



New College Franklin
Academic Programs Handbook
2023-24

ACADEMIC PROGRAMS HANDBOOK
New College Franklin

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Philosophy of Education

PURPOSE OF THIS HANDBOOK

This handbook serves as the standard for all academic components of the curriculum of New College Franklin and must be approved annually by the Board of Trustees.

VISION AND PHILOSOPHY OF EDUCATION

Blessed is the one who finds wisdom, and the one who gets understanding, for the grain from her is better than grain from silver and her profit better than gold. She is more precious than jewels, and nothing you desire can compare with her.

PROVERBS 3:13-15

We believe in word-centered education that involves reading and processing ideas verbally for the purpose of personal integration into life and practice.

We read and talk about ideas to gain wisdom for life. Empty philosophy is self-centered and ultimately useless. The Apostle John tells us,

By this we know love, that he laid down his life for us, and we ought to lay down our lives for the brothers. But if anyone has the world's goods and sees his brother in need, yet closes his heart against him, how does God's love abide in him? Little children, let us not love in word or talk but in deed and in truth (I John 3:18).

Jesus shows us he loves us by his actions. We are called to imitate Christ in our deeds, not just our words. However, we have to know what constitutes right action, which is where reading and talking find their appropriate roles. We read and discuss great works of literature, history, and philosophy, evaluating all claims to wisdom and truth within the purifying fire of the Word of God.

We believe that discussion-based instruction enables professors to carefully guide students in their thinking with greater affect and longevity than lecture-based methodology.

The interaction inherent in discussion-based instruction provides an ideal environment for those maturing in the faith. Further, the liberal arts are a keen instrument for guiding students along the path of knowledge and wisdom. Wisdom is difficult to obtain. Only those who desire and seek her with persistence and focus will, through grace, find her. For this reason, the passive reception of lecture material does not sufficiently engage students in the practice of asking, knocking, and seeking which Christ himself recommends to us. The Gospels are filled with the phrases, "Jesus asked his disciples," "Jesus answered his disciples," and "Jesus told his disciples."

Jesus' disciples received the blessing of conversation. Conversation brings ideas from the page into the mind and heart; it translates information into knowledge. Conversation fosters community and discipleship by tailoring itself to specific intellectual and spiritual growth, to the needs of particular hearts and minds.

True intellectual growth is only possible with corresponding spiritual growth, for wisdom comes from the fear of the Lord and as a gift of grace.

Grace is a key principle that shapes our attitude toward education. Out of His grace, God has blessed us with a holy fear of Him, which is the beginning of wisdom. This understanding fundamentally redefines intellectual

It is a common mistake to think that education is on the level of ideas. No! It is always a transmission of experience. How much sadness, emptiness, and banality there is in the game of academia and footnotes. People are not convinced by reasoning; either they catch fire or they do not.

ALEXANDER SCHMEIMANN

pursuits. The writer of Proverbs exhorts us to get wisdom and to get understanding (Proverbs 4:7). This means that intellectual growth is an act of obedience, but an act of obedience which are able to fulfill only because we have been given the gift of the fear of the Lord. The principle of grace, therefore, instills Christian education with an attitude of humility and reverence.

Education is a communal activity in which we learn from one another, spur one another on to love and good deeds, and provide accountability.

New College Franklin is a community of learners, growing together, serving, and providing accountability. The fellows, students, administration, and staff are all learners. As we grow in grace and try to learn, we come to understand more fully that wisdom and service are inextricable. As Jesus said,

If I then, your Lord and Teacher, have washed your feet, you also ought to wash one another's feet. For I have given you an example, that you also should do just as I have done to you. Truly, truly, I say to you, a servant is not greater than his master, nor is a messenger greater than the one who sent him. If you know these things, blessed are you if you do them (John 13:12-17).

As learners in a community, we have a responsibility to regard each other as brothers and sisters, warning those who are idle in doing good and also encouraging one another that we might not grow weary. Whenever we fail to hold a brother or sister accountable, we treat that one as an enemy (II Thessalonians 3:13-15).

A student becomes like his master; therefore, the sharing of life together in discipleship and mentoring is an essential component in learning.

Fellows and students at New College Franklin walk together in a discipleship and mentoring relationship. College is a formative period in life that allows great opportunity for growth in wisdom. Mentoring and discipleship provide a measure of protection by means of dialogue and accountability. This model also recognizes the basic truth that the teacher shapes the student. Remembering Jesus' rhetorical question, "can a blind man lead a blind man?" reminds us how important it is to choose our teachers carefully.

Life is body, mind, and spirit, and education must engage more than the mind and more than the classroom.

The college, a community of learners, is part of a larger community. The church and the families that comprise the church provide opportunities for growth, service, and accountability. Just as a liberal arts education is training for all of life, all of life is part of a liberal arts education. Community engagement is part of the definition of "pure and undefiled religion in the sight of our God," which is to "visit orphans and widows in their distress, and to keep oneself unstained by the world" (James 1:27). It is also important for students to live well rounded lives which are not solely book bound. Relationships forged in college are some of the most enduring, and these bonds are strengthened by time spent together in extra-curricular activities. An essential part of developing a sense of wonder about God's creation is to be out in it. Hiking, collegial games, and our own peculiar sports deepen that sense of collegial community. The hills of Middle Tennessee and the stars in the night sky form part of our grand classroom.

Wisdom orders and directs the various passions and gifts that God has given for the purpose of greater clarity and service.

An essential part of Christian education is repentance. We must turn from the belief that we exist to serve ourselves. We exist to worship, and service is central to worship. Paul tells the church in Rome to "present your bodies as a living sacrifice, holy and acceptable to God, which is your spiritual worship. Do not be conformed to this world, but be transformed by the renewal of your mind" (Romans 12:1,2). He goes on to remind everyone among them "not to think of himself more highly than he ought to," for, "having gifts that differ according to the grace given to us, let us use them." Our gifts are not for our own benefit only, but to benefit those around us; therefore, we seek to renew our minds individually and as a community.

We have much to learn through the tried and true ways embodied in the great minds of the past; therefore, we unapologetically study ancient texts for present application.

C.S. Lewis warned us of the dangers of intellectual provincialism. In his "Introduction to Athanasius's On the Incarnation," Lewis says that our characteristic blindness of the present is only made worse,

if we read only modern books... The only palliative is to keep the clean sea breeze of the centuries blowing through our minds, and this can be done only by reading old books. Not, of course, that there is any magic about the past. People were no cleverer then than they are now; they made as many mistakes as we. But not the same mistakes. We are not trying to revive the past, but to learn from it.

We believe that true wisdom causes us to respond to the wonder of God’s creation and providence with gratitude and awe.

Ultimately, in all our endeavors we should seek to glorify God and to enjoy Him forever. The educated man who is puffed up with knowledge has not been led out of darkness. As a student grows in knowledge, understanding, and wisdom, he gains a clearer view of who he is, who God is, and what the world is. This vision reorients the student’s attitudes and results in humble thankfulness and reverent awe.

THE LIBERAL ARTS AND BIBLICAL EDUCATION

Revelation and redemption do not occur in a vacuum but instead stand within the context of culture and civilization. It is in the fullness of time and in all the implication of time and history that the Word of God took on flesh. For this reason, the cross of Christ bore the legend, ‘King of the Jews’ in Hebrew, Aramaic, Latin, and Greek. Just as God’s redemptive work takes up and transfigures culture, civilization, and human nature, so a Christian liberal arts program seeks to understand how his Supreme Truth can correct, reject, but also redeem and flows back-upon, enriching, all truth in all its historic manifestations.

The Christian story is not the story of Western Civilization; yet, Revelation is part of history and is understood best in its historic context. Further, secular history can only be properly understood in light of the cross. Only the divine Word can authentically interpret reality. Only the cross determines true wisdom and folly, strength and weakness. Hence, New College Franklin stands in the stream of Western Civilization to better understand the people of God in the modern age.

Christian education is uniquely equipped to illuminate and recover what C.S. Lewis called “the discarded image,” which he defined as a “medieval...synthesis of all truth” including, “the whole organization of theology, science, and history into a single, complex, harmonious mental Model of the Universe.” The principles of unity, complexity and harmony are inherent in the liberal arts and in Scripture.

*Many clever men like you have
trusted to civilization. Many clever
Babylonians, many clever
Egyptians, many clever men at the
end of Rome. Can you tell me, in
a world that is flagrant with the
failures of civilization, what there
is particularly
immortal about yours?*

G.K. CHESTERTON



Institutional Objectives

INSTITUTIONAL OBJECTIVES

Wisdom | Fear of the Lord is the beginning of wisdom; therefore, the community of New College Franklin submits all learning, knowledge, institutional practice, and identity to the Lordship of Christ by analyzing all human knowledge through the framework of the Word of God and humbling ourselves before the Word.

Virtue | New College Franklin promotes a vibrant intellectual life that cherishes the liberal arts, academic rigor, and practical relevance by means of discussion-based learning which emphasizes reasoned and affective integration and application. New College Franklin focuses on the students' whole development—educating the heart, soul, and mind for growth and maturity in faith and understanding.

Service | New College Franklin seeks to develop within students and the collegiate community the desire and practice of honoring God and of living out in service what is learned in the classroom as fruitful members of a local church and community. Students enter here into the practice of Christian service, embracing their various roles and vocations for a lifetime of service here, at home, and unto the ends of the earth.



Program Objectives

PROGRAM OBJECTIVES

1 | Students will investigate the sovereign plan of God as executed in the progression of ideas and literature throughout major epochs of history and develop an appreciation of the past and its impact on present reality and future trends. (Moral Philosophy)

2 | Students will broaden their understanding of God through His works which display his beauty, order and wisdom, particularly through number, by investigating the nature of number (arithmetic), number in shape (Geometry), number in time (Harmonia), and number in space and time (Cosmology). (Quadrivium)

3 | Students will engage in the process of academic discovery, to value the deep and complex relationship between word and deed and construct meaningful conversations that are critical and creative, clearly communicated, and formulated with integrity. (Trivium)

4 | Students will examine and articulate the overarching plan of God revealed through His Word, translate and interpret the Word of God from the original Greek, and analyze and apply theology as handed down from the historic tradition. (Theology)

5 | Students will engage the complex relationship between faith, learning, and practice by refining skills in artistic and musical expression, exploring practical application of knowledge in Preceptorial classes, and demonstrating personal development in projects or internships. (Applied)



Curriculum Mapping

INSTITUTIONAL OBJECTIVES TO PROGRAM OBJECTIVES

Institutional Objectives:	Exhibited in the following Program Objectives:
Wisdom:	<ol style="list-style-type: none"> 1. Students will investigate the sovereign plan of God as executed in the progression of ideas and literature throughout major epochs of history and develop an appreciation of the past and its impact on present reality and future trends. (Moral Philosophy) 2. Students will broaden their understanding of God through His works which display his beauty, order and wisdom, particularly through number, by investigating the nature of number (arithmetic), number in shape (Geometry), number in time (Harmonia), and number in space and time (Cosmology). (Quadrivium) 4. Students will examine and articulate the overarching plan of God revealed through His Word, translate and interpret the Word of God from the original Greek, and analyze and apply theology as handed down from the historic tradition. (Theology) 5. Students will engage the complex relationship between faith, learning, and practice by refining skills in artistic and musical expression, exploring practical application of knowledge in Preceptorial classes, and demonstrating personal development in projects or internships. (Applied)
Virtue:	<ol style="list-style-type: none"> 1. Students will investigate the sovereign plan of God as executed in the progression of ideas and literature throughout major epochs of history and develop an appreciation of the past and its impact on present reality and future trends. (Moral Philosophy) 2. Students will broaden their understanding of God through His works which display his beauty, order and wisdom, particularly through number, by investigating the nature of number (arithmetic), number in shape (Geometry), number in time (Harmonia), and number in space and time (Cosmology). (Quadrivium) 3. Students will engage in the process of academic discovery, to value the deep and complex relationship between word and deed and construct meaningful conversations that are critical and creative, clearly communicated, and formulated with integrity. (Trivium) 4. Students will examine and articulate the overarching plan of God revealed through His Word, translate and interpret the Word of God from the original Greek, and analyze and apply theology as handed down from the historic tradition. (Theology) 5. Students will engage the complex relationship between faith, learning, and practice by refining skills in artistic and musical expression, exploring practical application of knowledge in Preceptorial classes, and demonstrating personal development in projects or internships. (Applied)
Service:	<ol style="list-style-type: none"> 1. Students will investigate the sovereign plan of God as executed in the progression of ideas and literature throughout major epochs of history and develop an appreciation of the past and its impact on present reality and future trends. (Moral Philosophy)

