Terms)</i>	<i>Literature Discipline (4 terms)</i>	
<i>Classical Rhetoric Colloquium (4 terms)</i>	<i>Electives (4 one-term courses)</i>	<i>Philosophy Discipline (4 terms)</i>	<i>Principia Theologiae Colloquium (4 terms)</i>
<i>Music Colloquium (4 terms)</i>	<i>Natural History Colloquium (4 terms)</i>	<i>Principia Mathematica Colloquium (4 terms)</i>	<i>Integrated Thesis (2 terms)</i>

Requirements for the Associate of Arts (A.A.) Degree

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

1. Pass four terms in each of the following Cultural Colloquia, or their approved equivalents: Lordship, Classical Rhetoric, Music, Natural History, Classical Culture and History.
2. Pass eight terms of classical languages, including four terms of Latin.
3. Pass 4 terms of cultural electives.
4. Pass Library Research Workshop (LIB101) during Freshmen year.

Model Two-Year Plan for the Associate's Degree in Liberal Arts and Culture

<i>Year One</i>	<i>Year Two</i>
<i>Latin Colloquium (4 terms)</i>	<i>Classical Language Colloquium (4 terms)</i>
<i>Lordship Colloquium (4 terms)</i>	<i>Classical Culture and History Colloquium (4 terms)</i>
<i>Classical Rhetoric Colloquium (4 terms)</i>	<i>Electives (4 one-term courses)</i>
<i>Music Colloquium (4 terms)</i>	<i>Natural History Colloquium (4 terms)</i>

Requirements for the Certificate of Music

Candidates for the Certificate of Music must complete each of the following requirements:

1. Pass four terms in each of the following Music Colloquia, or their approved equivalents: Music I, Music II, Church History/Form and Analysis, Arranging and Composing.
2. Four terms a year for four years of: primary instrument, secondary instrument, and either choir or orchestra.

Model Four-Year Plan for the Music Certificate

<i>Year One</i>	<i>Year Two</i>	<i>Year Three</i>	<i>Year Four</i>
<i>Music I (4 terms)</i>	<i>Music II (4 terms)</i>	<i>Church History/Form and Analysis OR Arranging and Composing (4 terms)</i>	<i>Church History/Form and Analysis OR Arranging and Composing (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 Colloquium (4 terms)</i>	<i>Secondary Instrument Colloquium (4 terms)</i>	<i>Secondary Instrument Colloquium (4 terms)</i>	<i>Secondary Instrument Colloquium (4 terms)</i>
<i>Choir or Orchestra (4 terms)</i>	<i>Choir or Orchestra (4 terms)</i>	<i>Choir or Orchestra (4 terms)</i>	<i>Choir or Orchestra (4 terms)</i>

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

Credit Requirements

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

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

Directed Study Credit

No more than four credits (the equivalent of two one-term electives) in Directed Study may be applied toward the Bachelor of Arts degree requirements for graduation. No credits in Directed Study may be applied toward the Associate of Arts degree requirements for graduation. Exceptions require the Dean’s written approval.

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 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 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 B.A.-degree program at New Saint Andrews. We accept transfer course equivalencies only for courses completed with a grade of B or better. We usually do not allow transfer credit for the Lordship or *Principia Theologiae* Colloquia, and limit transfer course equivalencies or credits in cultural colloquia, languages, and cultural electives. We accept no transfer course equivalencies or credits for students in our Associate of Arts program.

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

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

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

Program Scope and Sequence

Languages

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

First Year

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

Second Year

The Natural History Colloquium provides a broad foundation of biology so that our students gain a deep appreciation for the complexity and diversity of life. This course prepares them to be conversant in current issues dealing with origins and other important biological topics. In the Classical Culture and History Colloquium, second-year students survey the history of the West, focusing on great authors of history and the different ways they reflect upon the past. The course spans the ancient Near East, classical antiquity, and the Europe down to the modern era. It pushes students to analyze narratives, examine evidence, and conduct their own research.

Third Year

The third-year curriculum, building upon the foundation of the first two years, branches into the disciplines of philosophy, literature, and mathematics. For the third-year philosophy requirement, students enroll in the year-long Political and Economic Philosophy discipline. For their literature requirement, students have the opportunity to study such genres as Epic, Tragedy, Comedy, and Lyric Poetry, as well as particular authors such as Homer, Chaucer, Spenser, Milton, Shakespeare, Dostoevsky, Flannery O’Connor, C.S. Lewis, and J.R.R. Tolkien. In the Principia Mathematica Colloquium, students study not only the great ideas and discoveries in the history of Western mathematics and science, but also the philosophy behind those ideas and their application to contemporary debates over the nature of science and its relationship to theology and religion.

Fourth Year

Finally, students complete their third and final year of classical language, with their options including Greek, Hebrew, Middle English, and Latin. The foundation laid in the freshman Theology Colloquium is particularly built upon in the fourth year by the biblical, historic, and systematic theology of the Principia Theologiae Colloquium, in which the Bible is the central text studied in conversation with patristic Reformed and modern theological traditions.

Electives and Senior Thesis

Fourth-year students have several options for focused study in Electives. These term-length courses approach various topics in a number of disciplines through close interaction with primary texts. The Senior Thesis allows students to refine their faculties of inquiry, creative expression, and critical reasoning by looking closely at a particular matter of study.

Certificate of Music

In Progress.

Institutional Programs Objectives

Skills

- i. Rhetoric:* ability to communicate with clarity, precision, and aesthetic persuasiveness.
- ii. Dialectic:* ability to draw distinctions and make connections to analyze and synthesize, to introduce and deduce.
- iii. Perspective:* a humble understanding of oneself and of one's opponents, and a recognition of the limitations of one's own understanding without the humility that descends into relativism.
- iv. Observation:* ability to pay close attention at various levels of detail.
- v. Process:* ability to see a problem and then to develop an intelligent process for going about finding a solution.
- vi. Imagination:* a creative eye which finds it easy to look for new ways of telling the story or solving the problem, an intellectual curiosity, and a habit of copiousness.

Traits

- i. Courage:* not brash fearlessness, but a conviction that what must be done or said will be done or said regardless of the opposition it will create. Unflustered and undistracted either by personal panic or by emotions vented by others.
- ii. Toughness:* an intolerance directed toward self for convenient excuses, resulting in perseverance and dependability, a disposition to see trials and challenges as opportunities, and a readiness to assume responsibility.
- iii. Initiative:* The free man's ability to drive himself to complete tasks without a master standing over, the ability to push himself into new ventures without handholding, and a desire to be a doer and a creator instead of simply an appreciator.
- iv. Intellectual integrity:* an intolerance for inconsistencies, a patience for mysteries.
- v. Zeal:* a godly hunger for the advance of God's kingdom.
- vi. Evangelical loyalty:* a deep and abiding love for and confidence in the gospel and the faithful church, a love for God and for neighbor, a hunger for holiness and the fruit of the Spirit.