	<p>3. Students will engage in the process of academic discovery, to value the deep and complex relationship between word and deed and construct meaningful conversations that are critical and creative, clearly communicated, and formulated with integrity. (Trivium)</p> <p>4. Students will examine and articulate the overarching plan of God revealed through His Word, translate and interpret the Word of God from the original Greek, and analyze and apply theology as handed down from the historic tradition. (Theology)</p> <p>5. Students will engage the complex relationship between faith, learning, and practice by refining skills in artistic and musical expression, exploring practical application of knowledge in Preceptorial classes, and demonstrating personal development in projects or internships. (Applied)</p>
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PROGRAM OBJECTIVES TO COURSES

Objective:	Freshman	Sophomore	Junior	Senior
1	Moral Philosophy 1 (MP131,132)	Moral Philosophy 2 (MP231,232)	Moral Philosophy 3 (MP331,332)	Moral Philosophy 4 (MP431,432)
2	Arithmetic (ARM111,112)	Geometry (GEO221,222)	Harmonia (HAR341,342)	Cosmology (COS421,422)
3	Comp. (COM111) Logic (LOG110)	Rhetoric (RHT221,222)	Creative Writing (CWR331,332)	Poetics (POE432)
4	Theology Seminar (TH101,102)	NT Greek I NT Greek II (TH201,202)	NT Greek III Ora et Labora (TH301,302)	Sacred Theology (TH401,402)
5	Music (MUS121,122)	Art (ART211,212)	Preceptorials (PRE-xxx)	Preceptorials (PRE-xxx)

MAPPING FROM COURSES TO PROGRAM AND INSTITUTIONAL OBJECTIVES

Courses	SLO	Program Objective	Institutional Objective
Moral Philosophy 1: Arts, Letters, Foundations	FA1	1, 3	1, 2, 3
	FA2	1, 2, 3	1, 2, 3
	FA3	1, 3	1, 2, 3
	SP1	1, 3	1, 2, 3
	SP2	1, 3	1, 2, 3
	SP3	1, 3, 4	1, 2, 3
Moral Philosophy 2: Antiquity	FA1	1, 3	1, 2, 3
	FA2	1, 3	1, 2, 3
	FA3	1, 3	1, 2, 3
	FA4	1, 3	1, 2, 3
	SP1	1, 3	1, 2, 3
	SP2	1, 3, 4, 5	1, 2, 3
	SP3	1, 3	1, 2, 3
	SP4	1, 3	1, 2, 3
Moral Philosophy 3: Medieval and Renaissance	FA1	1, 3	1, 2, 3
	FA2	1, 3, 5	1, 2, 3

	FA3 SP1 SP2 SP3	1, 3, 4, 5 1, 3, 5 1, 3, 5 1, 3	1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3
Moral Philosophy 4: Modernity	FA1 FA2 FA3 SP1 SP2 SP3 SP4	1, 3 1, 3 1, 3, 5 1, 3 1, 3, 5 1, 3, 5 1, 3, 5	1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3
Theology Seminar	FA1 FA2 FA3 FA4 FA5 SP1 SP2 SP3 SP4	3, 4 3, 4 3, 4 3, 4 3, 4 3, 4 3, 4 3, 4 3, 4	1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3
New Testament Greek I & II	FA1 FA2 FA3 FA4 SP1 SP2 SP3	3, 4 3, 4 3, 4 3, 4 3, 4 3, 4 3, 4	1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3
New Testament Greek III	FA1 FA2 FA3 FA4	3, 4 3, 4 3, 4 3, 4	1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3
Ora et Labora	SP1 SP2 SP3	3,4 3,4 3,4	1, 2, 3 1, 2, 3 1, 2, 3
Sacred Theology	FA1 FA2 FA3 FA4 SP1 SP2 SP3 SP4	3, 4 3, 4 3, 4 3, 4 3, 4 3, 4 3, 4 3, 4	1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3
Composition	FA1 FA2 FA3 FA4	3, 5 3, 5 3, 5 3, 5	1, 2, 3 1, 2, 3 1, 2, 3 1, 2, 3

Logic	SP1	3, 5	1, 2, 3
	SP2	3, 5	1, 2, 3
	SP3	3, 5	1, 2, 3
	SP4	3, 5	1, 2, 3
	SP5	3, 5	1, 2, 3
Rhetoric	FA1	3, 5	1, 2, 3
	FA2	3, 5	1, 2, 3
	FA3	3, 5	1, 2, 3
	FA4	3, 5	1, 2, 3
	SP1	3, 5	1, 2, 3
	SP2	3, 5	1, 2, 3
	SP3	3, 5	1, 2, 3
	SP4	3, 5	1, 2, 3
Creative Writing	FA1	3, 5	1, 2, 3
	FA2	3, 5	1, 2, 3
	FA3	3, 5	1, 2, 3
	FA4	3, 5	1, 2, 3
	FA5	3, 5	1, 2, 3
	SP1	3, 5	1, 2, 3
	SP2	3, 5	1, 2, 3
	SP3	3, 5	1, 2, 3
	SP4	3, 5	1, 2, 3
	Poetics	FA1	1, 2, 3, 4, 5
FA2		1, 2, 3, 4, 5	1, 2, 3
FA3		1, 2, 3, 4, 5	1, 2, 3
FA4		1, 2, 3, 4, 5	1, 2, 3
Arithmetic	FA1	1, 2	1, 2, 3
	FA2	1, 2, 4	1, 2, 3
	FA3	2, 3	1, 2, 3
	FA4	2, 3	1, 2, 3
	SP1	2, 3	1, 2, 3
	SP2	2, 3	1, 2, 3
	SP3	2, 3	1, 2, 3
Geometry	FA1	2, 3	1, 2, 3
	FA2	2, 3	1, 2, 3
	FA3	2, 3	1, 2, 3
	SP1	2, 3	1, 2, 3
	SP2	2, 3	1, 2, 3
	SP3	2, 3	1, 2, 3
	SP4	2, 3	1, 2, 3
Harmonia	FA1	2, 3, 5	1, 2, 3
	FA2	2, 3, 5	1, 2, 3
	FA3	2, 3, 5	1, 2, 3
	FA4	2, 3, 5	1, 2, 3
	SP1	2, 3, 5	1, 2, 3
	SP2	2, 3, 5	1, 2, 3
	SP3	2, 3, 5	1, 2, 3
	SP4	2, 3, 5	1, 2, 3
Cosmology	FA1	2, 3, 5	1, 2, 3
	FA2	2, 3, 5	1, 2, 3
	FA3	2, 3, 5	1, 2, 3

	FA4	2, 3, 5	1, 2, 3
	SP1	2, 3, 5	1, 2, 3
	SP2	2, 3, 5	1, 2, 3
	SP3	2, 3, 5	1, 2, 3
Music	FA1	3, 5	1, 2, 3
	FA2	3, 5	1, 2, 3
	FA3	3, 5	1, 2, 3
	FA4	3, 5	1, 2, 3
	SP1	3, 5	1, 2, 3
	SP2	3, 5	1, 2, 3
	SP3	3, 5	1, 2, 3
	SP4	3, 5	1, 2, 3
Art	FA1	3, 5	1, 2, 3
	FA2	3, 5	1, 2, 3
	FA3	3, 5	1, 2, 3
	FA4	3, 5	1, 2, 3
	SP1	3, 5	1, 2, 3
	SP2	3, 5	1, 2, 3
	SP3	3, 5	1, 2, 3
	SP4	3, 5	1, 2, 3
Preceptorials	All SLOs	5	1, 2, 3



Curriculum

PROGRAM OF STUDY

God is the uncreated eternal Truth. All other truth is true because of him and is united in him. Jesus Christ is the Logos, the one Word of God through whose light knowledge is possible (John 1:3-4). Because this Word is a united whole, the curriculum of New College Franklin strives to reflect this unity. Every fact, idea, symbol, or sign exists in relationship to this universal Truth. Therefore, every part of the curriculum is interrelated and should help the student seek out, know, and experience God. While there are distinct aspects of the curriculum as various as Greek grammar, art, music, and Euclidean propositions, every part serves to facilitate a realization of universal Truth.

In light of his Word which is One and True, the exemplar of all reality and knowledge, New College Franklin offers one degree. With the exception of Preceptorials, all students take the same courses. Our goal is to serve our students in the realization of their diverse vocations and callings, while ultimately, they pursue the universal Christian calling to personal union with God. The curriculum is chiefly ordered to wisdom and to discipleship for all of life. Hence, all the following disciplines are core curricula which we believe prepares each student to seek his individual calling. Once the strong foundation of a liberal arts education is laid, students are prepared to pursue their callings in light of the questions and ideals common to all men. Additionally, we encourage students to shape projects, papers, and the *Senior Capstone* course to coincide with their vocational callings and interests.

Typical Curriculum Schedule

<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>	<i>Fourth Year</i>
Moral Philosophy I: Arts, Letters, & Foundations	Moral Philosophy II: Antiquity	Moral Philosophy III: Medieval and Renaissance World	Moral Philosophy IV: Modernity
Theology Seminar	New Testament Greek I & II	New Testament Greek III & Ora et Labora	Sacred Theology
Logic & Composition	Rhetoric	Creative Writing	Poetics
Arithmetic	Geometry	<i>Harmonia</i>	Cosmology
Music	Art	Preceptorials	Preceptorials
		Introduction to Senior Capstone	Senior Capstone

Model Four-Year Plan for the Bachelor of Arts Degree (Semester Schedule)

Freshman Year

Courses	Semester	
	Fall	Spring
Moral Philosophy 1: Arts, Letters, & Foundations	4	4
Theology Seminar	3	3
Composition	3	NA
Logic	NA	3
Arithmetic	3	3
Music	3	3
SEMESTER TOTAL:	16	16
YEAR TOTAL:	32	

Sophomore Year

Courses	Semester	
	Fall	Spring
Moral Philosophy 2: Antiquity	4	4
New Testament Greek I & II	3	3
Rhetoric	3	3
Geometry	3	3
Art	3	3
SEMESTER TOTAL:	16	16
YEAR TOTAL:	32	

Junior Year

Courses	Semester	
	Fall	Spring
Moral Philosophy 3: Medieval and Renaissance World	4	4
New Testament Greek III	3	NA
Ora et Labora	NA	3
Creating Writing	3	3
Harmonia	3	3
Preceptorials	3	3
Introduction to Senior Capstone		1
SEMESTER TOTAL:	16	16
YEAR TOTAL:	32	

Senior Year

Courses	Semester	
	Fall	Spring
Moral Philosophy 4: Modernity	4	4
Sacred Theology	3	3
Cosmology	3	3
Poetics	2	NA
Preceptorials	2	2
Senior Capstone	1	1
TERM TOTAL:	14	14
SEMESTER TOTAL:	28	