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 2020-2021

August 11-14, 2020 T-F	Prologus Studiorum
August 13, 2020 TH	2019-2020 Commencement
August 14, 2020, F	Orientation
August 15, 2020, S	Convocation
August 17, 2020	Jerusalem Term Begins
October 5-9, 2020	Final Examination Week
October 9, 2020	Jerusalem Term Ends
Oct. 12-16, 2020	Fall Break
October 19, 2020	Nicea Term Begins

November 23-27, 2020	Thanksgiving Break
December 14-18, 2020	Final Examination Week
December 18, 2020	Nicea Term Ends
December 21, 2020	Christmas Break Begins
January 18, 2021	Chalcedon Term Begins
March 8-12, 2021	Final Examination Week
March 12, 2021	Chalcedon Term Ends
March 15-19, 2021	Spring Break
March 22, 2021	Westminster Term Begins
April 2, 2021	Good Friday
May 10-14, 2021	Final Examination Week
May 13, 2021, Thursday	Commencement
May 14, 2021	Westminster Term Ends

Tentative Calendar for the Regular Academic Year 2021-2022

August 10-13, 2021 T-F	Prologus Studiorum
August 12, 2021, F	Orientation & Convocation
August 16, 2021	Jerusalem Term Begins
October 4-8, 2021	Final Examination Week
October 8, 2021	Jerusalem Term Ends
Oct. 11-15, 2021	Fall Break
October 18, 2021	Nicea Term Begins
November 22-26, 2021	Thanksgiving Break
December 3-17, 2021	Final Examination Week
December 17, 2021	Nicea Term Ends
December 20, 2021	Christmas Break Begins
January 17, 2022	Chalcedon Term Begins
March 7-11, 2022	Final Examination Week
March 11, 2022	Chalcedon Term Ends
March 14-18, 2022	Spring Break
March 21, 2022	Westminster Term Begins
April 15, 2022	Good Friday
May 9-13, 2022	Final Examination Week
May 12, 2022, Thursday	Commencement
May 13, 2022	Westminster Term Ends

Grievance Policy

Academic

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

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

If the student is not satisfied with the response, the student may file an appeal, in writing, to the Dean of the College within fourteen days of receiving the previous response. The Dean 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 Dean will provide a written response to the student within fourteen days.

If the student is not satisfied with the response of the Dean, the student may file an appeal, in writing, to the President of the College within fourteen days of receiving the Dean'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 final 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, or, to TRACS by following the procedures outlined in the Complaint Information Sheet available at tracs.org, the TRACS website.

Personal – Non Academic

All other grievances, disputes, and appeals within the College community 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 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 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 Dean describing the complaint and indicating that the letter is intended as a formal grievance as specified elsewhere in the *Student Handbook*. The Dean will have up to seven working days to investigate and respond to the student. If the 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 Dean. In cases where an ad hoc committee has been called, the Dean has 7 days to respond to the student by notifying them that a committee has been formed; the student shall receive the 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 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 final on all personal (non-academic) matters. The student's grievance and all written communication will be kept confidential.

Unresolved grievances, once the College's appeals process has been exhausted, may be appealed to the Idaho State Board of Education for resolution, as allowed by IDAPA 08.01.11.500, or to TRACS by following the procedures outlined in the Complaint Information Sheet available at tracs.org, the TRACS website.

convey to the student within the 7 day window. An investigative committee has up to 14 working days to report back to the Dean. The Dean has up to 21 working days total to give a final response to the student.

Course Descriptions

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

Cultural Colloquia

Freshmen Theology & Lordship (THEI01-104) 8 CR **FOUR TERMS. FIRST-YEAR COURSE.**

OVERVIEW: Freshman theology is a year-long introduction to essential truths of the Christian faith, concerned with cultivating a life informed and formed by a robust vision of the Creator and all creation in relation to Him. Embracing a Reformed perspective, key doctrinal topics are addressed individually and sequentially, though always in sight of the whole, with care given to the placement of and connections between diverse elements. In addition, the course focuses on those practices befitting orthodoxy and orthopraxy, including confession, prayer, and praise, all undertaken within the communion of saints, unto the glory of the Triune God and enjoyment of fellowship with Him.

FRESHMEN THEOLOGY I, (THEI01), 2 CR.

The first term attends to theological prolegomena and theology proper, establishing the foundations for a God-oriented life. As to specific topics coming under the former head, the following are considered: the nature, end, task, and distribution of Reformed systematic theology, theological knowledge, and Holy Scripture. Topics coming under the latter head include: approaching the doctrine of God (including distinguishing between God in Himself and toward us, awareness of the place of negative and positive predication, and reflection on the divine names), the divine perfections, and the Holy Trinity.

FRESHMEN THEOLOGY II, (THEI02), 2 CR.

Building on the fundamentals established in first term, this course deals first with the works of God and second with man in relation to God, with an emphasis on the God-world distinction and relation. As to specific topics coming under the former head, the following are considered: the decrees, predestination, creation (including creation out of nothing, and the Creator/creature distinction), and providence (God's ongoing relation to His creation). Topics coming under the latter head include: anthropology (the doctrine of man), hamartiology (the doctrine of sin), and the covenants.

FRESHMEN THEOLOGY III (THEI03), 2 CR.

Filling out the framework supplied in the first two terms, this term concentrates on Christology (the person and work of Christ) and soteriology (the application of the work of redemption), aware that a properly Christian take on reality is only as stable as its view of the God-man, Jesus Christ, and the reconciliation achieved in him. As to specific topics coming under the former head, the following are considered: the incarnation, the states of Christ, the offices of Christ, and the atonement. Topics coming under the latter head include: common grace, special grace, the mystical union, and the order of salvation.

FRESHMEN THEOLOGY IV, (THEI04), 2 CR.

In this fourth and culminating term, the edifice constructed over the first three terms is brought to its crowning stage. This takes place through attention first to ecclesiology (the doctrine of the church) and second to eschatology (the doctrine of last things). As to specific topics coming under the former head, the following are considered: the nature, government, and power of the church, and the sacraments (baptism and the Lord's Supper). Topics coming under the latter head include: physical death, the intermediate state, Christ's second coming, and the final state.

LORDSHIP: The Lordship Lectures accompany the Freshman Theology colloquium and lay the foundation for connecting the disciplines of a practical Christianity to the College's mission of cultural transformation. If our calling during our pilgrimage here is to see God's will done on earth as it is in heaven, then how must we live? This course lays out a pattern of obedience that unites the practical Christian disciplines with the life of the mind, and thus gives a context for the rest of the students' studies at New Saint Andrews College. No credits are attached to this class.

LORDSHIP I (THEI01L), 0 CR.

The first term focuses on an understanding of what is biblical wisdom and the intellectual humility that it should create in us.

LORDSHIP II, (THEI02L), 0 CR.

The second term focuses on the Christian disciplines that are cultivated by faithful Christian leaders.

LORDSHIP III, (THEI03L), 0 CR.

The third term focuses on the Christian understanding of biblical masculinity, biblical femininity, marriage, and the family.

LORDSHIP IV, (THEI04L), 0 CR.

The fourth term focuses on our understanding of church and eschatology.

Classical Rhetoric (RHT101-104) 8 cr.

FOUR TERMS. FIRST-YEAR COURSE.

OVERVIEW: Rhetoric occupies a fundamental place in curricula throughout Western history. This course is structured around the canons of classical rhetoric, which offer an outline for the fundamentals of learning. The structure of the course emerges from close readings of Aristotle's *Rhetoric*, the *Rhetorica ad Herennium*, and Quintilian's *Institutio Oratoria*. The course begins with a systematic introduction to reading, which is designed to aid the student in all his studies at New Saint Andrews. Formal and informal Logic are introduced in the second term, when students study basic principles of argument. The third term focuses on persuasive writing and its fundamental components: stasis, style, arrangement, and proof. The fourth term brings together basic rhetorical principles and focuses on speech. Throughout the course, students will study some of the Western world's best examples of rhetorical theory and practice. Students must put rhetorical principles into practice regularly in prepared oral, impromptu oral, and written, as well as interpretive readings. We offer this integrative course to bring together the fundamentals of logic, writing composition, and speech.

RHETORIC, INVENTION (READING) AND MEMORY (RHT101) 2 cr.

Through lecture, readings, short original compositions presented and criticized publicly, and a longer classically-structured composition, students gain a general understanding of the structure of classical rhetoric.

RHETORIC; INVENTION (LOGIC) (RHT102) 2 cr.

Students gain a working knowledge of formal and informal argumentation through lectures, readings, and exercises in categorical and hypothetical logic, as well as the fallacies and structures of informal reasoning. They gain experience in practical argumentation through weekly presentations of short argumentative compositions (criticized publicly) as well as argumentative ex tempore responses to assigned topics. The term requires a classically-structured and argumentative composition.

RHETORIC, INVENTION (STATIS THEORY), ARRANGEMENT AND (RHT103) 2 cr.

Students deepen their understanding of the structure and parts of a classical composition through lecture, readings, and compositions publicly presented and criticized. Emphasis is placed on the early canons of rhetoric: Invention, Arrangement and Style, paying particular attention to incorporating style and creative expression in composition. This is accomplished through poetic readings and poetry compositions. A longer classically-structured composition will emphasize the incorporation of stylistic elements.

RHETORIC, DELIVERY (RHT104) 2 cr.

Again students deepen their understanding of the structure and parts of a classical composition through lecture, readings, and compositions publicly presented and criticized. The latter canons of rhetoric, Style, Memory, and Delivery, receive particular emphasis. Students present original compositions and thematic ex tempore speeches, practicing critique of the work of others as they do. They also prepare a longer, classically-structured, stylistic, and argumentative composition.

Music (MUS101-104) 8 cr.

FIRST YEAR MUSIC, FOUR TERMS, FIRST-YEAR COURSE

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

MUSIC THEORY I (MUS101TH, MUS102TH), 1.5 CR. EACH

In Music Theory I, students will learn to analyze and create written music. They will gain fluency working with the fundamental elements that make up Western tonal music, namely scales, intervals, chords, meter, and rhythm. The course will culminate in an introduction to tonal harmony.

HISTORICAL MUSICOLOGY (MUS103HIS, MUS104HIS), 1.5 CR. EACH

Historical musicology focuses on the history, reception, and achievements in Western Music from the Renaissance through the Modern era. Attention will be given to major composers and their works, compositional trends, and philosophical underpinnings of important movements in music history.

AURAL SKILLS I-IV (MUS101S-104S) 1 cr. each

Aural Skills I-IV is a year-long class which, in tandem with Music Theory and Music History, is required to fulfill the Music Colloquium requirements for graduation. Students will acquire the foundational skills necessary for hearing, reading, writing, and singing music through exercises in ear training, sight reading, and dictation. Moveable 'do,' 'la'-based minor, rhythm syllables, solfege patterns, interval identification, etc. are used to improve students' literacy. Additionally, a vocal performance component is included in which students are trained in classical vocal technique either through a group voice class or participation in Concert Choir. Finally, singing and memorizing four through-composed Psalms each term is a feature of the course. Students study harmonic analysis including secondary harmonies. They continue improve their literacy in sight singing, including simple melodies from a hymnal. Students will study the music of the Classical Era.

Second Year Music (MUS221-4) 8 cr.

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

OVERVIEW: *Second Year Music* is a four-term colloquium in which students will study music in greater depth from three different yet related perspectives: written music theory, aural skills, and music history. These three components will be woven together to further grow and mature the students' musicianship and musical literacy. For the written music theory component, students will focus on more complex harmonic analysis. For the aural skills component, students will continue to improve their skills of hearing, reading, writing, and singing music through exercises in ear training, sight reading, and dictation. For the music history component, students will read about, listen to, discuss, and examine music from the Renaissance, Baroque, Classical, Romantic, and Modern eras within its historical/philosophical context with a particular focus on aesthetics and worldview.

***Musicianship I* is a prerequisite for this class or consent of the instructor.**

MUSIC THEORY II (MUS221TH), 1.5 CR.

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

MUSIC THEORY II (MUS222TH), 1.5 CR.

This is the second term of the two-term Musicianship II: Theory course. The course continues developing four-part writing skills, moving into more complex harmonic procedures including chromaticism and modulation. Students will learn the tools to analyze harmonically complex music.

MUSIC HISTORY II (MUS223HIS), 1.5 CR.

The sophomore music history course will examine important trends and works from the late Renaissance through the end of the 18th century. Attention will be given to understanding the aesthetic philosophy of each period studied, with discussions on how Protestants responded to or shaped certain genres. Special attention will be given to monumental compositions such as Bach's Well Tempered Clavier, Haydn's Creation, Handel's Messiah, and Mozart's The Magic Flute. Students will complete a variety of activities to sharpen their writing, research, and listening skills. (Successful completion of MUS-104 is a prerequisite.)

MUS224HIS), 1.5 CR.

Chalcedon term continues a four-term sequence in which students will continue to study music from three different yet related perspectives: written music theory, aural skills, and music history. These three components will be woven together to further grow and mature the students' musicianship and musical literacy. For the **written music theory component**, students will focus on more complex harmonic analysis. For the **aural skills component**, students will continue to improve their skills of hearing, reading, writing, and singing music through exercises in ear training, sight reading, and dictation. For the **music history component**, students will read about, listen to, discuss, and examine music from the Classical era within its historical/philosophical context with a particular focus on aesthetics and worldview.

AURAL SKILLS I-IV (MUS101S-104S) 1 cr. each

Aural Skills V-VIII is a year-long class which, in tandem with Music Theory 2 and Music History 2, is required to fulfill the second year requirements for the certificate of music. Students will continue to advance their skills in hearing, reading, writing, and singing music through exercises in ear training, sight reading, and dictation. Moveable 'do,' 'la'-based minor, rhythm syllables, solfège patterns, interval identification, etc. are used to improve students' literacy. Advanced two and three part Kodály sight singing exercises, four part open score reading, and alto clef two part exercises are used throughout the year. Finally, singing and memorizing four through-composed Psalms each term is a feature of the course.

Alpha Year, Church History/Form and Analysis (MUS401-404) 8 cr.