Translation Matrix to Standard Educational Categories:

Standard Categories	New College Franklin Courses	Credits :
Humanities/Fine Arts:	Moral Philosophy 1: Arts, Letters, & Foundations (8) Moral Philosophy 2: Antiquity (8) Moral Philosophy 3: Medieval and Renaissance World (8) Moral Philosophy 4: Modernity (8) Music (6) Art (6)	44
Philosophy/Behavioral/Social- Sciences:	Logic (3) Components of the following courses: Moral Philosophy 1: Antithesis (8) Moral Philosophy 2: Antiquity (8) Moral Philosophy 3: Medieval and Renaissance World (8) Moral Philosophy 4: Modernity (8)	3+
Natural Sciences/Math:	Arithmetic (6) Geometry (6) Harmonia (6) Cosmology (6)	24
Communications:	Composition (3) Rhetoric (6) Creative Writing (6) Poetics (2)	17
Biblical Studies:	Theology Seminar (6) Sacred Theology (6) New Testament Greek (9) Ora et Labora (3)	24



Master Course Outlines

MORAL PHILOSOPHY

Moral philosophy is a comprehensive four-year course of study in the humanities. Humanities, here, denotes a uniquely robust exploration of the unity of truth and of God's decrees as manifested by both sacred and secular sources. This course of study surveys the historic progression of ideas in literature, in diverse sciences (such as anthropology, philosophy, politics, theology, etc.), as well as man's poetic expressions throughout the epochs. This study is framed within the context of revealed truth and the practices of the Christian faith. Moral Philosophy is at the heart of the curriculum because it embodies a key aspect of New College Franklin's philosophy that knowledge is cumulative and poetic. God's world involves many parts that are best seen in light of their connections, relationships, and harmonies. All things are studied for the sake of knowing God, and all things gain meaning and purpose within God's sovereign plan.

Moral Philosophy 1: Arts, Letters, & Foundations

TITLE:	Moral Philosophy: Arts, Letters, & Foundations	TOTAL CREDITS:	8
DESCRIPTION:	The first half of this year long course serves as an introduction to the nature of classical education, to a cosmological view of learning, and to the fundamental themes and questions of a classical liberal arts education. In the second half of the year, students explore the nature of literature (poetics proper), the nature of the human city, and consider diverse approaches to understanding God and man in the Ancient period.		
PREREQUISITES:	None		
EXPECTED YEAR:	Freshman		
SLOs:	<p>Fall Semester</p> <ol style="list-style-type: none"> 1. Compare the historic liberal arts to a contemporary conception of education. 2. Analyze some aspect of the Christian intellectual life (e.g. teaching, signs, distinctives, goals, community). 3. Analyze a major course theme (e.g. use and enjoyment, the division of the sciences, cosmology and the person, cosmology and education, virtue, contemplation, learning and society). <p>Spring Semester</p> <ol style="list-style-type: none"> 1. Apply an aspect of Aristotle's 'poetic' theory to a text; 2. Discuss in depth a feature or principle of the polis (the human city); 3. Analyze some question related to faith by means of reason, while respecting the relationship between faith and reason; 4. Analyze an issue related to faith or philosophy by relying on one or more of the transcendental properties (Being, Unity, Goodness, Truth, Beauty). 		
COURSES (TERMS – RETIRED):	MP111 Michaelmas Term 2 Credits (30 contact hours) MP112 Yuletide Term 2 Credits (30 contact hours) MP113 Lententide 2 Credits (30 contact hours) MP114 Pascha 2 Credits (30 contact hours)		
COURSES (SEMESTER):	MP131 Fall Semester 4 Credits (60 contact hours) MP132 Spring Semester 4 Credits (60 contact hours)		
COMPARABLE TRADITIONAL COURSES:	Humanities		

Moral Philosophy 2: Antiquity

TITLE:	Moral Philosophy: Antiquity	TOTAL CREDITS:	8
DESCRIPTION:	The second year of Moral Philosophy focuses on Antiquity—primarily Greek and Roman sources. Students examine history, literature, ethics and philosophy in the ancient world, spanning from the creation to St. Augustine in the 5 th century. Particular emphasis is placed on themes of homecoming, the nature of the polis, the science of ethics, and the foundations of classical physics and metaphysics, Major authors include Homer, Augustine, Plato, and Aristotle.		
PREREQUISITES:	None Recommended: Moral Philosophy Antithesis & Worldview		
EXPECTED YEAR:	Sophomore		
SLOs:	<p>Fall Semester</p> <ol style="list-style-type: none"> 1. Describe various texts in their historical, cultural, and theological contexts. 2. Connect the flow of thoughts and ideas of authors and cultures throughout the centuries. 3. Analyze and compare the bases of the various authors’ anthropologies as presented. 4. Apply anthropological and psychological insights of various authors to contemporary or personal issues. <p>Spring Semester</p> <ol style="list-style-type: none"> 1. Analyze elements of Eudaimonian (virtue) ethics 2. Formulate relevant biblical principles of ethics 3. Recall relevant aspects of Aristotle’s <i>Physics</i> and <i>Metaphysics</i> 4. Analyze elements of Aristotle’s <i>Physics</i> and <i>Metaphysics</i> 		
COURSES (TERMS – RETIRED):	MP221 Michaelmas Term 2 Credits (30 contact hours) MP222 Yuletide Term 2 Credits (30 contact hours) MP223 Lententide 2 Credits (30 contact hours) MP224 Pascha 2 Credits (30 contact hours)		
COURSES (SEMESTER):	MP231 Fall Semester 4 Credits (60 contact hours) MP232 Spring Semester 4 Credits (60 contact hours)		
COMPARABLE TRADITIONAL COURSES:	Humanities		

Moral Philosophy 3: Medieval and Renaissance World

TITLE:	Moral Philosophy: <i>Medieval and Renaissance World</i>	TOTAL CREDITS:	8
DESCRIPTION:	The third year of Moral Philosophy covers the Medieval and Renaissance World, turning to the rich period in which Christian culture, theology, and poetry uniquely flourished. Students trace the transition from the pagan world to the establishment and growth of Christendom in the medieval world, touching also upon the Renaissance, the Reformation, and the emergence of Enlightenment thought. They explore the relationship between Athens and Jerusalem, between medieval philosophy and theology and that of their own traditions. They also immerse themselves in the great poetic works of such authors as Chaucer, Dante, Shakespeare, Donne.		
PREREQUISITES:	None Recommended: Moral Philosophy Antiquity		
EXPECTED YEAR:	Junior		
SLOs:	<p>Fall Semester</p> <ol style="list-style-type: none"> 1. Analyze a philosophic/theological problem covered in the course. 2. Analyze an image, analogy, argument, or difficulty from a text covered in the course. 3. Explore a social, political, or cultural problem covered in the course. <p>Spring Semester</p> <ol style="list-style-type: none"> 1. Analyze a work of literature from Medieval/Renaissance writer to show understanding of how literary form shapes content. 2. Compare selected writers from Medieval/Renaissance period to demonstrate awareness of similarities and differences in their understanding of the moral value of literature. 3. Connect Medieval and Renaissance literature to the larger Western tradition. 4. Apply the insights of Medieval/Renaissance writers to contemporary religious issues. 		
COURSES (TERMS – RETIRED):	MP311 Michaelmas Term 2 Credits (30 contact hours) MP312 Yuletide Term 2 Credits (30 contact hours) MP313 Lententide 2 Credits (30 contact hours) MP314 Pascha 2 Credits (30 contact hours)		
COURSES (SEMESTER):	MP331 Fall Semester 4 Credits (60 contact hours) MP332 Spring Semester 4 Credits (60 contact hours)		
COMPARABLE TRADITIONAL COURSES:	Humanities		

Moral Philosophy 4: Modernity

TITLE:	Moral Philosophy: Modernity	TOTAL CREDITS:	8
DESCRIPTION:	The fourth year of Moral Philosophy explores the Renaissance, the revolutionary world of the Enlightenment, and the modern world, examining the development of the modern mind and culture. Students synthesize much of their learning from previous years in order to analyze, critique, and locate themselves in the problems and complexities of modernity. Cartesian uncertainty and dualism, skepticism, existentialism, and scientism are contextualized by revealed truth, Divine Goodness, and the realities of the human person. The particular virtues of faith, hope, and love are the framework through which students will be directed to read the modern and contemporary landscape.		
PREREQUISITES:	None Recommended: Moral Philosophy Medieval and Renaissance World		
EXPECTED YEAR:	Senior		
SLOs:	<p>First Semester</p> <ol style="list-style-type: none"> 1. Assess major themes from the Enlightenment 2. Assess major post-Enlightenment philosophies 3. Assess a major Enlightenment or post-Enlightenment text. <p>Second Semester</p> <ol style="list-style-type: none"> 1. Place a modern work of literature in its historical/cultural context. 2. Analyze a work of modern poetry to show how techniques of modernism may be conducive to Christian faith. 3. Outline the possibilities of a Christian aesthetic for current postmodern context. 4. Articulate in presentation or writing a possible Christian response to modern doubt as expressed in literature. 		
COURSES (TERMS – RETIRED):	MP411 Michaelmas Term 2 Credits (30 contact hours) MP412 Yuletide Term 2 Credits (30 contact hours) MP413 Lententide 2 Credits (30 contact hours) MP414 Pascha 2 Credits (30 contact hours)		
COURSES (SEMESTER):	MP431 Fall Semester 4 Credits (60 contact hours) MP432 Spring Semester 4 Credits (60 contact hours)		
COMPARABLE TRADITIONAL COURSES:	Humanities		

THEOLOGICAL STUDIES

Theological studies seeks to shepherd students as disciples of Christ. Through this instruction, they are encouraged and equipped to practically apply the Word of God in all areas of life with theological integrity, using Scripture as the ultimate authority. Whereas students explore religious anthropology in Moral Philosophy, in theology, they study Christian theology proper. Theology Seminar and Sacred Theology seek to provide a comprehensive understanding of divine revelation. Biblical languages are included in Theological Studies. An important part of the study of God is access to His word. A grasp of Scripture’s original languages aids in discerning with wisdom its appropriate application and import. Learning such languages also cultivates thought patterns, highlights linguistic nuances, and brings students to a deeper understanding of language, personhood and truth in general. This is especially important since the person of Christ is the Word, and we are people of the Word. Language is at the center of our thoughts, speech, writing, community and worship.

Theology Seminar

TITLE:	Theology Seminar	TOTAL CREDITS:	6
DESCRIPTION:	This 1-year course is an integrated study of Biblical and Systematic Theology from a Redemptive-Historical perspective. As such, it operates on two levels: a close reading of Scripture with an eye toward exploring how God’s covenantal redemption unfolds throughout time (as reflected in the Old and New Testaments); a broad exploration of certain theological categories by which we can better understand the teachings of Scripture: Doctrine of God, Christology, Pneumatology, Soteriology, Ecclesiology, Anthropology, and Eschatology. This is intended as an introductory course.		
PREREQUISITES:	None		
EXPECTED YEAR:	Freshman		
SLOs:	<p>Fall Semester</p> <ol style="list-style-type: none"> 1. Articulate the main types, images, and paradigms of the Old Testament 2. Articulate God’s covenants with Israel 3. Articulate the doctrine of Scripture 4. Analyze and interpret a passage of the Old Testament within a covenant framework 5. Articulate the Decrees of God in Creation & Providence <p>Spring Semester</p> <ol style="list-style-type: none"> 1. Explain a theological understanding of Soteriology (Salvation) 2. Explain how Jesus is the fulfillment of the Old Testament 3. Describe a theological understanding of Sacraments & Ecclesiology (Church) 4. Explain a theological understanding of Eschatology (Last Things) 5. Articulate and explain the meaning of the Apostle’s Creed 		
COURSES (TERMS – RETIRED):	THE101 Michaelmas Term 1.5 Credits (24 contact hours) THE102 Yuletide Term 1.5 Credits (24 contact hours) THE103 Lententide 1.5 Credits (24 contact hours) THE104 Pascha 1.5 Credits (24 contact hours)		
COURSES (SEMESTER):	THE101 Fall Semester 3 Credits (45 contact hours) THE102 Spring Semester 3 Credits (45 contact hours)		
COMPARABLE TRADITIONAL COURSES:	Systematic Theology I; Biblical Theology I Systematic Theology II; Biblical Theology II		

New Testament Greek (Greek 1, 2, 3)

TITLE:	New Testament Greek	TOTAL CREDITS:	9
DESCRIPTION:	New Testament Greek is a three-semester inductive and deductive introduction to the phonology, morphology and syntax of Biblical Greek in which students will gain a foundation of Koine Greek that will lead to competent reading knowledge of the New Testament. This course will include grammatical, syntactical, and textual approaches to reading and interpreting the New Testament. Students will also learn to use a variety of textual resources with a knowledge of their correct application.		
PREREQUISITES:	None Recommended: Theology Seminar		
EXPECTED YEAR:	Sophomore & Junior		
SLOs:	<p>NT Greek I - Fall</p> <ol style="list-style-type: none"> 1) Demonstrate proficiency in reading New Testament Greek (pronunciation) 2) Demonstrate proficiency in writing New Testament Greek (letter formation) 3) Demonstrate proficiency in recognizing and analyzing the forms and syntax of the Greek noun system (nouns, pronouns, adjectives, prepositions). 4) Demonstrate knowledge of the 169 most commonly used Greek words in the New Testament. <p>NT Greek II - Spring</p> <ol style="list-style-type: none"> 1) Demonstrate proficiency in identifying and parsing all indicative verb forms in the Greek New Testament. 2) Demonstrate intermediate proficiency in analyzing indicative verbs. 3) Demonstrate knowledge of the 269 most commonly used Greek words in the New Testament. <p>NT Greek III – Fall</p> <ol style="list-style-type: none"> 1. Demonstrate proficiency in identifying and parsing all oblique moods, participial, and infinitive forms in the Greek New Testament. 2. Demonstrate intermediate proficiency in analyzing oblique moods, participles, and infinitives. 3. Demonstrate knowledge of the 320 most commonly used Greek words in the New Testament. 4. Demonstrate familiarity with and the ability to engage in exegetical work in the Greek New Testament. 		
COURSES (TERMS – RETIRED):	GK101 Michaelmas Term 1.5 Credits (24 contact hours) GK102 Yuletide Term 1.5 Credits (24 contact hours) GK103 Lententide 1.5 Credits (24 contact hours) GK104 Pascha 1.5 Credits (24 contact hours)		
COURSES (SEMESTER):	NT201 Fall Semester 3 Credits (45 contact hours) NT202 Spring Semester 3 Credits (45 contact hours) NT301 Fall Semester 3 Credits (45 contact hours)		
COMPARABLE TRADITIONAL COURSES:	Greek I Greek II Greek III		

Ora et Labora

TITLE:	Ora et Labora	TOTAL CREDITS:	3
DESCRIPTION:	Students will spend a semester studying the history and practice of various spiritual disciplines that have been present in the life of the Church. They will engage in and assess practices of faith, prayer, obedience, study, and worship with direct application for life patterns. Major categories from which they will draw include lectio divina, prayer, reading, reflection, meditation, journaling, practicing the presence of God, offering up suffering, worship, thanksgiving, repentance, work, and service. This class will provide students with a pathway of disciplines from which they can draw organically during their whole life.		
PREREQUISITES:	None; Recommended: New Testament Greek; Theology Seminar		
EXPECTED YEAR:	Junior		
SLOs:	<p>Ora et Labora - Spring</p> <ol style="list-style-type: none"> 1. Study historic practices from various periods of Church history 2. Engage in various practices and evaluate them 3. Evaluate spiritual life and practices as habituated practices 		
COURSES (TERMS – RETIRED):	<p>THE402 Michaelmas Term 1.5 Credits (24 contact hours)</p> <p>THE403 Yuletide Term 1.5 Credits (24 contact hours)</p> <p>THE404 Lententide 1.5 Credits (24 contact hours)</p> <p>THE404 Pascha 1.5 Credits (24 contact hours)</p>		
COURSES (SEMESTER):	THE302 Spring Semester 3 Credits (45 contact hours)		
COMPARABLE TRADITIONAL COURSES:	Historical Theology; Theological Readings		

Sacred Theology

TITLE:	Sacred Theology	TOTAL CREDITS:	6
DESCRIPTION:	<p>What does a prayerful, faithful life before God look like? How does an individual study and apply the Word of God? Sacred Theology is a robust engagement with Scripture and learning to read in the Christian tradition. This discussion-based course integrates the entire theology curriculum. Students will practice living before the Word of God corporately, alongside their instructors and peers, bringing the whole self before God, incorporating many of the tools which the faithful have received throughout history. This senior course will incorporate what students have learned in Theology Seminar , New Testament Greek, and Ora et Labora. Further, students will be challenged and instructed to engage in modes of reading and interpretation which may include lectio divina, translation, the use of commentaries, historical readings, and secondary sources, as well as liturgical worship, sacrament, regular prayer and reading. Students will consider how such tools have helped the church understand God’s word and apply it in historical and personal circumstances. This course should be an encounter with the whole person with the whole Christ, interpreting so as to be interpreted by God, conformed to his Image and built up into the living body of the church. Therefore, instructors will attempt to facilitate conversation and shared responsibility with students to realize the goals of the course and the content of the classroom.</p>		
PREREQUISITES:	None; Recommended: New Testament Greek; Theology Seminar; Ora et Labora		
EXPECTED YEAR:	Senior		
SLOs:	<p>Sacred Theology - Fall</p> <ol style="list-style-type: none"> 1. Analyze Critically Classic Theological Texts from a variety of eras and places in church history 2. Engage the New Testament in Greek 3. Recite key Scripture and Confessions on important doctrines 4. Formulate and Defend important doctrines from Scripture with the aid of church history <p>Sacred Theology - Spring</p> <ol style="list-style-type: none"> 1. Engage in an integrative reading of a church father or major church text 2. Develop skills in reading Scripture which incorporate secondary sources and various modes of reading and interpretation 3. Apply one’s reading to a personal, communal, or cultural issue in a manner which is faithful, confessional, compelling, and challenging. 		
COURSES (TERMS – RETIRED):	<p>THE402 Michaelmas Term 1.5 Credits (24 contact hours) THE403 Yuletide Term 1.5 Credits (24 contact hours) THE404 Lententide 1.5 Credits (24 contact hours) THE404 Pascha 1.5 Credits (24 contact hours)</p>		
COURSES (SEMESTER):	<p>THE401 Fall Semester 3 Credits (45 contact hours) THE402 Spring Semester 3 Credits (45 contact hours)</p>		
COMPARABLE TRADITIONAL COURSES:	Hermeneutics; Historical Theology; Theological Readings		

TRIVIUM STUDIES

The *Trivium*, the three little ways, refers to the first three disciplines of the seven classical liberal arts. Comprised of Grammar, Logic, and Rhetoric, these disciplines are in some sense more fundamental than the Quadrivium, insofar as these arts of language are manifested in all rational disciplines. The Trivium attends to the principles and practices of reasoning, communication, and charitable persuasion. Students study these fundamental arts of language and logic at a collegiate level, developing dialectical skill, grammatical facility, and the practice of giving truth its proper adornment—beauty of clarity and order. This entails attention to both the technical demands of the Trivium and its philosophic underpinnings

Students study these three arts in preparation for the intellectual demands of the Quadrivium, but these arts are worthy in their own right. They train students in the habits of reasoning, writing, and communication which are ordered to truth, community, and charity. Traditionally, the Trivium along with the Quadrivium is a preparation for Philosophy and Theology.

Composition

TITLE:	Composition	TOTAL CREDITS:	3
DESCRIPTION:	This semester-long freshman course is one of the cornerstones of our program, introducing many of the skills required to thrive at the college and beyond, from reading, to discussion, to interpretation, analysis, and written communication. Composition uses only primary texts as source material for in-class conversations and written assignments. The goals of the course are to instruct students in every facet of the writing process: reading texts, understanding and interpreting texts, creating ideas that are analytical, interpretive, critical, and synthetic, organizing ideas, creating compelling research questions, forming thoughtful thesis statements, and mastering structure, textual support, style, mechanics, and grammar. Students will develop skill in the writing of essays, expository paragraphs, in crafting sentences, in the use and sense of diction, description and narration. They will also review the rules of punctuation and standardized formatting in Turabian style.		
PREREQUISITES:	None		
EXPECTED YEAR:	Freshman (Fall Semester)		
SLOs:	<ol style="list-style-type: none"> 1. Develop a persuasive essay that begins with a clearly stated unifying point (thesis) either in sentence form or implied; 2. Create a clearly and effectively organized persuasive essay; 3. Incorporate relevant secondary sources correctly; 4. Produce a correctly formatted bibliography according to Turabian style guide; 5. Integrate Christian perspective into persuasive/argumentative paper. 		
COURSES (TERMS – RETIRED):	COM101 Michaelmas Term 1.5 Credits (24 contact hours) COM102 Yuletide Term 1.5 Credits (24 contact hours)		
COURSES (SEMESTER):	COM111 Fall Semester 3 Credits (45 contact hours)		
COMPARABLE TRADITIONAL COURSES:	English Composition I		

Logic

TITLE:	Logic	TOTAL CREDITS:	3
DESCRIPTION:	This course covers the fundamentals of logic with particular focus on the three acts of the mind (understanding, judgement, and reasoning) and explores the purpose and foundations of logic, terms and definition, logical fallacies, propositions and contradictions, arguments, and syllogisms.		
PREREQUISITES:	None		
EXPECTED YEAR:	Freshman (Spring Semester)		
SLOs:	<ol style="list-style-type: none"> 1. Identify and explain the three acts of the mind; 2. Describe the relevance and importance of terms and definitions; 3. Identify and explain various logical fallacies; 4. Distinguish between validity and truth; 5. Identify and develop syllogisms and check each for validity; 		
COURSES (TERMS – RETIRED):	LOG101 Lententide 1.5 Credits (24 contact hours) LOG102 Pascha 1.5 Credits (24 contact hours)		
COURSES (SEMESTER):	LOG110 Spring Semester 3 Credits (45 contact hours)		
COMPARABLE TRADITIONAL COURSES:	Introduction to Philosophy		

Rhetoric

TITLE:	Rhetoric	TOTAL CREDITS:	6
DESCRIPTION:	In this year-long course, students develop an appreciation for wisdom in its proper mode of presentation—beauty and clarity. Surveying both the classical and sacred categories of rhetoric, this course introduces students to the art of persuasion in speech and composition. Students learn and apply the disciplines of reading, writing, and oratory that serve as a foundation for effective communication, learning, and service.		
PREREQUISITES:	None		
EXPECTED YEAR:	Sophomore		
SLOs:	<p>Fall Semester</p> <ol style="list-style-type: none"> 1. Describe various principles for rhetoric; 2. Create persuasive works using classical topics; 3. Identify and employ appropriate styles to compose judicial, deliberative, or ceremonial speeches; 4. Employ elements of classical style to create a persuasive written or spoken work. <p>Spring Semester</p> <ol style="list-style-type: none"> 1. Identify and describe different types of practical rhetoric; 2. Articulate distinctions between sacred and secular rhetoric; 3. Synthesize knowledge of classical and sacred rhetoric to craft effective sacred rhetoric; 4. Synthesize various styles to craft an original work of sacred rhetoric. 		
COURSES (TERMS – RETIRED):	RHT201 Michaelmas Term 1.5 Credits (24 contact hours) RHT202 Yuletide Term 1.5 Credits (24 contact hours) RHT203 Lententide 1.5 Credits (24 contact hours) RHT204 Pascha 1.5 Credits (24 contact hours)		
COURSES (SEMESTER):	RHT221 Fall Semester 3 Credits (45 contact hours) RHT222 Spring Semester 3 Credits (45 contact hours)		
COMPARABLE TRADITIONAL COURSES:	Speech Communications Persuasive Writing		