***Four Terms, Upper Division Course (Required for the Certificate of Music Certification)
Musicianship II is a prerequisite for this class or consent of the instructor.***

CHURCH MUSIC: Chant Through the Ages (MUS301), 2 cr.

Chant Through the Ages will study the historic repertoire of chant and trace connections to polyphonic music throughout history. Students will learn to read/sing chant notation (recitational, syllabic, neumatic, and melismatic) and will chant through the entire Psalter. The term will culminate with an oral final examining the student's knowledge of chant repertoire and the ability to sing it.

FORM AND ANALYSIS: The Bach B-Minor Mass (MUS302), 2 cr.

In Development.

CHURCH MUSIC: Music of the German Reformation (MUS303), 2 cr.

Music of the German Reformation is designed to study the impact Martin Luther's theology and liturgics had on music history in the sixteenth and seventeenth centuries through a close study of primary texts and analysis of music scores. Emphasis will be given to composers and compositions whose context was originally corporate, congregational worship. Specifically, the course will look at the following sorts of questions: How does Luther's theology of the "priesthood of all believers" affect composition for the church? What is the role of professional musicians in a corporate worship service? How successful were Luther's musical and liturgical reforms in implementation? How do Luther's music reforms compare to similar reforms in the Council of Trent? The term will culminate with an oral final examining the students' understanding of the material and topics from the readings, music and discussion.

FORM AND ANALYSIS: The Classical Era (MUS304), 2 cr.

In Development.

Beta Year, Composition and Arrangement (MUS311-314) 8 cr.

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

Musicianship II is a prerequisite for this class or consent of the instructor.

OVERVIEW: Composition & Arranging I-IV is a year-long class which is required to complete the requirements for the certificate of music. Students will study historic compositional forms and make arrangements and compose in a similar style. In addition to learning compositional techniques from the forms studied, students will learn skills associated with orchestration.

COMPOSITION & ARRANGING: Psalms, Hymns, & Chorale Preludes (MUS311) 2 cr. each

Students will write and arrange musical settings of psalms, hymns, and chorale preludes in a variety of styles/genres (bicinium, tricinium, through-composed, strophic-metered, chorale preludes). Compositions will be intended for liturgical use. Writing for the voice with attention to form/structure, and text stress with rhetorical-exegesis will be emphasized.

COMPOSITION & ARRANGING: Canons, Anthems, & Motets. (MUS312) 2 cr. each

Students will write and arrange canons, anthems, and motets. Writing polyphony will be the central focus. Compositions will be intended for liturgical use. Writing for the voice with attention to form/structure, and text stress with rhetorical-exegesis will be emphasized.

COMPOSITION & ARRANGING: Orchestration (MUS313) 2 cr. each

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

COMPOSITION & ARRANGING: Orchestration (MUS314) 2 cr. each

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

Choir (101-104, 201-204), 0.5 cr. per term

Orchestra (161-164, 261-264), 0.5 cr. per term

Classical Culture and History (HIS201-204) 8 cr.

FOUR TERMS. SECOND-YEAR COURSE.

OVERVIEW: This colloquium considers how the Western tradition reflects back upon itself. 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 Greek historians Herodotus and Thucydides, writers of the Roman era such as Livy, Tacitus and Plutarch, medieval Christian writers such as Bede and William of Malmesbury, and moderns such as Edward Gibbon and Karl Marx. Through these and other readings, students consider various ways of approaching the past, the problems historians encounter, and the methods that historians employ to deal with these problems. Writing assignments require library research, interaction with current historical 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).

NEAR EAST AND ARCHAIC GREECE (HIS201) 2 cr.

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

CLASSICAL ANTIQUITY (HIS202) 2 cr.

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

RISE OF CHRISTENDOM (HIS203) 2 cr.

This course 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 discover and assess the historiographical approaches of Bede and William of Malmesbury. They will also engage in original research using oral and written sources.

REFORMATION AND AFTERMATH (HIS204) 2 cr.

This course traces the rise of the modern state from its medieval origins, as well as the growth and development of the Christian Church in the West over the past millennium. The course continues through a survey of American culture with a focus on the Protestant experience in America. Students will evaluate different characterizations of the West from nationalistic, Marxist, and social history frameworks. They will also complete a paper from original research.

Natural History (SCI101-104) 8 cr.

FOUR TERMS, SECOND-YEAR COURSE

OVERVIEW: This four-term colloquium offers a unified introduction to the life sciences. During the first term students will learn in *The Living Cell* the nature and origin of scientific inquiry as a foundation to the colloquium and study the dynamic realm of the living cell with its wonderfully designed inner workings and architecture.

Understanding the cell's structure and function lays the foundation for understanding the structure and function of higher levels of organization such as tissues, organs, and organ systems. In the second term, the students undergo a more in-depth study of 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. 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 biological life, (2) an understanding of man's place in the biosphere, and (3) life science's contributions to the complex issues and contemporary debates in the philosophy of science, social sciences, and theology.

THE LIVING CELL (SCI101) 2 cr.

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

THE HUMAN BODY I (SCI102) 2 cr.

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

THE HUMAN BODY II (SCI103) 2 cr.

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

SURVEY OF LIFE (SCI104) 2 cr.

Students survey the wide diversity of life on earth. This course introduces the history of classification systems and surveys well known representatives of the domain Eukarya which includes the protists, fungi, plants, and animals. This includes important aspects of their physiology, morphology, behavior, and ecology. Laboratory experience and field observations required.

Principia Theologiae (THE401-404) 8 cr.

FOUR TERMS. SENIOR-YEAR COURSE.

OVERVIEW: In the reformed tradition theology has two foundations (*principia*): God and Scripture. It is upon these two *principia* that the senior-year theology colloquium is built. The doctrine of God (*principium essendi*) is not only

foundational to the senior-year theology colloquium it is the integration point for everything a student studies at NSA and so it is fitting that the four year degree finishes with a detailed study of its foundation, center and goal. The doctrine of scripture (*principium cognoscendi*) is essential for any proper understanding of God's self-revelation to us in his written word. As God's self-revelation scripture finds its place within the doctrine of a God who has spoken and chosen to reveal Himself to the creation He is perfecting. The senior-year theology colloquium progresses in its study of this *principium cognoscendi* from a study of the phenomena of God's written word to the important question of how to read it faithfully as Christians.

PRINCIPIA THEOLOGIAE I (THE 401) 2 cr.

This term will explore the historic doctrine of God. We will examine the importance of the foundational biblical confession, “Hear O Israel, the LORD thy God, the LORD is one” as God’s people strove to understand and declare the oneness of the triune God in successive ages. We will examine the importance of Divine simplicity in the historic Christian understanding of God as well as the significance of Christology in our understanding of God.

PRINCIPIA THEOLOGIAE II (THE 402) 2 cr.

This term will explore the long-held belief that the scriptures in all their diversity (chronological, authorial and geographical) derive from one author and contain one story. Through a close study of Genesis 1-4 we will explore how the eternal purpose of God to “unite all things in Christ” has been revealed and can be traced from its beginning here in Genesis throughout all of scripture.

PRINCIPIA THEOLOGIAE III (THE 403) 2 cr.