Creative Writing

TITLE:	Creative Writing	TOTAL CREDITS:	6
DESCRIPTION:	This year-long course examines the major genres of creative writing, including creative non-fiction, fiction, and poetry, as well as the tools of the creative writer: point of view, characterization, setting, tone, style, imagery, structure, and thematization. Students practice developing their own skill in these elements. In addition, students will learn to analyze and compose prose and verse.		
PREREQUISITES:	None		
EXPECTED YEAR:	Junior		
SLOs:	<p>Fall Semester:</p> <ol style="list-style-type: none"> 1. Construct meaningful and effective sentences through a process of drafting, rewriting, and editing; 2. Develop skills of idea-generation for richer writing; 3. Identify and articulate differences between academic writing and creative non-fiction; 4. Develop skills in organizing essays in different ways; 5. Articulate the purpose and importance of point-of-view in writing and compose stories from multiple points-of-view. <p>Spring Semester</p> <ol style="list-style-type: none"> 1. Construct meaningful and effective sentences through a process of drafting, rewriting, and editing; 2. Develop skills of idea-generation for richer writing; 3. Describe poetic meter and compose poems in various meters; 4. Integrate music and lyric in songwriting. 		
COURSES (TERMS – RETIRED):	CW301 Michaelmas Term 1.5 Credits (24 contact hours) CW302 Yuletide Term 1.5 Credits (24 contact hours) CW303 Lententide 1.5 Credits (24 contact hours) CW304 Pascha 1.5 Credits (24 contact hours)		
COURSES (SEMESTER):	CW331 Fall Semester 3 Credits (45 contact hours) CW332 Spring Semester 3 Credits (45 contact hours)		
COMPARABLE TRADITIONAL COURSES:	Creative Writing Literature		

Poetics

TITLE:	Poetics	TOTAL CREDITS:	2
DESCRIPTION:	<p>In its essence, Poetics is applied knowledge and understanding, or wisdom. Wisdom crosses disciplines and makes connections between seemingly disparate subjects, such as rhetoric, mathematics, astronomy, music, architecture, theology, and philosophy. Poetics seeks to encourage poetic Biblical thinking that considers the beauty of presentation as part of the content. Poetic knowledge is not pragmatic, isolated, or manipulative, but rather beautiful in its application, true in its comprehensive nature, and good in its ethical character and purpose. Biblical wisdom and poetic knowledge imply a sensual, physical understanding that goes beyond mere mental assent.</p>		
PREREQUISITES:	None		
EXPECTED YEAR:	Senior		
SLOs:	<ol style="list-style-type: none"> 1. Articulate the value of classical education; 2. Describe the connection between moral philosophy, the Trivium, the Quadrivium, theology, and applied studies; 3. Relate truths of literature, philosophy, and theology to one another; 4. Relate truths of literature, philosophy, and theology to various aspects of personal life. 		
COURSES (TERMS – RETIRED):	POE401 Michaelmas Term 1 Credits (15 contact hours) POE402 Yuletide Term 1 Credits (15 contact hours)		
COURSES (SEMESTER):	POE432 Fall Semester 2 Credits (30 contact hours)		
COMPARABLE TRADITIONAL COURSES:	Literature		

QUADRIVIVIUM STUDIES

The Quadrivium, the last four of the seven classical liberal arts, is ordered toward a life of Christian philosophy, theology, and worship. It preserves the original natural friendship between science and wonder. The Quadrivium leads students through the hierarchical progression of arithmetic, geometry, harmonia, and cosmology. The principle of number serves as a stepping stone to the contemplation of the unity of the entire Cosmos. Students reflect upon natural and divine unity by contemplating the Cosmos as God's *symbolon*. Students study number (arithmetic), number in space (geometry), number in time (harmonia), and finally, number in motion, time and space (cosmology). Mathematics functions as an ideal foundation for these studies insofar as it makes possible the contemplation of a complex whole by means of a limited number of principles. The incarnational study of mathematics is for the sake of knowing God through His works, all which display his beauty, order, and design. Further, mathematics reveals much of the order and design inherent in nature as well as its symbolic character. Finally, the Quadrivium also directs us to explore other principles and models by which to know and delight in the creation and the Creator. This course of study facilitates a poetic stretching of the mind, while training students in precision of thought and humility. These studies ever remind us of our own limits--that the perfectly Intelligible God who created all things by his Word, who calls us to know him, remains beyond our capacity of perfect comprehension.

Arithmetic

TITLE:	Arithmetic	TOTAL CREDITS:	6
DESCRIPTION:	Arithmetic, the study of number, serves as an introduction to the quadrivium. Students explore the problem of the one and many and how that problem is expressed in all scientific-philosophic inquiry. Students engage foundational questions of philosophy, reflect on the psychological principles of learning, and the ontological implications of science--that being is intelligible. In this manner, arithmetic functions as an analogical prelude to all their studies.		
PREREQUISITES:	None		
EXPECTED YEAR:	Freshman		
SLOs:	<p>Fall Semester</p> <ol style="list-style-type: none"> 1. Describe the distinctive properties and elements of counting numbers, the discrete, the continuous, and the irrational; 2. Explore how prime numbers express themselves as genetic/familial sources (principles) which generate numbers and thus a science of number through a knowledge of classes or kinds; 3. Demonstrate relevant historic proofs and operations covered in the historic scope of this course; 4. Articulate how Arithmetic concerns the one and many and how this is analogically a feature of every science. <p>Spring Semester</p> <ol style="list-style-type: none"> 1. Articulate the relation between the problem of the one and the many, arithmetic, and our psychological-scientific-theological aspirations; 2. Explore an epistemic, psychological, philosophic, or scientific problem featured in a major text in the course; 3. Analyze section of text and explore a method(s) used to develop a line of argumentation such as analogy, division, reductio ad absurdum, cause and effect, 		

	coordination of contraries, the opinion of the many/few, analysis (hypothesis), tradition, etc.
COURSES (TERMS – RETIRED):	ARM101 Michaelmas Term 1.5 Credits (24 contact hours) ARM102 Yuletide Term 1.5 Credits (24 contact hours) ARM103 Lententide 1.5 Credits (24 contact hours) ARM104 Pascha 1.5 Credits (24 contact hours)
COURSES:	ARM111 Fall Semester 3 Credits (45 contact hours) ARM112 Spring Semester 3 Credits (45 contact hours)
COMPARABLE TRADITIONAL COURSES:	General Math Theory of Mathematics History of Mathematics

Geometry

TITLE:	Geometry	TOTAL CREDITS:	6
DESCRIPTION:	This year-long course trains students in the tradition of Euclidean plane Geometry. Euclid's <i>Elements</i> serves as a framework for logical, imaginative, systematic mathematical thinking. Students develop familiarity with the demands and structures of demonstrative science. The <i>Elements</i> take students on a journey from basic plane geometry, the nature of circles, inscribed figures, magnitude, proportion, and finally three dimensional or solid figure geometry. The course culminates in a study of the Platonic Solids in which the theory of beauty, proportion, and reason serve as an occasion to think about the patterns of creation and the embodiment of abstract ideas.		
PREREQUISITES:	None		
EXPECTED YEAR:	Sophomore		
SLOs:	<p>First Semester</p> <ol style="list-style-type: none"> 1. Identify aspects of an axiomatic system and mathematical demonstration; 2. Apply principles of classical plane geometry; 3. Create outline of Euclid's <i>Elements</i> identifying methods proof and their interdependencies; <p>Second Semester</p> <ol style="list-style-type: none"> 1. Analyze elements of solid geometry; 2. Analyze elements of proportion; 3. Create Models of Platonic Solids; 4. Demonstrate facility in Geometry with straight edge and compass. 		
COURSES (TERMS – RETIRED):	GEO201 Michaelmas Term 1.5 Credits (24 contact hours) GEO202 Yuletide Term 1.5 Credits (24 contact hours) GEO203 Lententide 1.5 Credits (24 contact hours) GEO204 Pascha 1.5 Credits (24 contact hours)		
COURSES (SEMESTER):	GEO221 Fall Semester 3 Credits (45 contact hours) GEO222 Spring Semester 3 Credits (45 contact hours)		
COMPARABLE TRADITIONAL COURSES:	Geometry		

Harmonia

TITLE:	Harmonia	TOTAL CREDITS:	6
DESCRIPTION:	Harmonia is the study of the Quadrivium art of music encompassing the spiritual, ethical, and cosmic elements of harmony as studied through the principles of music.		
PREREQUISITES:	None		
EXPECTED YEAR:	Junior		
SLOs:	<p>Fall Semester</p> <ol style="list-style-type: none"> 1. Discuss the nature and properties of sound 2. Identify the different ways that sound is produced in pipes and strings 3. Compose simple melodies in counterpoint; 4. Discuss harmonics and the origins of scale systems. <p>Spring Semester</p> <ol style="list-style-type: none"> 1. Write and compose rudimentary 3 & 4-voice counterpoint 2. Identify and discuss foundational and historic philosophies and theology of Harmony 3. Identify and seek to apply principles of Harmony in music and life 4. Actively listen to music with greater understanding 		
COURSES (TERMS – RETIRED):	HAR301 Michaelmas Term 1.5 Credits (24 contact hours) HAR302 Yuletide Term 1.5 Credits (24 contact hours) HAR303 Lententide 1.5 Credits (24 contact hours) HAR304 Pascha 1.5 Credits (24 contact hours)		
COURSES (SEMESTER):	HAR341 Fall Semester 3 Credits (45 contact hours) HAR342 Spring Semester 3 Credits (45 contact hours)		
COMPARABLE TRADITIONAL COURSES:	History of Music Music Theory		

Cosmology

TITLE:	Cosmology	TOTAL CREDITS:	6
DESCRIPTION:	<p>In Cosmology, a year long course of the <i>Quadrivium</i>, students seek an understanding and application of logic, precision, beauty and experiment in the science of astronomy. Historical readings such as Aristotle, Ptolemy, Copernicus, Kepler, Galileo and Newton provide logical demonstrations of scientific systems revealing how great thinkers envision the universe within an acceptable logical structure. Cosmology allows students to consider the challenges of what it might mean to give a unified account of the entire creation—to not only intuit or believe, but scientifically understand the unity of the <i>uni-verse</i>.</p>		
PREREQUISITES:	None		
EXPECTED YEAR:	Senior		
SLOs:	<p>Fall Semester</p> <ol style="list-style-type: none"> 1. Perform and evaluate astronomical observations; 2. Identify relevant elements of the celestial sphere and associated terminology; 3. Analyze relevant historic milestones in the history of astronomy, with particular attention to ancient Greek astronomy; 4. Assess relevant elements of classical cosmology. <p>Spring Semester</p> <ol style="list-style-type: none"> 1. Recall relevant historic milestones of the Copernican Revolution; 2. Compare and contrast the principles and cosmology of ancient science with modern; 3. Recall and apply relevant aspects of modern light theory or quantum theory. 		
COURSES (TERMS – RETIRED):	COS401 Michaelmas Term 1.5 Credits (24 contact hours) COS402 Yuletide Term 1.5 Credits (24 contact hours) COS403 Lententide 1.5 Credits (24 contact hours) COS404 Pascha 1.5 Credits (24 contact hours)		
COURSES (SEMESTER):	COS421 Fall Semester 3 Credits (45 contact hours) COS422 Spring Semester 3 Credits (45 contact hours)		
COMPARABLE TRADITIONAL COURSES:	Astronomy		

APPLIED STUDIES

In Paul’s first letter to the Thessalonians, he exhorts us to “aspire to live quietly, to mind your own affairs, and to work with your hands... that you make walk properly before outsiders.” We believe that the applied arts can be just as formative of the mind, body, and spirit as the academic arts. Applied studies seek to articulate the complex relationship between faith, learning, and practice.