This term will explore the long-held belief that the scriptures in all their diversity (chronological, authorial and geographical) derive from one author and contain one story. Through a close study of Genesis 1-4 we will explore how the eternal purpose of God to “unite all things in Christ” has been revealed and can be traced from its beginning here in Genesis throughout all of scripture.

In the recitations this term we will also be examining Jewish and Christian interpretations of various aspects of the story of Adam and Eve through a careful and critical reading of Anderson, G.A. *The Genesis of Perfection* (Westminster John Knox Press: Louisville, 2001).

PRINCIPIA THEOLOGIAE IV (THE 404) 2 cr.

The focus of this course will be on the fourfold gospel and the influence of the Old Testament on the Evangelists presentation of Christ as Lord and Messiah. This final term is the culmination of the year and will require students to link all the previous three term's work into a research paper on the gospels.

Principia Mathematica (MATH301-304) 8 cr.

FOUR TERMS. THIRD-YEAR COURSE.

PREREQUISITE: NATURAL HISTORY

OVERVIEW: This year-long course is named after Sir Isaac Newton’s watershed work in mathematical physics, *Philosophiæ Naturalis Principia Mathematica* (Mathematical Principles of Natural Philosophy), history’s most important and influential scientific work. Published in 1687, it was the culmination of two millennia of natural philosophy, a tradition stretching back to Thales and the beginning of Western philosophy. Moreover, the *Principia* inaugurated the Enlightenment, an intellectual movement of unbridled optimism and fervor regarding man’s rational abilities, a movement which in an important sense continues today. Newton used mathematics—the paragon of reason—to fulfill Plato’s Pythagorean dream to mathematically unlock the secrets of the physical cosmos. It’s no surprise that science has become the primary intellectual authority the world over; Newtonian physics was an imminently impressive achievement.

In this course, students will begin to understand the philosophical nature of scientific theories—how theories are formed, modified, and overturned. In addition to this philosophical study of science, students will learn the basic ideas of our most important scientific theories, including general relativity and quantum theory. With this foundation in place, students will then look at the important theological implications of contemporary science, including cosmology, design arguments, and objections to Christianity that use scientific findings, real and alleged.

So then, there are a number of legitimate ways to think about this course. One way is as a course in the philosophy of science, where students learn in detail the assumptions and methods of science. Another main topic of this course is epistemology, with students exploring the landscape and limits of human knowledge. It is also a philosophy of religion course, one in which students study the logical and epistemological foundations of theism and Christianity, at least as related to science and mathematics. But perhaps most of all, this is an apologetics or worldview course,

one that takes all the foregoing topics and shows the student how to marshal them in a defense and understanding of their own worldview.

ANCIENT FOUNDATIONS (MATH301) 2 cr.

In this first term, students will discover the Pythagorean roots of Western philosophy, and how the three-stranded discipline of science, philosophy, and mathematics grew from these roots. In particular, students will see how Plato made Pythagoreanism the foundation of his own philosophy, which in turn is the foundation of the West's. After all, it has been said that all subsequent philosophy merely "consists of a series of footnotes to Plato." In addition, students will see the influence of various pre-Socratic philosophies and how these philosophies responded to and influenced perennial problems in the history of philosophy, mathematics, and science. We will also look at how Aristotle altered the Pythagorean-Platonic direction of science while taking both science and mathematics very seriously.

THE SCIENTIFIC REVOLUTION (MATH302) 2 cr.

In the second term, students will learn how Plato's mathematical vision for science was vindicated and Aristotle's reign over science was overturned by Sir Isaac Newton's mathematical physics, a revolution that resulted in the 18th-century Enlightenment.

CALCULUS (MATH303) 2 cr.

During the third term, students will learn the fundamentals of the mathematics that fulfilled Plato's Pythagorean dream during the Scientific Revolution: the calculus of Newton and Leibniz. Building on what they have learned in previous terms about the continuity of space, time, and numbers, they will begin their study of calculus with the limits of functions. From here students will learn how to take the derivatives and integrals of various functions, eventually tying all of these concepts together in the fundamental theorem of calculus.

MORE REVOLUTIONS (MATH304) 2 cr.

During the 19th and 20th centuries, mathematicians made stunning discoveries that led to additional revolutions in science, mathematics, and culture in general. During this final term, students will learn about the discoveries of non-Euclidean geometries and transfinite numbers, both of which led, in part, to the search for the logical foundations of mathematics, a search that was largely unsuccessful.

PHILOSOPHY DISCIPLINE: POLITICAL AND ECONOMIC PHILOSOPHY PHIL301-304) 8 cr..

FOUR TERMS. THIRD-YEAR COURSE

PREREQUISITES: CLASSICAL CULTURE AND HISTORY

OVERVIEW: Political and Economic Philosophy is a one-year (four-term) colloquium studying the history of the major thinkers, texts, and ideas in western political and economic thought from a biblical and Christian philosophical perspective. The major topics and themes of the course include man's teleological, rational, and social nature; the science, logic, and grammar of human action; natural law and virtue ethics; the motives of voluntary association and cooperation; the market economy and economic law; the ethics of coercion and the limits of political authority; and the basis for a principled yet pragmatic resistance to tyranny. Authors and texts covered include Plato's *Republic*, Aristotle's *Ethics and Politics*, Augustine's *City of God*, Aquinas's "Treatise on Law," Calvin's "On Civil Government," Hobbes's *Leviathan*, Locke's *Second Treatise on Government*, Smith's *Wealth of Nations*, and Marx's *Communist Manifesto*. This colloquium satisfies the College's one-year philosophy requirement.

ANCIENT POLITICAL AND ECONOMIC THOUGHT [PLATO AND ARISTOTLE] (PHIL301) 2 cr.

Students explore major themes, works, and personalities of ancient Greece (750 B.C. – 300 B.C.). Students in this course are challenged to interact both critically and appreciatively with the great books, working to familiarize themselves with ancient and early Classical Greek art and architecture and the rise of philosophy in the context of the Homeric heroes. Authors typically studied include Homer, Sophocles, and Plato.

MEDIEVAL POLITICAL AND ECONOMIC THOUGHT [AUGUSTINE AND AQUINAS] (PHIL302) 2 cr.

This course focuses on the political and economic thought of the medieval period, with special emphasis on Augustine and Aquinas.

Representative readings:

Augustine: *City of God*, political writings

Aquinas: *Summa Theologiae* (“Treatises” on Man, Action, and Law, On Kingship)

EARLY MODERN POLITICAL AND ECONOMIC THOUGHT [HOBBS AND LOCKE] (PHIL303) 2 cr.

This course focuses on the political and economic thought of the early modern period, with special emphasis on Thomas Hobbes and John Locke.

Representative readings:

Machiavelli, *The Prince*

Calvin, “On Civil Government”

Hobbes, *Leviathan*

Locke: *Essay Concerning Human Understanding, Second Treatise on Government*

MODERN POLITICAL AND ECONOMIC THOUGHT [SMITH AND MARX] PHIL304) 2 cr.