Music

TITLE:	Music	TOTAL CREDITS:	6
DESCRIPTION:	This year-long course introduces students inductively and deductively to music. Students practice the art of actively listening to music. They are introduced to the philosophy of music and also cover major historic aspects of the form. Students will learn to recognize and understand elements of music such as melody, harmony, rhythm, form and structure, color/timbre. They will study the nature and end of music, how it functions, and its relation to God and his Church, as well as its relationship to the whole of the Quadrivium. In the second half of the year, students will continue to develop skills introduced in the first semester such as listening and singing. They will also explore historical shifts and milestones in the history of music, such as the role of music in liturgy and also pre and post Enlightenment changes in the art.		
PREREQUISITES:	None		
EXPECTED YEAR:	Freshman		
SLOs:	<p>Fall Semester</p> <ol style="list-style-type: none"> 1. Identify various elements of music (e.g., melody, harmony, rhythm). 2. Perform basic elements of elementary singing, such as those learned through a semester long study of solfege. 3. Discuss the role of music in the Christian life and in the liberal arts tradition 4. Recall relevant aspects of music history, particularly pre-enlightenment and liturgical elements. <p>Spring Semester</p> <ol style="list-style-type: none"> 1. Recall relevant milestones in the history of Western music 2. Perform basic elements of singing appropriate to a second semester study of solfege. 3. Apply knowledge of elements of music in listening to various music pieces. 		
COURSES (TERMS – RETIRED):	<p>MUS101 Michaelmas Term 1.5 Credits (24 contact hours)</p> <p>MUS102 Yuletide Term 1.5 Credits (24 contact hours)</p> <p>MUS103 Lententide 1.5 Credits (24 contact hours)</p> <p>MUS104 Pascha 1.5 Credits (24 contact hours)</p>		
COURSES (SEMESTER):	<p>MUS121 Fall Semester 3 Credits (45 contact hours)</p> <p>MUS122 Spring Semester 3 Credits (45 contact hours)</p>		
COMPARABLE TRADITIONAL COURSES:	<p>Music Theory I, II</p> <p>Survey of Music History I, II</p>		

Art

TITLE:	Art	TOTAL CREDITS:	6
DESCRIPTION:	<p>The Fall semester, as a practical companion to Geometry, explores essential elements of two-dimensional design, including line, value, rhythm, proportion, and perspective, as an artistic expression of number in space. Students will focus on drawing application, utilizing fundamental skills in graphite and ink drawing to produce works that are visually accurate and cohesive.</p> <p>The Spring semester explores essential elements of three-dimensional design in anatomical sculpture, to produce an accurate life-sized portrait bust in plastelina clay. Students will construct the geometric proportions of the skull and face, from the foundations up, and acquire basic sculptural skills in facial construction, anatomy and finishing.</p>		
PREREQUISITES:	None		
EXPECTED YEAR:	Freshman		
SLOs:	<p>Fall Semester:</p> <ol style="list-style-type: none"> 1. Identify the principles of design for analysis of artistic construction and composition; 2. Utilize the principles of design to execute a composition from conception to final form; 3. Apply the disciplines of artistic sight to accurately represent three-dimensional form on a two-dimensional plane; 4. Identify and distinguish essential anatomical and proportional features of the human form. <p>Spring Semester:</p> <ol style="list-style-type: none"> 1. Construct an armature and foundational form for a human portrait bust; 2. Assemble foundational anatomy of the human face, including the planes of the skull, in plastelina clay; 3. Apply principles of three-dimensional measurement to analyze and construct human facial anatomy; 4. Accurately recreate human likeness in a finished portrait bust in plastelina clay. 		
COURSES (TERMS – RETIRED):	ART201 Michaelmas Term 1.5 Credits (24 contact hours) ART201 Yuletide Term 1.5 Credits (24 contact hours) ART201 Lententide 1.5 Credits (24 contact hours) ART201 Pascha 1.5 Credits (24 contact hours)		
COURSES (SEMESTER):	ART211 Fall Semester 3 Credits (45 contact hours) ART211 Spring Semester 3 Credits (45 contact hours)		
COMPARABLE TRADITIONAL COURSES:	Art Philosophy of Art		

Preceptorial

Third- and fourth-year students may select from a variety of term or multi-term courses that complement the core curriculum by allowing students to focus on a particular author, topic, or philosophical question. Examples include: Southern Literature, The Art of Film, Architectural Thinking, Twentieth Century Literature, Doctrine of the Christian Life, etc. These courses recognize and seek to illustrate the connecting elements that unite all truth, while respecting and exploring the diversity of application.

TITLE:	Preceptorial	TOTAL CREDITS:	1
DESCRIPTION:	Course Description		
PREREQUISITES:	None		
EXPECTED YEAR:	Junior or Senior		
SLOs:	Varies depending on course.		
COURSES:	PRE3xx 1 Credits (15 contact hours)		
COMPARABLE TRADITIONAL COURSES:	General Electives		



Senior Capstone Project

SENIOR CAPSTONE OVERVIEW

The Senior Capstone Project provides an opportunity for graduating seniors to richly engage an aspect(s) of their education at New College Franklin. It is intended to be a focused outworking of a Christian liberal arts education. The project entails an extended and concentrating period of engagement. As part of a student's ongoing education and in light of the true communal nature of learning, this is not solely or chiefly a private endeavor of the student, but rather is developed with significant input from the Dean's Cabinet and the student's advisor. The project may be fulfilled in part or *in toto* by a course of study and writing, through an apprenticeship, or through a creative production as determined jointly with the Dean's Cabinet, Advisor, and student during the planning phase of the project.

3 Credits (1 credit in spring of Junior year, 1 credit each semester of Senior year)
Coordinator: Dean of Academics

General Requirements:

The Project must engage with some aspect of the student's education at NCF which they wish to develop. The project may be intellectual, productive (artistic), practical, or some blend of the three. The project will be carried out under the guidance of an advisor and may involve some form of outside apprenticeship if appropriate and approved. As a general guideline, a two-credit course typically requires 150 hours of study. Students can expect to dedicate this much time to the fulfillment of the Capstone Project.

A project must demonstrate significant intellectual rigor. Therefore, the Dean's Cabinet will help students determine appropriate endeavors, as well as their objectives and requirements. For instance, a student may be required to supplement a project with further reading, research, or writing. On the other hand, the nature of some projects may not require additional facets of study or writing. Each project will be assessed individually and is subject to the judgment of the Dean's Cabinet.

Process

I. Planning Stage

The Dean of Academics or Coordinator of the Capstone will meet with Juniors twice in the fall semester to prepare them for the initial stages of the project.

The first meeting, potentially in October, will cover the description of the Capstone project and its requirements and also answer general questions. Sample proposals will be provided and past projects will be discussed. During that meeting, students and faculty will set a time to meet and brainstorm ideas at a future date.

The second meeting, over a meal if possible, will focus on potential directions each student is thinking of pursuing. This is a very tentative stage which serves to help get Juniors thinking about their interests, possible directions, and what kind of projects will be viable, fruitful, and fitting. This meeting will be held in November.

As students begin to think about potential projects, there are a number of questions they can ask themselves:

- What topics, texts, classes, or practices did I enjoy?
- What would I like to explore or develop that I have learned here?
- What medium might I work in (research, art, creative writing, etc.)
- Who might I imagine working with in light of this topic?
- What sections or focus(es) of the curriculum is this tied to?

Moral Philosophy
Quadrivium
Theology
Trivium
Applied Studies

A student should be able to make a strong connection between their general project plans and concrete aspects of the curriculum at New College Franklin. It may also be helpful to have two or three potential project ideas or topics areas early on.

I. Rough Draft Proposal

The Rough Draft proposal is a rough draft which is in no way binding. This allows the Dean's Cabinet to review, make adjustments, suggestions, and direct students to qualified advisors. Students do not pick out their own advisors beforehand. It is recommended that students have a few viable project ideas in mind. Students may even present more than one option to the cabinet in their informal write up. The cabinet retains the right to make required adjustments, suggestions, as well as to approve or deny a project.

The **Rough Draft Proposal** should be a minimum of one full page which includes:

- A description of the project
- Its objectives
- The steps necessary to complete the project
- A description of how it connects to the program, including specific classes and/or texts
- The challenges they foresee to successful completion.

A student who does not submit this Rough Draft Proposal in a timely manner may experience delays and fall behind schedule. Their proposal will go through whatever drafts, changes, reformations indicated by the Dean's Cabinet, until approval.

*Examples of Dean's Cabinet **Responses:***

Joe wishes to write a collection of sonnets for his project. The Dean's Cabinet determines that Joe must do readings which involve ten primary and secondary sources. Joe and his advisor determine those sources. Joe's advisor also requires a written analysis of the sonnet form that is fifteen pages.

Sarah wishes to write a short story. The Dean's Cabinet approves. Her advisor requires her to read several short stories as well as a book on writing. Her only written work is the short story.

Zack wishes to write on the natural law. The Dean's Cabinet approves and suggest a minimum page length of 30 pages. Zack and his advisor select primary and secondary sources.

Luke wishes to apprentice under a pastor. The Dean's Cabinet first determines that this will be a substantive, non-secretarial role which will involve a rich course of study, reading, and practice. The Dean's Cabinet requires Luke to write a shorter academic paper of twenty pages or a fifteen-page creative non-fiction spiritual reflection to compliment the apprenticeship.

II. Approval and Advisor

After the Dean's Cabinet has approved the generic project plans and made all suggestions, the Dean's Cabinet will make a recommendation of an advisor and the student will establish formal plans to work with that advisor by contacting them and requesting their services. An advisor must be available, willing, and qualified to lead them through the project.

The **advisor** does not merely approve of a project. An advisor helps shape a project, makes significant suggestions, including necessary, useful, or substantive changes, especially in the writing of the **Formal Proposal**. Please see *Sample Formal Proposal* document available from Head of Capstone. Students are expected to take required advice and consider suggestions seriously. Records will be kept regarding this process and taken into account during assessment. Students who do not meet regularly with an advisor or do not follow advisor's directions may fail to obtain a passing mark.

Students are required to meet with their advisor a minimum of seven times.

Students will be directed to an advisor by the Dean's Cabinet. Students have input on this selection but not carte blanche. The advisor should be someone who can effectively lead and mentor them during this project. There should be a real fit and not merely a preference of personality. Advisors must have willingness and availability. They should generally be faculty members.

III. Advisor Input/Requirements.

The advisor is an integral aspect of the development, revising and completing of the project.