This course focuses on the political and economic thought of the modern to later modern period, with special emphasis on Adam Smith and Karl Marx.

Representative readings:

Smith, *Wealth of Nations*

Marx, *Communist Manifesto*

LITERATURE DISCIPLINE (LIT301-304) 8 cr.

Four Terms.

OVERVIEW: Epic is typically the first course in a sequence of four courses in literature that constitute NSA’s literature colloquium. Other courses in the sequence may include Tragedy & Comedy, Lyric, Satire, the Short Story, or the Novel. The goal of this sequence is to introduce literature as a creative and imaginative endeavor, as, in Hamlet’s words, “a mirror held up to nature.” In this sequence students will read literature as a deep source of wisdom, pleasure, and insight into the human condition. They will approach literature as concrete language, as the language of experience, as a formal art, forging connections between things, aiming to synthesize rather than analyze.

LITERATURE I: EPIC (LIT301) 2 cr.

In this course, students will explore two of the greatest epics of the Western world—The Iliad and Paradise Lost. Focus will be on the genre and its unique poetic features, as well as the baptizing of the epic by Milton. The course will give three to four weeks to each epic to provide time for careful reading.

LITERATURE 2: COMEDY (LIT302) 2 cr.

In this course we will study literary comedy through two of the most profound texts in world literature: Dante’s Divine Comedy and Dostoevsky’s The Brothers Karamazov.

LITERATURE 3: TRAGEDY (LIT303) 2 cr.

Of all the tragedies written in ancient Athens, thirty-three full plays have survived. These plays, performed some twenty-five hundred years ago, come from the pens of Aeschylus, Sophocles, and Euripides, whose plays continue to serve as the foundation of the western notion of tragedy. How might grasping the technical aspects of ancient “Attic” tragedy help us understand Shakespeare’s tragedies and subsequent tragic stories and plays? This question gets at the core of the first half of this course: to understand and experience plays like Oedipus the King, Antigone, and The Bacchae in their ancient contexts—with the guidance of the first literary criticism of the genre in Aristotle’s Poetics. In the second half of the term, we will consider how Shakespeare recreated tragedy in a Christian and Renaissance context.

LITERATURE 4: Lyric (LIT304) 2 cr.

In this course we will read Renaissance, Romantic, and Modern poetry. The selections will include Shakespeare (sonnets), John Donne and George Herbert; Wordsworth, Blake, and Keats; and Hopkins, Eliot, Frost, and Auden. Our overall aim will be to better understand the genre called lyric and to learn to read lyric poems with greater sensitivity.

Language Colloquia

LATIN (LAT101-224)

OVERVIEW: The history, literature, and science of the ancient Romans had unprecedented influence on the world that followed them. Their language became the primary language of educated discourse in the Western world for over

1200 years. The body of Latin literature spans two millennia covering pagan, Christian, and modern secular thinking on almost every topic from farming to philosophy to physics. By learning to read Latin, students learn the voice of the past. While some Latin works are available in English translation, many are not, and reading them in the original language allows students to interact with them more intimately and accurately: with a good deal of literature, what was written is less important than how it was written.

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

In the fifth or sixth term of their Latin studies, Latin students who excel may be offered the opportunity to take advanced Latin electives in place of Intermediate Latin courses. These electives focus on more difficult Latin authors and involve Latin conversation and composition on a regular basis.

BEGINNING LATIN I (LAT101) 2 cr.

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

BEGINNING LATIN II (LAT102) 2 cr.

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

BEGINNING LATIN III (LAT103) 2 cr.

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

BEGINNING LATIN IV (LAT104) 2 cr.

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

INTERMEDIATE LATIN I (LAT201) 2 cr.

Students learn the four tenses of the subjunctive and their various uses in independent and dependent clauses. They conclude their introduction to Latin grammar with instruction in reading Latin meter.

INTERMEDIATE LATIN II (LAT202) 2 cr.

Students read and translate portions of a Latin translation of the Bible such as the Vulgate or the Junius-Tremellius-Beza Bible of 1590.

INTERMEDIATE LATIN III (LAT223) 2 cr.

Students read and translate portions of an original Latin work such as Phaedrus' *Fables* or Plautus' *Amphytrion*.

INTERMEDIATE LATIN IV (LAT224) 2 cr.

Students read and translate portions of an original Latin work such as the *Junius-Tremellius-Beza Bible* or Augustine's *Confessions*.

INTRODUCTION TO VIRGIL (LAT302) 2 cr.

Students read an adapted and abridged version of the first four books of Virgil's *Aeneid* and do frequent composition and conversation exercises based on their readings to further their understanding of Latin and Latin meter.

LATIN POETRY (LAT314or315) 2 cr.

Students read a portion of an original work of Latin poetry from an author such as Virgil, Ovid, Phaedrus, or Plautus. Students do frequent composition and conversation exercises based on their readings to further their understanding of Latin and Latin meter.

LATIN PROSE (LAT316) 2 cr.

Students read a portion of an original work of Latin prose from an author such as Livy, Apuleius, or Augustine. Students do frequent composition and conversation exercises based on their readings to further their understanding of Latin.

GREEK (GRE301-404)

HONORS CLASSICAL GREEK

OVERVIEW: In this course students will learn Greek by studying the Attic dialect, the bedrock of Classical, Hellenistic, New Testament and Byzantine Greek. They will learn through a hybrid methodology that incorporates traditional approaches to grammar (morphology and syntax), employs translation and composition exercises, but one that also makes liberal use of spoken, conversational components as well. Thus students will gain a holistic ability in the language that will make the transition to actual Greek texts in year two all the more easy and enjoyable, where they will continue reading and discussing Greek texts in Greek. Because of the focus on the premier dialect of ancient Greek, students will gain access to virtually all of the dialects and regionalisms of the language, and will have the wherewithal to approach not just the Classical greats (Sophocles, Plato, Demosthenes, Aristophanes), but countless other texts as well ranging from Homer to the Septuagint, from Hesiod to John of Damascus.

HONORS CLASSICAL GREEK I Greek I (GRE301) 2 cr.

By the end of the term the student should know how to pronounce biblical Greek, correctly compose and converse with correct accentuation, know all noun forms, and present indicative forms, know approximately 200 vocabulary words, and be comfortable reading at their level in Greek. Thus the class will move through the first five chapters of the *Athenaze* text and workbook. Students will review by listening to recordings of the Greek text and be able to respond to Greek questions about the text. Compositions will be practiced in class with the aid of erasable tablets to increase the speed of feedback. Students will also sharpen basic skills in fluency by beginning the Living Koine Greek curriculum with pictures and audio CD. Students will memorize and perform selections from the Greek text for the oral exam.

HONORS CLASSICAL GREEK II (GRE302) 2 cr.

Honors Classical Greek II continues to introduce the learner to the ancient Greek language, specifically concentrating on the *Attic* dialect, the normative dialect for speakers and writers of ancient Greek from the fifth century BC to the fall of Constantinople in AD 1453 (and beyond). The class utilizes a mixed methodology. Through a combination of translation into English, translation into Greek, oral exercises, written composition, listening practice, and reading it offers the student the chance to gain reading, writing and speaking proficiency in the language which gives unmediated access not just to Attic texts such as Plato, Sophocles, and Demosthenes, but to texts written in other dialects as well, such as Homer, Herodotus, and the New Testament.