The advisor will serve as a mentor who will:

- Meet with student a minimum of seven times
- **Help develop and review the student's Formal Proposal including all its details using Sample Document as guide**
- Approve of/suggest readings for a reading list where appropriate
- Review and suggest changes to a project
- Record:
 - The occurrence of each meeting on Populi
 - Note progress or lack thereof regarding objectives
- Provide a final suggested grade or level of achievement
- Report any noncompliance or reasons which may result in an incomplete or failure

After each meeting **Students** should record:

- The content of that meeting
- Progress with objectives
- Suggestions or Requirements made by Advisor
- Meeting Date

Any problems which students or advisors encounter should be brought to the attention of the Dean of Academics

IV. Formal Proposal

The initial work of the **student and advisor** will be to crystalize the details of the Formal Proposal, including all the steps and objectives necessary for the successful completion of the project and requirements (including but not limited to, readings, deadlines, objectives, etc.). Having done this, a **Formal Proposal** will be signed by the student and advisor and submitted to the Dean of Academics. This Formal Proposal is due the second week of **April**. For details of Formal Proposal see ‘VIII. General Requirements’, at the bottom of this document.

V. Outworking of Project

The student is responsible for the timely completion of their project. They will arrange for the fulfillment of all meetings and requirements. They are responsible for the submission of all paperwork and keeping track of deadlines.

VI. Assessment

Spring Semester Junior year, the advisor and Dean’s Cabinet will jointly assess the Capstone Project and determine whether a student will pass, as well as the level of recognition they will receive. The advisor will propose an initial mark. The Dean’s Cabinet will review their suggestion and make a final decision. Evaluation will take into consideration the project itself, whether it meets its stated objectives, paperwork, meetings, as well as the timely manner of completion. Failure to meet an objective will not necessarily mean failure. The Dean’s Cabinet retains the right of final judgment.

The following can result in the declaration of incomplete or failure:

- Failure to attend meetings with advisors
- Failure to attend meetings by scheduled date
- Failure to take required advice or make changes required by advisor
- Failure to meet major objectives

The project will be assessed for as pass fail. In addition, it will be recognized with

- Summa Cum Laude (P)
- Magna Cum Laude (P)
- Cum Laude (P)
- Satis (P)
- Minima (P)
- Aborior or Incon (F)

VII. Presentation

Seniors who have successfully completed this project will present their paper, project, or a summary of their work and experience in the late spring.

VIII. General Requirements:

Senior Capstone Steps:

1. Rough Draft Proposal
2. Approval w/ any stipulated changes
3. Work with the Faculty Advisor

4. Signed Formal Proposal Submission, developed alongside advisor
5. Completion of Project and Submission of all Paperwork
6. Presentation

Rough Draft Proposal Check List

The proposal should be a minimum of one full page which includes:

- A description of the project
- Its objectives
- The steps necessary to complete the project
- A description of how it connects to the program, including specific classes and/or texts
- The challenges they foresee to successful completion.

Formal Proposal:

The Formal Proposal should be **developed together with advisor** and must include:

- 1) A revised version of the approved project in narrative form
- 2) A bullet point list of major and minor objectives with expected dates of completion
- 3) A bullet point list of major and minor steps with expected dates of completion
- 4) A reading list if required
- 5) A form indicating acceptance into an approved apprenticeship (if appropriate)
- 6) A statement that the student understands all requirements and the consequences which may result if they fail to execute this plan.
- 7) **Signature of Advisor prior to submission to Dean's Cabinet**
- 8) Signature of Dean's Cabinet Representative

**Samples of successful Formal Proposals will be shared with students and advisors and are available upon request.*

Deadlines

- 3rd Week of February, Spring Semester, **Junior Year:** Rough Draft Proposal Due
- 2nd Week of April **Junior Year:** Formal Proposal Submission Due with signature of advisor
- Fall Semester, Senior Year:
By Second Week of Semester
1st Meeting and Paperwork Due
- Fall Semester, Senior Year
By seventh Week of Semester
2nd Meeting and Paperwork Due
- Fall Semester, Senior Year
By thirteenth Week of Semester
3rd Meeting and Paperwork Due
- Spring Semester, Senior Year
By Second Week of Semester
4th Meeting and Paperwork Due
- Spring Semester, Senior Year
By fifth Week of Semester
5th Meeting and Paperwork Due
- Spring Semester, Senior Year
By tenth Week of Semester
6th Meeting and Paperwork Due
- Final Submission of Project Materials and paperwork (13th Week of Semester)
- Presentation (TBA)



Academic Policies

DEFINITION OF CREDIT HOUR

A credit hour is one hour of classroom (a minimum of 50 minutes) or direct faculty instruction with a minimum of two hours out-of-class work each week of a fifteen-week academic semester.

Note: Prior to Spring 2019, each semester was comprised of two eight-week terms. These terms were retired in favor of semesters for the Fall 2019.

DEFINITION OF FULL-TIME AND PART-TIME STATUS

Students enrolled in a total of at least twelve credit hours during the semester are considered full-time students during that semester. Students enrolled in less than a total of twelve credit hours during either semester are considered part-time students during that semester.

SEMESTER GRADE REPORTS

New College Franklin follows the grading terminology outlined below. Pass/fail courses will not be factored into the student's GPA. Student academic records are private and confidential and are released in accordance with applicable state and federal law. Semester grades are finalized within a week of the end of each semester and students may access their grades in *Populi*.

Mark	Percentages	Grade Points
A	94-100	4.00
A-	90-93	3.70
B+	86-89	3.30
B	83-85	3.00
B-	80-82	2.70
C+	76-79	2.30
C	73-75	2.00
C-	70-72	1.70
D+	66-69	1.53
D	63-65	1.30
D-	60-62	1.00
F	0-59	0.00

SATISFACTORY ACADEMIC PROGRESS/GOOD ACADEMIC STANDING

Satisfactory Academic Progress is the minimum threshold required for students to be considered in Good Academic Standing. The determination of satisfactory academic progress is made at the end of each semester. A student meets Satisfactory Academic Progress (SAP) when both of the following conditions are met:

1. the student's cumulative GPA is 2.0 or above, and
2. the student has successfully passed at least two-thirds of all attempted hours at NCF (not including transfer credits).

Students also are required to graduate within six years of freshman matriculation.

ACADEMIC PROBATION

Students who fail to meet one or both of the requirements for Satisfactory Academic Progress will be placed on Academic Probation for the following semester. *Terms of Probation* include (but may not be limited to) the following and will be specified in a letter sent to the student via the student's official college email address:

1. regular meetings with the Dean of Academics or President to discuss academic progress;
2. a maximum credit load per semester of 16 credits;
3. a semester GPA of 2.0.

If, at the end of the semester in probation, the student has met the terms of probation AND has met the terms of Satisfactory Academic Progress, he/she will be removed from probation and given all privileges of a student in good academic standing.

If, at the end of the semester on probation, the student HAS met the terms of Probation but HAS NOT met the terms of Satisfactory Academic Progress, he/she will be given one more semester of probation. At the end of the second semester of probation, the student must meet both the terms of Probation and Satisfactory Academic Progress (a minimum of a 2.0 GPA). If the student fails to meet both standards, he/she will be placed on suspension status for the following semester.

If at the end of the semester on probation, the student has not met the terms of probation OR the terms of Satisfactory Academic Progress, he/she will be placed on suspension status for the following semester.

ACADEMIC SUSPENSION/EXPULSION

Students on Academic Suspension will not be permitted to participate in any non-public activity of the institution throughout the duration of the semester and until the start of the next semester activities. The student may return to studies at NCF but will return in a probationary status according to the terms above. If the student is unable to meet the terms of probation AND the terms of Satisfactory Academic Progress by the end of the first semester back after a suspension, he/she will be expelled from NCF. Students who have been expelled may apply for readmittance after a one-year period following the expulsion.

ATTENDANCE POLICY

The heart and soul of New College Franklin's pedagogy is conversation and community. A student's absence not only affects their own learning experience but their peers'. Further, participation and presence in the classroom is a way of serving the learning community. While individuals will not always be able to come to class, our attendance policy reflects the importance of a person's presence in the classroom.

We expect students to participate in the activities of a course in order to receive credit. Students should expect missed classes to affect their achievement and grade.

- If an instructor assigns a participation grade, the student may lose the opportunity to earn participation credit for classes they miss.

- If an instructor does not assign a participation grade, the student will lose 3 points from their final grade for each absence in excess of 12.5% of the course.
- If a student misses more than 25% of a course, they will be withdrawn.

If a student is absent from class, he or she will generally not receive participation credit for that day. A professor may excuse that day's grade for extraordinary circumstances (e.g., hospital stay, death of close family member, etc.). In such cases, the instructor will exercise discretion.

A **tardy** is defined as arrival after the start of class **up to** 30 minutes late. **Three (3) tardies equal an absence**, and, if applicable, a "0" for participation on that third date of tardiness. Students who arrive **more than** 30 minutes late will be counted **absent**.

Number of Class Meetings	First Absence in Excess of 12.5%	First Absence in Excess of 25%
8	2	3
16	3	5
29-32	5	9

LATE WORK

The following is the strictest allowable policy. You may offer a more lenient policy, but we encourage keeping as close to this policy as possible to promote a consistent institutional culture of responsibility.

No late work is accepted. If a planned absence coincides with the due date of an assignment, you must make arrangements with your professor before the day the assignment is due regarding the submission of the assignment. If unforeseeable circumstances prevent you from submitting a **completed assignment** on time, you must notify your professor that you will not be present to submit the assignment. In such a case, you must notify your professor **before the assignment is due** using the means of communication specified in the syllabus. If you have access to a computer and internet, and the assignment is transferable electronically, you must submit the assignment electronically before the assignment is due in class. If the assignment is not transferable electronically, you must make arrangements with your professor to turn in the assignment as soon as possible. Assignments are due at the start time of the class period at which they are due. Assignments not submitted on time will receive a grade of "0."

INCOMPLETE GRADE/EXTENSION POLICY

All coursework is required to be completed and submitted by the final date of the course. Regardless of specific faculty policy regarding late work, coursework not submitted by this date will receive a grade of "0."

In extreme circumstances (significant unanticipated medical conditions, death of spouse or immediate family member, significant unanticipated hardship), students may be granted an extension for up to one semester beyond the course semester.

To request an extension, students must send an email to the professor and Dean of Academics explaining the reason for the request. To receive an extension and be granted an incomplete for one term, the request must be approved by both the professor and Dean of Academics.

Dropping & Adding Courses and Withdrawal

The drop/add date is fourteen calendar days after the start of the semester for a semester-long class and seven calendar days after the start of the term for an eight-week term, by 11:59pm (Central Time) of that date. Students are expected to notify the college by emailing the college office (office@newcollegefranklin.org) by the deadline date and time. Students who withdraw from a class will be removed from the class without academic penalty.

Students who withdraw after the add/drop date but before the 28th calendar day of the term or the 56th calendar day of the semester will receive a “W” on their transcripts. Students who withdraw from the course after these dates will receive either a “WP” for those who were passing the course at the time of withdrawal, or a “WF” for those who were failing the course at the time of withdrawal. Students who receive a “WF” will have the failing grade applied to their GPA. Students are expected to email the college office (office@newcollegefranklin.org) notifying the college of the student’s desire to withdraw, and the date of this email will serve as the official withdrawal date for the class.

Withdrawing from NCF

Students who wish to completely withdraw from New College Franklin should notify the College Office (in person or by email) and complete a withdrawal form (available from the Registrar). Students who withdraw prior to the add/drop date of the semester will be removed from classes without academic penalty. Students who withdraw after the add/drop date but before the 28th calendar day of the term or the 56th calendar day of the semester will receive a “W” on their transcripts. Students who withdraw from the course after these dates will receive either a “WP” for those who were passing the course at the time of withdrawal, or a “WF” for those who were failing the course at the time of withdrawal. Students who receive a “WF” will have the failing grade applied to their final GPA.

Students who simply fail to attend classes for 14 consecutive calendar days and fail to contact the college office will be considered withdrawn as of the 14th calendar day after the most recent attendance. Final grades and refunds will be calculated based on that date.