HONORS CLASSICAL GREEK III (GRE303) 2 cr.

Honors Classical Greek III continues to introduce the learner to the ancient Greek language, specifically concentrating on the *Attic* dialect, the normative dialect for speakers and writers of ancient Greek from the fifth century BC to the fall of Constantinople in AD 1453 (and beyond). The class utilizes a mixed methodology. Through a combination of translation into English, translation into Greek, oral exercises, written composition, listening practice, and reading it offers the student the chance to gain reading, writing and speaking proficiency in the language which gives unmediated access not just to Attic texts such as Plato, Sophocles, and Demosthenes, but to texts written in other dialects as well, such as Homer, Herodotus, and the New Testament.

HONORS CLASSICAL GREEK IV (GRE304) 2 cr.

Honors Classical Greek IV completes the year-long introduction to the morphology and syntax of ancient Greek and makes a transition to reading and interpreting authentic Greek texts. The class utilizes a mixed methodology. Through a combination of translation into English, translation into Greek, oral exercises, written composition, listening practice, and reading it offers the student the chance to gain a reading, writing and speaking proficiency in the language that offers an unmediated access not just to Attic texts such as Plato, Sophocles, and Demosthenes, but to texts written in other dialects as well, such as Homer, Herodotus, and the New Testament.

GREEK TEXTS

OVERVIEW: In this second-year Classical Greek course students will continue to learn fundamental Greek morphology (forms) and grammar (syntax), while fine-tuning and solidifying the aspects of the language they learned during the first year. The text they will use to accomplish these objectives will be one of the most celebrated works of Attic prose, Socrates' Apology, written by his student Plato. This text will give the students an example of standard

Attic diction spoken colloquially, yet by an educated Athenian, to serve as a baseline by which to measure the diction and style of other texts they will encounter in the future (θεοῦ θέλοντος). The methodology will be mixed, incorporating both translation from Greek to English and textual explication delivered in the target language, along with exercises designed not just to reinforce grammatical features, but to develop a sensitivity to style, register, and nuance, and how these characterize both the age, and the writer himself.

GREEK TEXTS I (GRE401) 2 cr.
In Development

GREEK TEXTS II (GRE402) 2 cr.
In Development

GREEK TEXTS III (GRE403) 2 cr.
In Development

GREEK TEXTS IV (Greek 404) 2 cr.
In Development

BIBLICAL HEBREW (HEB301-654)

OVERVIEW: This course works through basic grammar and vocabulary of biblical Hebrew through a (graded) reading of the books of Jonah and Ruth, alongside 1 Kings 17-20 and Exodus 1-4. From day one students will be reading and translating the Biblical text and learning the basic grammar of Hebrew as it appears in the verse they are translating. The goal of the course is to instill in the students (1) a love for this biblical language, (2) a repertoire of the most commonly used words in the Old Testament, (3) an ability to recognize the morphology of nouns and adjectives in the Old Testament, as well as the strong verb in all binyanim, an introduction to all the major groups of weak verbs and the syntax of narrative portions of Biblical Hebrew. (4) An inceptive ability to translate narrative biblical Hebrew.

BEGINNING HEBREW I (HEB301) 2 cr.
Students will work through Jonah chs, 1, 3-4 and cover the morphology of nouns and adjectives in them as well as the qal strong verb and basic syntax of Biblical Hebrew.

BEGINNING HEBREW II (HEB302) 2 cr.
Students will work through the book of Ruth, reviewing all grammar from HEB301 and covering the morphology of nouns with pronominal suffixes and further detailed study of the use of the verb system in Hebrew narrative.

BEGINNING HEBREW III (HEB303) 2 cr

Building on previous term's work the students will read 1 Kings 17-20 continuing to review the grammar studied in both Jerusalem term and Nicea term as well as learning all the verb binyanim and some irregular verb forms.

BEGINNING HEBREW IV (HEB304) 2 cr

This course continues to work through the grammar and vocabulary of Biblical Hebrew narrative. Building on previous term's work the students will read Exodus 1-4 continuing to review the grammar studied in Jerusalem, Nicea and Chalcedon terms as well as learning all the verb binyanim, and some irregular verb forms alongside an introduction to all the major groups of weak verbs.

INTERMEDIATE HEBREW (HEB401-404)

This course builds upon the foundation laid in Hebrew 301-304. Beginning with narrative texts and proceeding on to more difficult poetic and prophetic texts the student will interact with a variety of genres of Biblical Hebrew as well as varying levels of difficulty. Class time is spent translating these set texts, with the instructor expecting the student to understand the vocabulary, syntax and grammar of the passage and be able to discuss the issues that surround each verse. Attention will be given to matters of exegesis, but to the reception history of the text, particularly in the early translation traditions, to the extent that this sheds light on the philological issues in the text.

INTERMEDIATE HEBREW V (HEB401) 2 cr

Set Texts: Genesis 1-4 and 6-9.

INTERMEDIATE HEBREW VI (HEB402) 2 cr

Set texts: Genesis 11-22 (selections); Psalm 63 and 110

INTERMEDIATE HEBREW VII (HEB403) 2 cr

Set texts: Psalms of Ascent (120-134)

INTERMEDIATE HEBREW VIII (HEB404) 2 cr

Set texts: Joel

ADVANCED HEBREW (HEB451-454)

OVERVIEW: This course builds upon the foundation laid in Hebrew 401/601-404/604 and aims to take the student from the Biblical period to the Medieval period through a select reading of set texts. The first two terms will proceed from the the more challenging prophetic/poetic texts to Hebrew inscriptions from the Biblical period. The course will then proceed to reading selected Hebrew texts from the Dead Sea Scrolls and 2nd Temple literature and go on to read select Rabbinic texts, finishing with some Medieval Hebrew Poetry.

Class time is spent translating set texts, with the instructor expecting the student to understand the vocabulary, syntax and grammar of the passage and be able to discuss the issues that surround each text. For Biblical texts, 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.

ADVANCED HEBREW IV (HEB 451) 2cr

Set texts: Habakuk 1-3; Psalm 18 and Exodus 15.

ADVANCED HEBREW X (HEB 452) 2cr

Set texts: Genesis 49; Deut 32-33; Judges 5; Mesha Stele

ADVANCED HEBREW XI (HEB 453) 2cr

Set texts: Selections from Ben Sirah, 1QH (Hodayot) and 1QpHab (Habakkuk Peshet)

ADVANCED HEBREW XII (HEB 454) 2cr

Set texts: Mishnah Sanhedrin 10; Leviticus Rabbah 11; Midrash Tehillim 1; Selections from The Dream of the Poem: Hebrew Poetry from Muslim and Christian Spain 950-1492.