GRADUATION PROCEDURES

Candidates for the Bachelor of Arts must complete each of the following requirements or their approved equivalent or replacement. These are typically completed in 4 years, assuming an average credit workload of 16 credits per semester.

- Earn 32 credits in the Moral Philosophy discipline field.
- Earn 24 credits in the Theological Studies discipline field.
- Earn 20 credits in the Trivium Studies discipline field.
- Earn 24 credits in the Quadrivium Studies discipline field.
- Earn 20 credits in the Applied Study discipline field.
- Complete the 2 credit Senior Capstone Course

Students who plan to graduate must submit an application to graduate. By February 15 for the Spring semester, or September 15 for the Fall semester (if applicable). Upon submission, the Office of the Dean of Academics will review the application and confirm that the student will meet program requirements by graduation (program requirements are listed above). Once the review is complete and successful, graduation materials will be ordered.

Although diploma covers will be used in graduation, actual diplomas will not be released until grades have been finalized, all requirements are met, and all financial obligations are satisfied.

REPEATING CLASSES

Students are not ordinarily permitted to register for a course which they have previously taken unless they have withdrawn from the course or completed the course with a failing grade. In order to repeat a course, students will need to receive permission from the Dean before registering.

Students who return to the college after withdrawing past the fifth week of the term will be considered as repeating for transcript purposes. The transcript will reflect the class as repeated.

READMISSION POLICY

Students who have withdrawn or have been discharged and wish to be readmitted to New College for any of the four terms must submit a completed Readmission Application to the College Office. Once the Readmission Application and readmission fee (\$50) have been submitted, the applicant will be scheduled for an interview with the Dean.

In order for readmission to be considered, the student must be in good academic, conduct, and financial standing with New College. If readmission is granted, students will enter under the current tuition and fee structure and catalog requirements for graduation that are in effect at the time of readmission.

AUDITING COURSES

Auditors are permissible provided (1) they meet relevant admission standards (an Auditor Application is available from the college office), (2) space is available (degree-seeking, full-time students are given preference), (3) the Dean (with the counsel of the tutor teaching the course) grants permission, (4) the students pay the requisite fees.

New College Franklin may admit a limited number of auditing students for a \$250 fee per course per term. Notwithstanding the conditions of auditing students, this fee is waived for currently enrolled students, spouses of enrolled students, and New College Franklin alumni. Students who have previously completed an enrollment application and have been accepted by the admissions committee are not required to complete an Auditor Application and may enroll as an auditor with the registrar.

Auditing students do not receive credit for audited courses. Professors are not required to grade assignments submitted by auditing students.

STATEMENT ON STUDENT ACADEMIC FREEDOM

Students at New College Franklin are not required to pledge their assent to the New College Franklin Statement of Faith. We believe that the freedom of belief and conscience is essential to the health of college. While valuing freedom of belief and conscience, New College Franklin upholds a particular standard of truth and requires all students to respect it. Our chief commitment is to the Lord Jesus Christ as truth, and this is the basis for academic freedom. Every community is held together by common principles and beliefs about what is true. Hence the question of academic freedom is not whether there is a standard for truth, but which standard. Our standard is the Triune Godhead, and we expect students to earnestly pursue Christ as truth in both word and deed. We do not seek to burden anyone's conscience—either students or faculty—in matters of secondary doctrine. Rather we encourage full academic freedom for students and faculty within the bounds of the Student Conduct and Statement of Faith respectively.

DISTANCE EDUCATION

The curriculum at New College Franklin is not contained solely in books. Our seminars and tutorials all provide a unique, relational pedagogy for learning that cannot be duplicated via distance. Central to our program is not only what students read but with whom students read. Reading, studying, and thinking in a true *collegium* is central to our program of studies. Therefore, New College Franklin does not offer any distance education.



Transfer Credits

TRANSFER STUDENTS

The classical curriculum at New College Franklin creates an experience that is unusual in today's higher education. Because of this unique core curriculum and pedagogy, most students admitted to New College Franklin begin as first year students. New College Franklin does not guarantee that any credits from other colleges or universities will be accepted.

TRANSFER OF CREDITS

If a student seeks to gain transfer credits from a similar program, he must adhere to the following requirements:

- I. Students seeking to gain credit towards graduation at New College Franklin from coursework completed at other institutions must first be accepted to New College Franklin before the transfer credits will be considered. Once a student is accepted, the Dean and other faculty will form a committee to evaluate all courses taken or attempted and all grades received at accredited and non-accredited post-secondary institutions.
- II. New College Franklin reserves all rights to accept or deny credits for transfer coursework from other institutions. The key factor New College Franklin seeks in accepting or denying transfer coursework is the student's proficiency, knowledge, and skills gained in the coursework at other institutions. Additionally, New College Franklin carefully evaluates the pedagogical methods employed at other institutions to ensure that the student is prepared for the interdisciplinary and unified approach in all academics at New College Franklin. We also reserve the right in some cases to accept transfer coursework contingent on the student maintaining a 2.0 GPA in all courses for at least two terms. All such equivalencies, transfer credits, and academic conditions are recorded on the students' permanent record after they have matriculated.
- III. Credits for transfer must be presented to New College Franklin in an official transcript sent directly from the institution.
- IV. No more than 60 transfer credits may count towards the required 123 credits to graduate with the Bachelor of Arts degree.
- V. Transfer credits are not counted towards the students' final academic standing (grade point average).

New College Franklin has articulation agreements with the following programs and institutions to reward students for substantive learning experiences that fall outside the modern definition of college credit.

The Dean of Academics is responsible for approving transfer of credit to New College Franklin. For any credits that are denied transfer, students may request rationale and provide additional information to support their request for transfer of credits.

The Center for Western Studies

Students from The Center for Western Studies entering New College Franklin after completing the full Gap Year program of study at The Center for Western Studies will receive eight credit hours in the

Moral Philosophy discipline field and four credit hours corresponding to any Preceptorial course. The Gap Year Program at The Center for Western Studies is an integrated course of study and travel covering content and skills in a number of disciplines. New College Franklin has determined the CWS course of study fulfills the equivalent of the credit hours for the discipline fields and courses listed below. The appropriate officers/faculty at both colleges have approved this articulation of credits, and this articulation agreement is subject to annual review.

Church History Where It Happened

Students entering New College Franklin after completing Douglas Bond's *Church History Where it Happened* course will receive three credit hours in the Theological Studies discipline field, three credit hours corresponding to the first year composition course (CMP101 and CMP102), and four credit hours corresponding to any Preceptorial course. New College Franklin has determined the Church History Where it Happened course fulfills the equivalent of the credit hours for these discipline fields and courses. The appropriate officers/faculty at New College Franklin and Church History Tours have approved this articulation of credits. This articulation agreement is subject to annual review.

Oxford Creative Writing Master Class

Students entering New College Franklin after completing Douglas Bond's Oxford Creative Writing Master Class course will receive three credit hours corresponding to either the first year composition course (CMP101 and CMP 102) or any two terms of the Creative Writing course (CRW301, 302, 303, or 304) below. New College Franklin has determined the Oxford Creative Writing Master Class course fulfills the equivalent of the credit hours for the discipline field listed below. The appropriate officers/faculty at New College Franklin and Douglas Bond have approved this articulation of credits. This articulation agreement is subject to annual review.

Transfer Credits from New College Franklin to Other Colleges

New College Franklin is a special purpose institution. That purpose is to disciple students through the liberal arts for wisdom and missional living. Students should be aware that transfer of credit is always the responsibility of the receiving institution. Whether or not credits transfer is solely up to the receiving institution. Any student interested in transferring credit hours should check with the receiving institution directly to determine to what extent, if any, credit hours can be transferred. Accreditation of any sort is no guarantee of transferability.



Academic Integrity Violations & Plagiarism

STUDENT ACADEMIC INTEGRITY VIOLATIONS

Dishonesty, alteration of documents, plagiarism, misrepresentation, or misappropriation of intellectual property are serious offenses. Any allegations regarding these matters will be investigated thoroughly. Students found to be in violation of the academic integrity policy will face the following actions.

Upon the first offense, the student will receive a 0 on the assignment in question and will be placed on academic probation. The student may redo the assignment, addressing the academic integrity issues in question, and receive a maximum of half credit on the assignment.

Upon the second offense, the student will be withdrawn from the course in which the violation occurred, will receive a Withdrawn Failing in the course, and will be required to repeat this course at a later date.

Upon the third offense, the student will be withdrawn from all classes, receive a Withdrawn Failing in all courses, and be suspended from all classes for the following term. Upon re-enrolling in classes, the student will be placed on Academic Probation and any breach of the Academic Integrity policy will typically result in dismissal from the college. Students desiring to re-enter the college must re-apply. Decisions to re-admit previously dismissed students will be made by the Dean's Cabinet in consultation with the Board of Trustees.

Offenses accrue during the entirety of the student's career at New College and from all courses in which the student is enrolled.

PLAGIARISM

The following is taken directly from "What is Plagiarism" at Plagiarism.org. Please visit this very helpful site for a wealth of helpful information about plagiarism.

WHAT IS PLAGIARISM?

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

BUT CAN WORDS AND IDEAS REALLY BE STOLEN?

According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism.



Academic Assessment

ASSESSMENT OF COURSE LEARNING OUTCOMES

Assessment within the academic area provides a systematic evaluation of whether student learning and program outcomes are appropriate to its mission, and focuses on the institutional, program and course levels.

To ensure student learning and program curriculum match the mission of New College Franklin, Student Learning Outcomes (SLOs) for each course are mapped against the program and institution learning outcomes, documented earlier in this handbook.

To ensure that student learning matches the SLOs indicated in the syllabus and Academic Program Handbook (internal assessment), the following options are utilized each semester (or term for single term classes). Note: all course SLOs must be addressed with one of the options, but both options can be used to show assessment within one course.

Option 1:

- For each Student Learning Outcome, a particular assignment or portion of an assignment (comprehensive exam, final project, final paper, etc.) will serve as the means of assessment. The average for these assessments must be at least 80%. For example, three essays on the Final Exam specifically demonstrate SLO#1. The essays are graded based on a predetermined rubric. The student scores an average of 82% on these three essays; therefore, quantitative assessment is demonstrated, and satisfactory learning has been accomplished.

Option 2:

- A test duplicated, given both before the course begins and as the final assessment, will contain a mechanism for assessing each Student Learning Outcome. The percentage of improvement from the Pre to Post test will serve to demonstrate quantitative assessment. For example, Questions 1-5 on the pretest specifically demonstrate SLO #1. The average of these questions on the pretest is 35%; the average of those same questions on the posttest is 85%; this indicates an improvement of 50% over the course of the semester.

Assessment includes surveys made available to students at the end of each term. These subjective and qualitative assessments provide insight into the students' thoughts regarding the faculty, course, course requirements, and their opinion of its success (internal assessment).

Assessment also includes an analysis of fall-to-fall retention rates, completion/graduation rates, and job placement rates (external assessment), which are analyzed and noted in the November council meeting with applicable initiatives. The NCF Liberal Arts degree does not provide opportunity or need for state or other licensing. Summary of this assessment shall be posted on the website.

Annually, alumni will be given the opportunity to speak into the institution through the completion of a survey. This will speak specifically to the success and needed improvements as seen by those who have successfully completed the program of study at NCF (external assessment)

Every two years, the faculty under the direction of the Dean of Academics will thoroughly review the curriculum, considering assessment data gathered, review of capstone projects of graduating seniors, review of similar programs in other institutions (minimum of three comparable accredited institutions), review course sequencing to demonstrate basic to complex levels of learning, and personal analysis.

Recommendations will be made within the faculty and submitted to the Council by the liaison. Once approved by the President and the Board, changes will be made to the curriculum.