MIDDLE ENGLISH (ENG351-354)

OVERVIEW: Middle English is a year-long colloquium that introduces students to the beginning of English as a literary language in the 14th Century and traces its development through its golden period in the Renaissance. The course is structured around the reading of Geoffrey Chaucer's *Canterbury Tales* (two terms), Spenser's *Faerie Queene* (1 term) and selections from Shakespeare (1 term). Chaucer is usually read today, if at all, in modernized prose editions. In this course, students confront Chaucer in Middle English verse. Through study of the vocabulary, poetic line, sound, and so forth, this course aims to enable the student to appreciate Chaucer's humor, his poetic devices, and his presentation of late medieval life. Throughout the course, students will work to master pronunciation and retain more and more of Chaucer's vocabulary. At times students will translate ME into contemporary English. In the second half of the course, when we turn to Spenser and Shakespeare, students continue their study of Middle English by familiarizing themselves with the unique vocabulary, syntax, poetic devices of the early modern period.

ENGLISH 1: CHAUCER (ENG351) 2 cr.

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

ENGLISH 2: CHAUCER (ENG352) 2 cr.

Students in this course continue learning Middle English through the study of selections from *The Canterbury Tales*. Students will study vocabulary, pronunciation, and other aspects of Chaucer's poetry. Throughout the course, students will be challenged and delighted by the language and stories of this poetry from the 14th century.

ENGLISH 3 CHAUCER (ENG353) 2 cr.

In Middle English III students will read a number of Chaucer's *Tales* to fill in their reading of the *Canterbury Tales*. *Tales* read will include "The Squire's Tale," "The Franklin's Tale," "The Physician's Tale," "The Monk's Tale," and others. Emphasis will be on interpreting these tales in the context of the entire work and on Chaucer's Middle English.

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

In Middle English IV, students read the complete text of *Sir Gawain and the Green Knight*.

Other Required Courses

Integrated Thesis (TSS470-1) 2 or 4 cr.

TWO TERMS. FOURTH-YEAR COLLOQUIUM.

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

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

For more information on Thesis, see the Thesis Handbook.

Electives 2 cr. Each

ONE TERM EACH. PREREQUISITE: THIRD-YEAR STATUS (MINIMUM). OTHER PREREQUISITES MAY APPLY.

OVERVIEW: To earn the Bachelor of Arts degree, a student must complete a number of elective courses, *usually* in the fourth year of study. Third-year students must qualify to enroll in a fifth course to take an elective. Each year's elective course offerings are published by the Registrar. Electives present an opportunity for more focused study than

the Colloquia provide. They impart skills in analyzing key issues, interpreting primary texts or conducting field work. Previous elective offerings have included Seminars in C.S. Lewis, Shakespearean Comedy, Shakespearean Tragedy, J.R.R. Tolkien, Mark Twain, Christian Apologetics, Hermeneutics, Scientific Apologetics, Herpetology, Entomology, Psalms, and others.

Directed Studies 2 cr.

ONE TERM. SEE RESTRICTIONS.

OVERVIEW: Electives in Directed Study allow a student to do close work, largely independently but under the oversight of an instructor. The student and instructor must agree to work together and agree to a course outline with texts for a directed study at least six weeks prior to the term of the directed study. To be eligible for Directed Study, a student must have attained either (1) third-year status as a matriculating student in the Bachelor of Arts degree program, with the requisite 3.3 (SCH) GPA minimum to add the Directed Study as a fifth class (see above on “Course-Load Limitations”), or (2) fourth-or-more-year status with an overall academic achievement of MCH or better (i.e., cumulative G.P.A. ≥ 3.15), or written approval from the Dean. Directed Studies must be overseen by a member of the regular New Saint Andrews faculty who is competent to direct student work in the area of study. Qualified students may propose a Directed Study by submitting a completed Directed Study Proposal form to the Registrar with approval signatures from both the faculty member who will oversee the study and the Academic Dean.

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

Directories

Faculty & Administration

JOSHUA D. APPEL (2004-)

Fellow of Humanities

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

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

DAVID R. ERB (2008-)

Fellow of Music

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

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

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

TIMOTHY EDWARDS (2014-)

Academic Dean, Fellow of Theology

D. Phil. In Oriental Studies, Oxford University, 2004

M.A. in Jewish Civilization, Hebrew University of Jerusalem, 2000

B.Ed. in Physical Education with Religious and Moral Education, West London Institute of Higher Education, 1991

JAYSON C GRIESER (2007-)

Fellow of Humanities

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

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

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

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

TIMOTHY L. GRIFFITH (2007-)

Exit Advisor, Fellow of Classical Languages

Ph.D. Candidate in Classics (2011-), University of Florida

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

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

JESSE HALL (2017-)

Lecturer in Creative Writing

M.St. in Creative Writing, Oxford University (2017)

CST in Theology, Oxford University (2015)

B.A. in Communications in Digital Media, Vanguard University (2010)

TIM HARMON (2018-)

Fellow of Theology

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

Th.M. Western Seminary (2015)

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

BRIAN KOHL (2019-)

Lecturer in Rhetoric

M.St. in Creative Writing, Oxford University (2019)

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Lead Voice Instructor

Ph.D. in Music, University of Southern Mississippi (2018)

Master of Music, University of Florida (2012)

Bachelor of Music, Colorado State University (2010)

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Fellow of Humanities

Ph.D. in Philosophy, University of Dallas (2009)

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

B.S. in Philosophy, University of Idaho (2001)

BENJAMIN R. MERKLE (1999-)

President, Fellow of Theology

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

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

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

Additional Theological Studies, Greyfriars Hall (1998-2000)

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

CHRISTOPHER R. SCHLECT (1996-)

Director of Student Affairs, Senior Fellow of History

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

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

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

RYAN SMITH (2018-)

Fellow of Music

DMA in Piano Performance, University of South Carolina (2011)

M.A. in Piano Performance, University of South Carolina (2011)

M.A. in Biblical Studies, Dallas Theological Seminary (2004)

MITCHELL O. STOKES (2005-)

Senior Fellow of Philosophy

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

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

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

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

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

JOSEPH TIPTON (2018-)

Fellow of Classical Language

Ph.D. in Classical Language, University of Pittsburgh (2013-)

M.A. in Classical Language and Literature, University of Kentucky (2003)

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Ph.D. in Cello Performance, Indiana University, Jacobs School of Music

M.A. in Cello Performance, Indiana University, Jacobs School of Music

DOUGLAS J. WILSON (1994-)

Board Director and Senior Fellow of Theology

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

Additional Graduate Studies in Theology, Regent College (1979)

B.A. in Classical Studies, University of Idaho (1988)

B.A. in Philosophy, University of Idaho (1977)

GORDON L. WILSON (2003-)

Senior Fellow of Natural Philosophy

Ph.D. in Environmental Science, George Mason University (2003)
M.S. in Entomology, University of Idaho (1989)
B.S. in Secondary Education/Biology, University of Idaho (1984)

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MIKEL L. LAWYER

D.Min. in Counseling, Westminster Theological Seminary (2011)
M.Div., Trinity Evangelical Divinity School (1987)
B.A. in Philosophy from University of Idaho

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Ph. D in English - American Literature, University of South Carolina (2011)
M.E., University of Dallas (2005)
B.A. in Philosophy, Covenant College (2001)

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